

**SRA**  
**Core Lesson  
Connections**

Enhanced instruction and  
digital tools to help teachers  
meet Common Core State  
Standards!



Grade 3

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SRA

# Reading Mastery

*Signature Edition*



## *Your Master Plan for* Core Comprehensive Reading

The comprehensive program that helps at-risk students succeed

- Validated by extensive and exhaustive research
- Proven to work in a wide range of classrooms, schools, and districts
- Systematic, explicit instruction for heightened academic achievement

# A Core Comprehension Solution

## Welcome

to **Reading Mastery Signature Edition**! It's a comprehensive solution that is flexible enough to serve as your intervention program, in addition to your core program, or combine all strands to work together as a complete program. **Reading Mastery Signature Edition** is research-based and field-tested, and it meets rigorous Common Core State Standards.

### How Reading, Language Arts, and Literature work together

Three strands address Reading, Oral Language/Language Arts, and Literature

- Activities within each strand reflect clearly stated goals and objectives
- Skills and processes are clearly linked within, as well as across, each strand
- Each strand can be targeted for use as an intervention program, in addition to the core program, or combined for use as a comprehensive stand-alone reading program

#### Reading Strand

- Addresses all five essential components of reading as identified by Reading First: phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension
- Provides spelling instruction to enable students to make the connection between decoding and spelling patterns
- Develops student decoding and word recognition skills that transfer to other subject areas

#### Oral Language/Language Arts Strand

- Teaches the oral language skills necessary to understand what is spoken, written, and read in the classroom
- Helps students to communicate ideas and information effectively
- Develops the ability to use writing strategies and writing processes successfully

#### Literature Strand

- Supports the reading strand with a wide variety of literary forms and text structures
- Provides multiple opportunities for students to work with useful and important words
- Gives ample opportunity for each student to read at his or her independent level

Brock Jones/Blend



**What makes *Reading Mastery Signature Edition* unique** is how:

- Information is presented
- Assignments are structured
- Understanding is tested

**Strategy-based instruction** allows students to learn new information in a more efficient way:

- Complex tasks are analyzed and broken into component parts
- Each part is taught in a logical progression
- The amount of new information is controlled and connected to prior learning
- Ample practice opportunities ensure mastery

**Intensive, explicit, systematic instruction** helps students use skills and processes with a high rate of success, because:

- Whatever is presented is **taught**, clearly and directly
- Whatever is taught is actively **practiced**, multiple times

- Whatever is practiced is **linked and applied** to new learning

**Fully aligned materials** help you guide students through the learning cycle and promote independent learning through:

- Highly detailed lessons
- Consistent teacher-friendly instructional routines
- Frequent teacher-student interactions
- Deliberate and carefully scaffolded teaching
- Specific correction techniques
- Cumulative review and application of skills

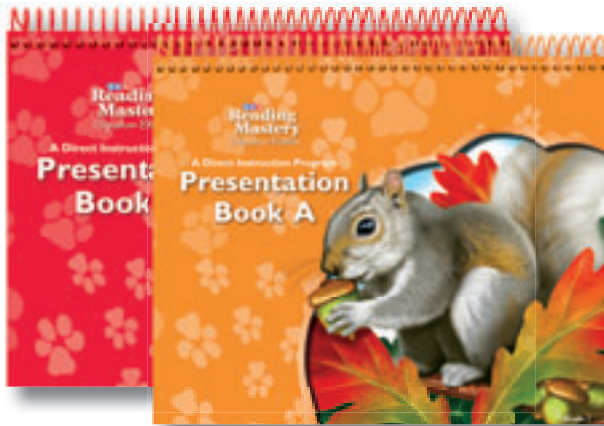
**Continuous informal tests and curriculum-based assessments** help:

- Monitor and report student, class, and district progress.
- Determine areas that need attention
- Guide placement and movement through the program



# Reading Strand

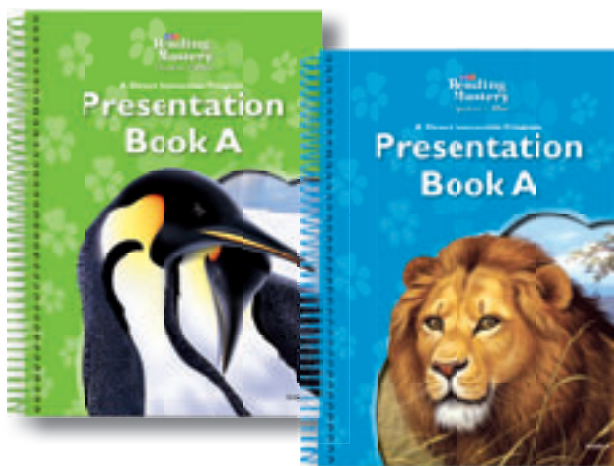
## Give students the keys to success



### Grades K and 1

Designed to teach students skills needed to become **accurate and fluent readers**:

- Decoding is taught explicitly and systematically
- There are numerous opportunities for building fluency, allowing students to focus on the meaning of the text
- Comprehension instruction begins early to teach students how to infer, predict, and conclude



### Grades 2 and 3

Continue to emphasize accurate and fluent decoding. The primary focus of these levels is to teach students how to **“read to learn.”** Students are taught:

- The skills necessary to read, comprehend, and learn from informational text
- Background information needed for content area reading through information passages
- The background information that becomes the basis from which students make inferences as they read



### Grades 4 and 5

The focus is **literature**:

- Students are taught to analyze and interpret literature
- Students read classic and contemporary novels, short stories, poems, myths, folktales, biographies, and factual articles
- They learn new comprehension skills for interpreting all these different types of literature
- The reading selections are reinforced with literary analysis, reasoning strategies, and extended daily writing

### Grades K–5

**Spelling** is explicitly taught at all levels to (Grades K–5):

- Engage beginning readers in activities at the phoneme and morphemic level
- Help older students identify known word parts
- Reduce confusion about words that are pronounced the same and provide a basis for using the appropriate word in context

A **Curriculum-Based Assessment and Fluency Handbook** combines with in-program mastery tests to provide a complete system for guiding student instruction. Use it to:

- Ensure students are properly placed in the program
- Measure student achievement within the program
- Identify skills students have mastered
- Present remedial exercises to students who are experiencing difficulty





# Exactly the right components

Reading Mastery Signature Edition Core Components (Reading Strand)						
	K	1	2	3	4	5
<b>Student Materials</b>						
Storybook(s)	✓	✓				
Textbooks			✓	✓	✓	✓
Workbooks	✓	✓	✓	✓	✓	✓
Test Books	✓	✓	✓	✓	✓	✓
<b>Teacher Materials</b>						
Presentation Books	✓	✓	✓	✓	✓	✓
Teacher's Guide	✓	✓	✓	✓	✓	✓
Teacher's Takehome Book or Answer Key	✓	✓	✓	✓	✓	✓
Spelling Book	✓	✓	✓	✓	✓	✓
Curriculum-Based Assessment Handbook	✓	✓	✓	✓	✓	✓
Skills Profile Folder	✓	✓				
Audio CD	✓					

Reading Mastery Signature Edition Tools to Differentiate Instruction (Reading Strand)						
	K	1	2	3	4	5
Library of Independent Readers	✓	✓				
Seatwork	✓	✓				
Activities Across the Curriculum			✓	✓	✓	✓
Practice and Review Activities	✓	✓	✓	✓	✓	✓



# Language Arts Strand

Oral language skills are an essential part of learning to read. The early grades of **Reading Mastery Signature Edition** teach oral language skills necessary to understand what is spoken, written, and read in the classroom.

Starting at **Grade K**, students learn the important background information, vocabulary, and thinking skills they need to achieve high levels of comprehension. Students:

- Learn vocabulary words commonly used in school
- Engage in talking and answering questions
- Use different sentence forms and structures
- Acquire important information and concepts



As they progress into **Grade 1**, specific activities are added to integrate language arts with other important reading skills including:

- Continued vocabulary development
- Instruction that focuses on elements of story grammar
- Sentence construction
- Cooperative story writing



**Grades 2–5** provide the structure and challenging materials that allow students to communicate effectively in writing and critique the writing of others. Students learn to:

- Write stories with a clear beginning, middle, and end
- Maintain focus on a single idea and develop supporting details
- Edit for standard conventions of grammar, usage, and mechanics
- Analyze persuasive text for misleading claims, faulty or inadequate arguments, and contradictory statements
- Develop skills related to real-world tasks—recall and summarize information presented orally, write directions, and take notes



Core Components (Language Strand)						
	K	1	2	3	4	5
<b>Student Materials</b>						
Textbooks			✓	✓	✓	✓
Workbooks	✓	✓	✓	✓		
<b>Teacher Materials</b>						
Presentation Books	✓	✓	✓	✓	✓	✓
Teacher's Guide	✓	✓	✓	✓	✓	✓
Teacher's Take-Home Book or Answer Key	✓	✓	✓	✓	✓	✓
Skills Profile Folder	✓					

Learning to read opens new doors for students



**Literature Collection and Guide** (Grades K and 1)

expand on skills students are learning in

**Reading Mastery Signature Edition**. The program:

- Develops their ability to listen attentively and demonstrate understanding
- Sharpens their understanding of story grammar and structure

**Anthology and Guide** (Grades 2–5) enrich students' experience with novels, poetry, and plays that complement the content and themes of the **Reading Mastery Signature Edition Textbooks** by featuring:

- Classics such as *The Bracelet*; *Thank You, Ma'am*; *The Velveteen Rabbit*; *Stone Soup*; and *The Story of Daedalus and Icarus*
- Insight into elements of story structure and literary strategies so students can discuss and write about the meanings of these selections

Literature Strand						
	K	1	2	3	4	5
Literature Guide	✓	✓	✓	✓	✓	✓
Collection	✓	✓				
Anthology			✓	✓	✓	✓

## Robust vocabulary instruction tied closely to comprehension



For **Grades K and 1**, daily reading with an emphasis on word meaning expands students' vocabulary into the world of mature speakers and provides:

- Lessons that offer direct teaching of Tier 2 words, enabling students to become more precise and descriptive with their language
- Numerous encounters with target words over time helps students to incorporate them into their speaking vocabulary
- Varied activities for students to interact with words in a variety of situations to deepen understanding
- Thirty high-quality books at each level including: folk tales, fairy tales, legends, poetry, as well as social studies and science expository works

**From the introduction of new vocabulary to the informal assessment of understanding, the lesson plans expand oral language by encouraging conversation about the book.**

**Day 1:** Students are introduced to the book and learn the key elements of a book such as title, author, and illustrator.

- They make predictions about what will happen in the story and share those predictions with their classmates.
- They formulate questions they may have about the story or the book.
- The story is read aloud to students with minimal interruptions.
- Target vocabulary words and their meanings are introduced within the context of how they are used in the story.

**Day 2:** The lesson begins with the story being read aloud by the teacher and discussed.

- Students become actively involved in responding to the story and constructing meaning.
- They are prompted to use target words throughout the discussion.
- Target vocabulary is reviewed.

**Day 3:** Students participate in varied activities using the new vocabulary words in and beyond the context of the story. Activities include:

- Retelling the story
- Playing word games
- Completing an activity sheet



# Reading Strand



## Library of Independent Readers

Entertaining, trade-style books written in the special **Reading Mastery Signature Edition** alphabet, one library each for **Grades K and 1**.



## Activities Across the Curriculum

Encourage students in **Grades 2–5** to use reading, reference, and writing skills through activities that support science, social studies, math, and language arts.



## Seatwork

Provide fun and rewarding reinforcement for students in **Grades K and 1**, that is closely correlated with lessons in **Reading Mastery Signature Edition**.



## Additional tools that teachers have used with Reading Mastery Signature Edition



**Practicing Standardized Test Formats** help students understand test formats and learn test-taking skills by providing:

- Concepts to address important test content as well as instructional standards
- Short, daily activities familiarize students with questions and formats they will encounter on the most recent forms
- Help for students so they perform at their optimal levels and obtain scores that more accurately reflect the student's achievement



**Practice Decodable Takehome Books**  
**Grades K and 1**

Offers short, decodable stories for students to read independently:

- Provides additional opportunities for students to apply the skills and vocabulary they've learned
- Are available as Blackline Masters or 4-color pages to fold and staple into books each student can keep and read
- Can be taken home and shared with families



**Research Assistant**  
**Grades 2–5**

Presents a systematic process for the collection, processing, and presentation of information. Helps students:

- Generate ideas for a search
- Use appropriate resources to obtain information
- Present informational reports that include main ideas and relevant details with visual supports

**Interactive Student Review**

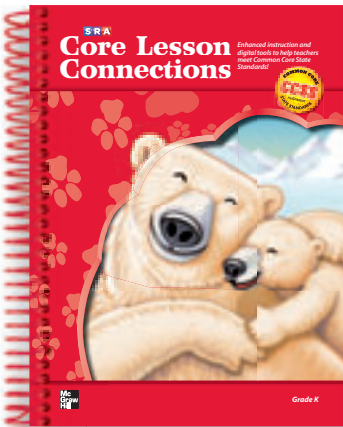
**Practice and Review Activities**  
**Grades K–5**

**Practice Software** offers engaging, interactive review to help students master key skills through:

- Brief, frequent practice activities and games
- Direct links to daily lessons
- Monitoring of student progress and performance



## Proven lesson instruction



### Core Lesson Connections Grades K–5

Strategic, targeted instruction that supports and enhances the core reading program, including:

- Brief, 20-minute activities aligned to specific program lessons
- Explicit instruction with modeling, guided practice, and independent practice to develop word-learning and comprehension strategies
- An instructional model designed to be presented in conjunction with each program lesson

### What you'll find:

#### Phonological and phonemic awareness Grades K and 1

Develops through a wide variety of activities including:

- Word segmentation
- Rhyme recognition and production
- Syllable blending, segmentation, and deletion
- Onset-rime segmentation and blending
- Phoneme isolation (initial, medial, and final)
- Phoneme identification, segmentation, and blending

**Vocabulary Instruction** boosts the acquisition of word-learning strategies and contextual practice through:

- Daily instruction of specific words found in the core program
- Opportunities for students to develop, use, and apply word knowledge
- Word awareness through vocabulary journaling and practice activities
- Vocabulary notebook with word practice and study strategies

Name \_\_\_\_\_ Date \_\_\_\_\_

**2: Word Map**

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

Synonym: \_\_\_\_\_ Antonym: \_\_\_\_\_

Multiple Meanings? Yes No

Additional Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

**Comprehension Strategies** are applied across lessons so students understand their usefulness while learning:

- Before-, during-, and after-reading strategies
- Bloom's Taxonomy level questions
- Narrative and expository text strategies
- Story grammar and story retell
- Graphic organizers
- Main idea and summarizing
- Comprehension monitoring
- Deep processing of text

**Fluency Building** through increased repetitions use core program stories and partner reading for:

- Emphasis on prosody and reading for meaning
- Effective partner reading
- Charting and decision making for maximum benefit

In addition, the following resources help you enhance learning for all students by providing:

- A **Scope and Sequence** chart to assist you in planning, conducting, and assessing instruction
- **Differentiated Instruction** with suggestions to boost the academic success for approaching mastery, at mastery, and ELL students
- **Professional Development** discusses how you can help students select appropriate material to read for personal pleasure and supplies tips/strategies to help students who struggle with reading fluency
- **Correlation** to the Common Core State Standards to help you keep students on target for meeting standards.



# New tools help you promote student engagement and extend learning

## Dynamic Digital Resources

Powered by **McGraw-Hill ConnectED**

### Interactive Whiteboard Activities

Deliver key concepts and skills with academic vocabulary practice, graphic organizers, critical writing, and more

### SRA 2 Inform

#### Online Progress Monitoring

Collect data, monitor performance, and administer reports to inform instruction

### eInquiry

Helps students solve problems through writing, presenting, preparing reflection tasks, and completing assessments

### Research Projects

Allow students to collaborate on common topics and systematically collect, process, and present information

### Online Professional Development via the Teaching Tutor

Access on-demand routine formats for topics such as optimal pacing, classroom arrangement, daily lesson characteristics, error corrections, and achieving mastery

Professional Development Videos



# SRA Reading Mastery

*Signature Edition*

*Three strands*  
work together to form a  
**core comprehensive program**

- Reading, Language Arts, and Literature integrated into a coherent instructional design
- Content focused on the five essential components of reading and aligned with Common Core State Standards
- Explicit instructional strategies for efficient, effective learning
- Student materials that support what you are teaching in daily lessons
- Frequent assessments that track student progress

Andersen Ross/Media Bakery



# Lesson 1

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, transparency marker, Reading *Textbook A*

**Student:** Copy of 1-Vocabulary Self-Reflection Form, copy of 2-Word Map, Reading *Textbook A*, a file or notebook for Vocabulary Self-Reflection Form and Word Map



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Overview of Vocabulary Development

**Discuss** why vocabulary is important to reading

Today, you'll start learning important skills to help you understand what you read. The first skill you'll work on is learning vocabulary words. Vocabulary words are all the words that make up our language. Learning new vocabulary words will help you unlock the meaning of what you read. New vocabulary words also will help you in speaking and writing.

### Activity 2 Introduction of Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

At the beginning of each week, you'll fill out a Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words we'll learn during the week. You'll keep this form in a file or notebook and use it at the end of the week to help you decide how well you now know your vocabulary words.

Today, you'll hear four new vocabulary words: **journey**, **hibernation**, **direction**, and **sphere**. Watch as I use my Vocabulary Self-Reflection Form for the first two words: **journey** and **hibernation**.

**Model** think-aloud for Vocabulary Self-Reflection Form.

**Write** all four words and **mark** an X in appropriate column on Vocabulary Self-Reflection Form for journey and hibernation.

## Sample Wording for Think-Aloud

First, I write **journey** by “Word 1.” Then, under the “Beginning of Week” column, I ask myself, “How well do I know this word?” I mark an **X** for one of the following: “I’ve never seen it before,” “I’ve heard it, but I’m not sure what it means,” “I think I know what it means,” or “I know what the word means.”

If I have not seen or heard the word before, I’ll mark “I’ve never seen it before.” If I know I’ve heard or seen the word but cannot say or write the definition, I’ll mark “I’ve heard it, but I’m not sure what it means.” If I can say the definition in my head or write down some parts of the definition, I’ll mark “I think I know what it means.” If I can say the definition in my head or write it down without any problem, I’ll mark “I know what the word means.”

I put an **X** in the box for the one I think shows how well I know the word. I’ll do this same thing for **Word 2—hibernation**, **Word 3—direction**, and **Word 4—sphere**. At the end of the week, I’ll ask myself again, “How well do I know this word?”

Now you’ll mark how well you know **Word 1—journey**, **Word 2—hibernation**, **Word 3—direction**, and **Word 4—sphere**.

**Guide** students as they complete Vocabulary Self-Reflection Form for journey, hibernation, direction, and sphere.

**Read** each word slowly to give students a chance to write words in the blanks on Vocabulary Self-Reflection Form.

### Activity 3 Introduction of Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Each day you’ll complete a word map. These word maps include important information about your vocabulary words to help you learn their meanings. Soon you’ll complete this Word Map each day for your new vocabulary word. You’ll keep these Word Maps in a file or notebook to use throughout the week along with your Vocabulary Self-Reflection Form.

Today’s vocabulary word is **journey**. The definition of **journey** is “trip.” What’s the definition of **journey**? *Trip.*

What word means “trip”? *Journey.*

Watch as I fill in the “Word,” “Definition,” and “Sentence” boxes on my Word Map for **journey**.

**Model** think-aloud for Word, Definition, and Sentence boxes on Word Map. **Write** the word, definition, and sentence on Word Map for journey. **Discuss** journeys that people or animals take.

## Sample Wording for Think-Aloud

First, I write **journey** in the box labeled “Word.” Next, I write the definition of **journey** in the box labeled “Definition.” **Journey** means “a trip.” So I write this definition in the box. Finally, I need to write a sentence using the word **journey**. I know that geese take a long journey every year so I’ll write the following sentence in the box labeled “Sentence:” Geese take a long journey every year when they fly south for the winter.



**Discuss** journey as it relates to Reading *Textbook A* activities during the lesson.



**10 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part B: Comprehension Strategies

### Activity 1 Importance of Comprehension

**Discuss** why reading is important. **Discuss** what reading students enjoy doing.

**Elicit** responses to questions. **Guide** as needed.

Comprehension means reading with understanding. If you read something and don’t understand it, it isn’t really reading. Comprehension is the reason we read. We read to gather information about the world around us. We read to complete school assignments. We read for enjoyment.

### Activity 2 Text Type

**Discuss** examples of expository and narrative text. **Elicit** responses to questions.

**Guide** as needed.

Today you’ll read two types of text. The first type of text is called **expository text**. Expository text gives you facts or true information about something.

What does expository text give you? *Facts or true information about something.*

**Elicit** responses to questions. **Guide** as needed.

*How Plants Grow* is expository because the text gives you facts about plants. Its purpose is to teach you about plants.

The second type is called narrative text. Narrative text tells you a story. What does narrative text tell you? *A story.*

This story might include facts or true information but the main purpose of narrative text is to tell you a story. *My Side of the Mountain* is narrative because the text tells you a story about a young man who learns to live on his own in the mountains. Each day you’ll read expository or narrative passages. Sometimes you may even read both.

**Read** each example. **Discuss** what makes each expository or narrative in nature.

**Guide** as needed.

Say **expository** or **narrative** for each of the following examples of text.

1. "The Sun Heats the Earth" tells how the sun heats certain parts of the earth more than others. *Expository*.
2. "Old Henry" tells about a 35-year-old goose named Old Henry who didn't want to fly south for the winter. *Narrative*.
3. "Facts about Geese" tells important information about geese. *Expository*.
4. "The Dangerous Season" tells why animals are most dangerous in the spring. *Expository*.
5. "Looking for Carla" tells about a girl named Edna who searches for her lost friend in the jungle. *Narrative*.
6. "Jupiter" tells about a girl named Wendy who takes a spaceship to the planet Jupiter. *Narrative*.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building

(See Appendix E for Fluency/Paired Reading Guidelines.)



**Conduct** after the lesson, using the story of the day.

**Model** partner reading. **Direct** students to assigned partners. **Monitor** partner reading.

# Lesson 2

## Materials

**Teacher:** 2-Word Map; 3-Expository Summary Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map, copy of 3-Expository Summary Map; file or notebook; Reading *Textbook A*



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

Show Word Map. Elicit responses to questions. Guide as needed.

Today's vocabulary word is **hibernation**. The definition of **hibernation** is "when animals spend the winter sleeping." What's the definition of **hibernation**? *When animals spend the winter sleeping.*

What word means "when animals spend the winter sleeping"? *Hibernation.*

Model how to complete Word, Definition, and Sentence boxes on Word Map.

Watch as I fill in the "Word," "Definition," and "Sentence" boxes on my Word Map for **hibernation**.

Write word, definition, and a sentence on Word Map for hibernation.

Discuss hibernation and animals that hibernate.



Discuss hibernation as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

Elicit response to question. Guide as needed.

What word means "trip"? *Journey.*



10 minutes

IWB

**Teacher Materials:**  
Expository Summary Map

**Student Materials:**  
Reading *Textbook A*  
Expository Summary Map

## Part B: Comprehension Strategies

### Before-Reading Strategies

#### Activity 1 Determine Text Type



Direct students to Lesson 2, page 4 of Reading *Textbook A*.

Elicit responses to questions. Guide as needed.

Today, you'll read two passages. The title of the first passage is "More Facts about Geese." This passage tells important information about geese. What type of text is "More Facts about Geese"—expository or narrative? *Expository.*

The title of the second passage is “Henry Meets Tim.” This passage tells the story of a goose named Old Henry who meets another goose named Tim. What type of text is “Henry Meets Tim”—expository or narrative? *Narrative.* Remember, expository text tells you facts or true information about something. What does expository text tell you? *Facts or true information about something.*

Narrative text tells you a story. What does narrative text tell you? *A story.*

You’ll learn more about narrative text in upcoming lessons.

## Activity 2 Expository Summary Map: Determine Title and Topic

**Show** Expository Summary Map. **Elicit** responses to questions. **Guide** as needed. Your Expository Summary Map helps you organize your thoughts so that you can understand what you read. Before you read, you’ll need to fill in some important information. This information includes the title and topic of the passage. The **title** is the **name** of the passage. What’s the title? *The name of the passage.*

An author is the **person who wrote the passage**. He or she gives the passage a name or a title. The title of today’s passage is “More Facts about Geese.” What’s the title of today’s passage? *“More Facts about Geese.”*

We learned that expository text tells you facts or true information about something. That something is called a **topic**. A topic is what the passage is mostly about. What’s a topic? *What the passage is mostly about.*

In the passage, “More Facts about Geese,” the topic is geese. It’s what the passage is mostly about.

I’ll show you how to fill in the title and topic on my Expository Summary Map. **Model** think-aloud for title and topic. **Write** title and topic on Expository Summary Map.

### Sample Wording for Think-Aloud

The title of the first passage is “More Facts about Geese.” I’ll write the title in the box labeled “Title” like this. (Write it.) The topic of the passage is what the passage is mostly about. I look at the title, the pictures, and I skim the passage like this. I see that the passage is mostly about geese so the topic is geese. I’ll write “Geese” in my box labeled “Topic.” (Write it.)



5 minutes

**Student Materials:**  
Reading Textbook A

## Part C: Fluency Building

(See Appendix E for Fluency/Paired Reading Guidelines.)



**Conduct** after the lesson, using the story of the day.

**Model** partner reading. **Direct** students to assigned partners. **Monitor** partner reading.



# Lesson 3

## Materials

**Teacher:** 2-Word Map and 3-Expository Summary Map; transparency marker; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **direction**. The definition of **direction** is "the way something points." What's the definition of **direction**? *The way something points.*

What word means "the way something points"? *Direction.*

We're going to fill in the "Word," "Definition," and "Sentence" boxes on our Word Map for **direction**.

**Guide** students as you both complete Word, Definition, and Sentence boxes on 2-Word Map for direction. **Discuss** each direction: north, south, east, and west.



**Discuss** direction as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "when animals spend the winter sleeping"? *Hibernation.*



10 minutes

IWB

**Teacher Materials:**  
Expository Summary Map

**Student Materials:**  
Reading *Textbook A*  
Expository Summary Map

## Part B: Comprehension Strategies

### Before-Reading Strategies

#### Activity 1 Establish a Purpose for Reading



**Direct** students to Lesson 3, page 7 of Reading *Textbook A*.

**Elicit** responses to questions. **Guide** as needed.

Expository text gives you facts or true information about something. What does expository text give you? *Facts or true information about something.*

That something is a **topic**. It's what the passage is mostly about. What's a topic? *What the passage is mostly about.*

Narrative text tells you a story. What does narrative text tell you? *A story.* You'll learn more about narrative text in upcoming lessons.

When you read expository text, your purpose for reading is to learn more about something. You'll learn more about a topic. What's the purpose for reading "More Facts about Geese?" (Idea: *To learn more facts about geese.*)

## Activity 2 Expository Summary Map: Determine Title and Topic and Establish a Purpose for Reading

Your Expository Summary Map helps you organize information about what you read. It'll also help you remember important information such as the topic and details of the passage. Details are important facts you learned when reading the passage. We'll learn about details in upcoming lessons.

**Model** writing title and topic on Expository Summary Map.

Your Expository Summary Map helps you understand what you read. Before you read, you'll need to fill in some important information. Besides the title and topic, this information also includes your purpose for reading. I'll write the title, topic, and purpose for reading for today's expository passage on my Expository Summary Map. Remember, our purpose for reading expository text is to learn more about something; that something is our topic.

The title of the first passage is "Directions on Maps." The topic of the passage is what the passage is mostly about. I determine what my passage is mostly about by looking at the title and the pictures and by skimming the passage. The passage is mostly about directions on maps so the topic is directions on maps.

**Model** think-aloud for Purpose for Reading on Expository Summary Map.

### Sample Wording for Think-Aloud

Once I've written the title and topic on my Expository Summary Map, I need to fill in the box labeled "Purpose for Reading." I know that my purpose for reading expository text is to learn more about **something**. I also know that my **something** is my **topic**. My topic is "Directions on Maps," so my purpose for reading the passage is to learn more about directions on maps. I'll write "to learn more about directions on maps" in the box labeled "Purpose for Reading."



5 minutes

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building

(See Appendix E for Fluency/Paired Reading Guidelines.)



**Conduct** after the lesson, using the story of the day.

**Model** partner reading. **Direct** students to assigned partners. **Monitor** partner reading.

# Lesson 4

## Materials

**Teacher:** 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **sphere**. The definition of **sphere** is "something shaped like a ball." What's the definition of **sphere**? *Something shaped like a ball.*

What word means "something shaped like a ball"? *Sphere.*

**Guide** students as you both complete Word, Definition, and Sentence boxes of Word Map. We're going to fill in the "Word," "Definition," and "Sentence" boxes on our Word Map for **sphere**.

**Write** word, definition, and a sentence on Word Map for sphere. **Discuss** how the earth is a sphere.



**Discuss** sphere as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** responses to questions. **Guide** as needed.

What word means "the way something points"? *Direction.*



10 minutes

IWB

**Teacher Materials:**  
Expository Summary Map

**Student Materials:**  
Reading *Textbook A*  
Expository Summary Map

## Part B: Comprehension Strategies

### Activity 1 Expository Summary Map: Determine Title and Topic and Establish a Purpose for Reading—A Before-Reading Strategy



**Direct** students to Lesson 4, page 11 of Reading *Textbook A*. **Show** Expository Summary Map.

Our Expository Summary Map helps us to organize important information so that we can understand what we read. When we read expository text, we're learning more about a topic. This type of reading includes many facts and true information about the topic.

Today, you'll write the title and topic of your passage on your Expository Summary Map. Touch the box labeled "title" on your Expository Summary Map. Let's write the title of today's passage in the box. What's the title of today's expository passage? *Facts about the Earth*. Write it in the box.

**Guide** students as you both write the title on Expository Summary Map.

Touch the box labeled "topic" on your Expository Summary Map. The topic of today's passage is what the passage is mostly about. Let's look at the title and the pictures and skim the passage.

**Guide** students as you both read the title, look at pictures, and skim the passage.

After we've looked at the title and pictures and we've skimmed our passage, we find that the topic of the passage is mostly about the earth. What's the topic of today's expository passage? *Earth*. Write it in the box.

**Guide** students as you both write topic on Expository Summary Map.

Remember, the purpose for reading expository text is to learn about a something—to learn about a topic. What's the purpose for reading expository text? *To learn about a topic*.

My purpose for reading today's passage is to learn more about Earth. I'll write "to learn more about Earth" as my purpose for reading.

**Model** purpose for reading on Expository Summary Map.

You'll practice writing the purpose for reading in your Expository Summary Map later.

**Write** the purpose for reading on Expository Summary Map.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building

(See Appendix E for Fluency/Paired Reading Guidelines.)



**Conduct** after the lesson, using the story of the day.

**Direct** students to assigned partners. **Monitor** partner reading.

# Lesson 5

## Materials

**Teacher:** 1-Vocabulary Self-Reflection (completed from Lesson 1), Lesson 5: 4-Cover-Copy-Compare Chart; Reading *Textbook A*, 5-Vocabulary Acquisition and Use

**Student:** Copy of 1-Vocabulary Self-Reflection (completed from Lesson 1), Lesson 5: 4-Cover-Copy-Compare Chart; and 5-Vocabulary Acquisition and Use, Reading *Textbook A*; file or notebook, Blank paper



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

### Student Materials:

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

## Part A: Vocabulary Development

### Activity 1 Vocabulary Review—Introduction of the Cover-Copy-Compare Chart

**Show** Lesson 5: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. Today, I'm going to show you how to use a new chart. It's called the Cover-Copy-Compare Chart. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. I'll cover, copy, and compare the words **journey** and **hibernation**. Then, together we'll use the Cover-Copy-Compare Chart for the words **direction** and **sphere**.

**Model** think-aloud for how to complete the Lesson 5: Cover-Copy-Compare Chart for journey and hibernation. **Write** responses on chart.

### Sample Wording for Think-Aloud

First, I study the words and their definitions. I study from my Word Maps that I have completed throughout the week. Next, I cover the definitions by using another piece of paper or by folding it. Then, I write the definition in Column 3. I know the definition of **journey** is "a trip." I write that definition in Column 3 by the word **journey**. Then I compare my definition to the definition in Column 1. When I compare my definition to the typed definition in Column 1, I mark "Y" for **yes**. In Column 5, I ask myself if my definition is correct. If I am correct, I mark "Y" for yes. If I am incorrect, I mark "N" for **no**. I fix my definition before I go on.

Watch as I do the same thing for **hibernation**.

Now we'll see how well we learned the words **direction** and **sphere**.

**Guide** students as you both complete Lesson 5: Cover-Copy-Compare Chart for direction and sphere.

### Activity 2 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection (Completed from Lesson 1).

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 1 to review how well you now know your four vocabulary words.

Watch as I use the Vocabulary Self-Reflection Form for **journey**.

**Model** think-aloud for how to complete End of Week column on Vocabulary Self-Reflection Form for journey. **Mark** an X in the appropriate box.

### Sample Wording for Think-Aloud

First, I write **journey** by “Word 1.” Then, under the “End of Week” column, I ask myself, “How well do I know this word?” I mark an **X** for one of the following: “I’ve never seen it before,” “I’ve heard it, but I’m not sure what it means,” “I think I know what it means,” or “I know what the word means.”

If I have not seen or heard the word before, I will mark “I’ve never seen it before.” If I know I’ve heard or seen the word but cannot say or write the definition, I’ll mark “I’ve heard it, but I’m not sure what it means.” If I can say the definition in my head or write down some parts of the definition, I’ll mark “I think I know what it means.” If I can say the definition in my head or write it down without any problem, I’ll mark “I know what the word means.”

I put an **X** in the box for the one I think shows how well I know the word. I’ll do this same thing for **Word 2—hibernation**, **Word 3—direction**, and **Word 4—sphere**. At the end of the next week, I’ll ask myself again, “How well do I know this word?”

**Guide** students as you both complete Vocabulary Self-Reflection Form for journey, hibernation, direction, and sphere. **Review** difficult words as needed.

Now we’ll complete the “End of Week” column for all four of your vocabulary words.

### Activity 3 Vocabulary Acquisition and Use

**Display** Vocabulary Acquisition and Use. **Have** students work with a neighbor to complete Vocabulary Acquisition and Use.

Today’s vocabulary words are \_\_\_\_ and \_\_\_\_ [and \_\_\_\_ and \_\_\_\_].

Vocabulary words: **thought** and **suspected**; **knew** and **believed**

Write the words on the lines provided. Then write the words in the boxes based on whether you think each word is less/smaller or more/larger than the other word. Below the boxes, write why you think word 1 is less/smaller and word 2 is more/larger than word 1.

**Repeat** for words 3 and 4. **Have** students share what they wrote. **Discuss** examples of how these words might be used.



10 minutes

IWB

**Teacher Materials:**

**Student Materials:**

Blank paper

## Part B: Comprehension Strategies

Display on IWB or write directions on the board. **Clarify** as needed.

**Directions:** Draw a quick sketch of the United States. Illustrate the path geese take when they migrate in the winter.

### Activity 1 Introduce Think-Pair-Share—Apply Knowledge (Level 3 of Bloom’s Taxonomy)

**Model** and **discuss** the steps in Think-Pair-Share. **Guide** as needed.

You’re going to do an activity to show what you’ve learned in the last four lessons. The directions for the activity are on the board. You’ll do this activity using a strategy called Think-Pair-Share. Here are the steps.

Step 1 is to **Think**. You’ll get 1 minute to think about the directions on the board on your own. You should think about your map and the migration pattern you learned about in the last four lessons.

Here we go. Think about your map and the migration patterns. You have 1 minute.

**Assign** partners. **Direct** students to take out Blank paper.

Step 2 is to **Pair**. You’ll have 5 minutes to work with your partner to share ideas about the topic. Then, you’ll work together to sketch the map and migration pattern. You’ll need to decide who will do the drawing.

Here we go. Only one person sketch the map. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I will call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**

Reading *Textbook A*

## Part C: Fluency Building

(See Appendix E for Fluency/Paired Reading Guidelines.)



**Conduct** after the lesson, using the story of the day.

**Direct** students to assigned partners. **Monitor** partner reading.

# Lesson 6

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 3-Expository Summary Map, and 6-Prefix Map; Reading *Textbook A*

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 3-Expository Summary Map, and 6-Prefix Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Prefix Map

### Student Materials:

Vocabulary Self-Reflection Form

Prefix Map

Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out a Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words we'll learn for the week. You'll keep this form in a file or notebook and use it at the end of the week to help you decide how well you now know your vocabulary words.

Today, you'll hear a prefix and three new vocabulary words: the prefix **un-**, and the words **navigate**, **distance**, and **revolve**. Watch as I use my Vocabulary Self-Reflection Form for the prefix **un-**.

**Model** use of Vocabulary Self-Reflection Form. **Write** all four terms and **mark** an X in appropriate column for un- on Vocabulary Self-Reflection Form.

Now, you'll mark how well you know the prefix **un-**, and the words **navigate**, **distance**, and **revolve**.

**Guide** students as they complete Vocabulary Self-Reflection Form for the prefix un-, and the words navigate, distance, and revolve.

### Activity 2 Prefix Introduction: Un-

**Elicit** responses to questions. **Guide** as needed.

Today, we'll learn about a **prefix**. A **prefix** is a "word part added to the beginning of a word that changes its meaning." What do we call a "word part added to the beginning of a word that changes its meaning"? A *prefix*.

The first prefix we're going to learn is **un-**. **Un-** means "not." What does **un-** mean? *Not*.

**Unfair**. **Unfair** means **not** fair. **Unbuttoned**. **Unbuttoned** means **not** buttoned. **Unlucky**. What does **unlucky** mean? *Not lucky*.

**Discuss** examples of other words that use un-.

Adding the prefix **un-** to the beginning of a word changes the meaning of the word. **Believable**. Adding **un-** to **believable** makes it **unbelievable**. What does **unbelievable** mean? *Not believable*.



It's important to remember that, for **un-** to really be a prefix, you must still have a real word if **un-** is removed. For example, if you remove the letters "u-n" from the word **uncle**, you have "cle," which isn't a word. This means that the "un" in **uncle** isn't a prefix.

### Activity 3 Prefix Map

**Show** Prefix Map.

For each new prefix, you'll use the Prefix Map to write the prefix, its definition, sample words, and a sentence using one of the sample words. Today, I'll use the prefix map for **un-**.

**Model** think-aloud for how to complete Prefix, Definition, Sample Words, and Sentence boxes on Prefix Map.

#### Sample Wording for Think-Aloud

First I write **u-n** in the box labeled "Prefix." Next I write the definition of **un-** in the box labeled "Definition." **Un-** means **not**. Then, I need to think of some sample words with the prefix **un-** in them. I know **unfair**, **unbelievable**, and **unlucky**. I'll write them in the "Sample Words" box. Last, I'll think of a sentence using one of my sample words and write it in the "Sentence" box.

Write **responses on Prefix Map**. **Save** Prefix Map and put in file or notebook.



**Discuss** un- as it relates to Reading *Textbook A* activities during the lesson.

### Activity 4 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "something shaped like a ball"? *Sphere*.



10 minutes

IWB

**Teacher Materials:**  
Expository Summary Map

**Student Materials:**  
Reading *Textbook A*  
Expository Summary Map

## Part B: Comprehension Strategies

### Activity 1 Expository Summary Map: Determine Title and Topic and Establish a Purpose for Reading—A Before-Reading Strategy



**Direct** students to Lesson 6, page 20 of Reading *Textbook A*.

**Elicit** responses to questions. **Guide** as needed.

Our Expository Summary Map helps us organize important facts and true information about a topic.

Today, you'll write the title and topic of your passage on your Expository Summary Map. You'll also write the purpose for reading today's passage. Touch the box labeled "title" on your Expository Summary Map. Let's write the title of today's passage in the box. What's the title of today's expository passage? *The Sun Lights the Earth*. Write that in the box.

**Guide** students as you both write the title on Expository Summary Map.

Touch the box labeled “topic” on your Expository Summary Map. The topic of today’s passage is what the passage is mostly about. We look at the title, the pictures, and skim the passage.

**Guide** students as you both read the title, look at pictures, and skim the passage.

After we’ve looked at the title and pictures and skimmed our passage, we find that the topic of the passage is mostly about the sun. What’s the topic of today’s expository passage? *The sun lights the earth.* Write that in the box.

**Guide** students as you both write the topic on Expository Summary Map.

Touch the box labeled “Purpose for Reading” on your Expository Summary Map. Remember, the purpose for reading expository text is to learn about a something—to learn about a topic. What’s the purpose for reading expository text? *To learn about a topic.*

**Guide** students as you both write purpose for reading on Expository Summary Map.

The topic of today’s passage is the sun lights the earth. So our purpose for reading today’s passage is to learn about how the sun lights the earth. Write that in the box.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building

(See Appendix E for Fluency/Paired Reading Guidelines.)



**Conduct** after the lesson, using the story of the day.

**Direct** students to assigned partners. **Monitor** partner reading.

# Lesson 7

## Materials

**Teacher:** 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

Elicit responses to questions. **Guide** as needed.

Today's vocabulary word is **navigate**. The definition of **navigate** is "to travel over." What's the definition of **navigate**? *To travel over.*

What word means "to travel over"? *Navigate.*

Now you're going to use the Word Map to write the word, definition, and a sentence for **navigate**.

**Monitor** students as they complete Word Map. **Guide** as needed. Discuss **examples of navigate**



**Discuss** navigate as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary/Prefix Review

Elicit response to question. **Guide** as needed.

What prefix means "not"? *Un-*



10 minutes

IWB

**Teacher Materials:**  
Expository Summary Map

**Student Materials:**  
Reading *Textbook A*  
Expository Summary Map

## Part B: Comprehension Strategies

### Before-Reading Strategies

#### Activity 1 Determine Text Type

Elicit responses to questions. **Guide** as needed.

In the last lesson, you read a passage titled "The Sun Lights the Earth." This passage tells important information about the sun. What type of text is "The Sun Lights the Earth"—expository or narrative? *Expository.*

Remember, expository text tells you facts or true information about something. What does expository text tell you? *Facts or true information about something.*

Narrative text tells you a story. What does narrative text tell you? *A story.*

You'll learn more about narrative text later.

## Activity 2 Expository Summary Map: Determine Title and Topic and Establish a Purpose for Reading



**Direct** students to Lesson 7, page 25 of Reading *Textbook A*.

**Elicit** responses to questions. **Guide** as needed. **Show** Expository Summary Map. Our Expository Summary Map helps us organize important facts and true information about a topic.

Today, you'll write on your own the title and topic of your passage on your Expository Summary Map. Remember to look at the title and pictures and to skim the passage to help you figure out the topic of the passage.

Touch the box labeled "Purpose for Reading" on your Expository Summary Map. Remember, the purpose for reading expository text is to learn about a something—to learn about a topic. What's the purpose for reading expository text? *To learn about a topic.*

What is the topic of today's passage? (Ideas: *Migration paths; Migration paths from Canada to the United States; Migration paths from Big Trout Lake to Kentucky.*)

**Monitor** students as they write the title and topic on Expository Summary Map.

So what's our purpose for reading today's passage? (Ideas: *To learn about migration paths; To learn about migration paths from Canada to the United States; To learn about migration paths from Big Trout Lake to Kentucky.*)

**Guide** students as you both write the purpose for reading on Expository Summary Map. Write your own purpose in the box. You may notice that our purposes are slightly different but they all say about the same thing—to learn about migration paths.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

### Part C: Fluency Building

(See Appendix E for Fluency/Paired Reading Guidelines.)



**Conduct** after the lesson, using the story of the day.

**Direct** students to assigned partners. **Monitor** partner reading.

# Lesson 8

## Materials

**Teacher:** 2-Word Map and 3-Expository Summary Map;

**Student:** Copy of 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **distance**. The definition of **distance** is "the amount of space between two things." What's the definition of **distance**? *The amount of space between two things.*

What word means "the amount of space between two things"? *Distance.*

You're going to use the Word Map to write the word, the definition, and a sentence for **distance**.

**Monitor** students as they complete Word Map for distance. **Guide** as needed. **Discuss** examples of distance.



**Discuss** distance as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to travel over"? *Navigate.*



10 minutes

IWB

**Teacher Materials:**  
Expository Summary Map

**Student Materials:**  
Reading *Textbook A*  
Expository Summary Map

## Part B: Comprehension Strategies

### Activity 1 Expository Summary Map: Determine Title and Topic and Establish a Purpose for Reading—A Before-Reading Strategy



**Direct** students to Lesson 8, page 30 of Reading *Textbook A*.

Our Expository Summary Map helps us organize important facts and true information about a topic. Soon we will learn how to add important details to our Expository Summary Map.

Today, you'll write the title, topic, and purpose of your passage on your Expository Summary Map. You'll do this on your own. Remember to look at the title and the pictures and to skim the passage to help you figure out the topic of the passage.

**Monitor** students as they write title, topic, and purpose on Expository Summary Map.  
**Guide** as needed.

[Title-“The Sun Heats the Earth”; Topic-the sun heats the earth; Purpose for Reading-to learn how the sun heats the earth.]

**Assign** pairs of students to work together.

Share your Expository Summary Map with a partner. See whether you have similar or different information.

**Monitor** as students work in pairs to share Expository Summary Maps with each other.

**Discuss** findings.

What did we find out as we shared our Expository Summary Maps? What was the same? What was different? (Student responses.)

**Collect** Expository Summary Maps for use in Lesson 18.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building

(See Appendix E for Fluency/Paired Reading Guidelines.)



**Conduct** after the lesson, using the story of the day.

**Direct** students to assigned partners. **Monitor** partner reading.

# Lesson 9

## Materials

**Teacher:** 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **revolve**. The definition of **revolve** is "to move in a circle around something." What's the definition of **revolve**? *To move in a circle around something.*

What word means "to move in a circle around something"? *Revolve.*

You're going to use the Word Map to write the word, the definition, and a sentence for **revolve**.

**Monitor** students as they complete Word Map for revolve. **Guide** as needed.

**Discuss** things that revolve.



**Discuss** revolve as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "the amount of space between two things"? *Distance.*



10 minutes

IWB

**Teacher Materials:**  
Expository Summary  
Map

**Student Materials:**  
Reading *Textbook A*  
Expository Summary  
Map

## Part B: Comprehension Strategies

### Activity 1 Expository Summary Map: Determine Title and Topic and Establish a Purpose for Reading— A Before-Reading Strategy



**Direct** students to Lesson 9, page 36 of Reading *Textbook A*.

In the last lesson, you used your Expository Summary Map on your own to organize important facts and true information about a topic. Soon we will learn how to add important details to our Expository Summary Map.

Today, you'll write the title, topic, and purpose of your passage on your Expository Summary Map. You'll do this on your own again. Remember to look at the title and the pictures and to skim the passage to help you figure out the topic of the passage. Knowing the topic of the passage helps to understand what you are about to read.

**Monitor** students as they write title, topic, and purpose on Expository Summary Map. **Guide** as needed.

[Title-The Sun and the Earth; Topic-Earth moves around the sun; Purpose for Reading-to learn how the earth moves around the sun.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Expository Summary Maps with each other.

Share your Expository Summary Map with a partner. See if you have similar or different information.

**Discuss** findings.

What did we find out as we shared our Expository Summary Maps? What was the same? What was different? (Student responses.)





**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building

(See Appendix E for Fluency/Paired Reading Guidelines.)



**Conduct** after the lesson, using the story of the day.

**Direct** students to assigned partners. **Monitor** partner reading.

# Lesson 10

## Materials

**Teacher:** 1-Vocabulary Self-Reflection (completed from Lesson 6), and Lesson 10: 4-Cover-Copy-Compare Chart; Reading *Textbook A*, 7-My Writing Checklist, Writing Prompts

**Student:** Copy of 1-Vocabulary Self-Reflection (completed from Lesson 6), and Lesson 10: 4-Cover-Copy-Compare Chart; Reading *Textbook A*; file or notebook with week's materials inside, lined paper, Copy of 7-My Writing Checklist



10 minutes

IWB

### Teacher Materials:

Cover-Copy-Compare Chart

Vocabulary Self-Reflection Form

### Student Materials:

Cover-Copy-Compare Chart

Vocabulary Self-Reflection Form

## Part A: Vocabulary Development

### Activity 1 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 10: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. I'll cover, copy, and compare for the prefix **un-**. Then, together we'll use the Cover-Copy-Compare Chart for the prefix **un-** and the words **navigate**, **distance** and **revolve**.

**Model** how to complete the Lesson 10: Cover-Copy-Compare Chart for un-.

**Write** or **mark** responses on chart.

**Guide** students as you both complete Lesson 10: Cover-Copy-Compare Chart for un-, navigate, distance, and revolve.

Now we'll see how well we learned the prefix **un-**, and the words **navigate**, **distance** and **revolve**.

### Activity 2 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection (Completed from Lesson 6).

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 6 to review how well you now know your four vocabulary words.

**Model** how to complete End of Week column on Vocabulary Self-Reflection Form for un-. **Mark** an X in the appropriate box.

**Watch** as I use the Vocabulary Self-Reflection Form for the prefix **un-**.

Now you'll complete the "End of Week" column for **navigate**, **distance**, and **revolve**.

**Guide** students as they complete Vocabulary Self-Reflection Form for navigate, distance, and revolve.

**Review** difficult words as needed.



10 minutes

IWB

**Teacher Materials:**

**Student Materials:**

Lined paper

## Part B: Comprehension Strategies

Display on IWB or write directions on the board. **Clarify** as needed.

**Directions:** Write about the relationship between the migration patterns of geese and how the sun heats the Earth. Use three of your new vocabulary words in your writing.

**Write** vocabulary words on the board: [journey, hibernation, direction, sphere, navigate, distance, revolve, un-]

### Activity 1 Review Think-Pair-Share—Analyze Knowledge (Level 4 of Bloom’s Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You’re going to do an activity to show what you’ve learned in the last four lessons. The directions for the activity are on the board. You’ll do this activity using a strategy called Think-Pair-Share. Here are the steps once again.

Step 1 is to **Think**. You’ll get 1 minute to think about the topic on your own. You should think about what you’ve learned about the migration patterns of geese and what you’ve learned about how the sun heats the Earth.

Here we go. Think about migration patterns and how the sun heats the Earth. You have 1 minute.

**Assign** partners. **Direct** students to take out lined paper.

Step 2 is to **Pair**. You’ll have 5 minutes to work with your partner to identify what the relationship is between the migration patterns of geese and how the sun heats the Earth. You’ll need to decide who will do the writing.

Here we go. Only one person does the writing. You have 5 minutes. Remember, you must use at least three new vocabulary words in your writing.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I will call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**

Reading *Textbook A*

## Part C: Fluency Building

**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



10 minutes

IWB

**Teacher Materials:**

- Writing Prompts
- My Writing Checklist

**Student Materials:**

- Lined Paper
- My Writing Checklist

## Part D: Writing/Language Arts

### Activity 1 Write and Use Parts of Speech and Conventions

Time to write using a writing prompt based on the stories we've been reading.

**Assign** student partners. **Distribute** lined paper to students. **Display** writing prompts and have students choose one to write about or assign a writing prompt of your choice. **Review** parts of speech and punctuation as well as the writing checklist with students. **Tell** students to write one to two paragraphs (minimum of four sentences per paragraph) on their own to answer the writing prompt. **Tell** them to use their writing checklist (first column labeled "Did I use them?") to ensure they include important parts of speech or punctuation in their writing. **Tell** students which parts of speech or punctuation to focus on, if you wish. **Model** what it means to answer a writing prompt and to use the writing checklist during and after the writing process, as needed. **Monitor** and guide students as needed. **Model** what it means to have a neighbor look over his or her neighbor's writing and to complete the writing checklist (second column labeled "Did my neighbor use them?"), as needed. **Have** students share what they wrote as time permits.

<b>Writing Prompt 1</b>	<b>Writing Prompt 2</b>	<b>Writing Prompt 3</b>
Would you rather be in Canada in the winter or Florida in the winter? Why?	Would you rather be Tim or Old Henry? Why?	If you were flying like Old Henry and Tim, would you rather fly in a flock or alone? Why?

# Lesson 11

## Materials

**Teacher:** 1- Vocabulary Self-Reflection Form, 2-Word Map, and 3-Expository Summary Map; Reading *Textbook A*

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map, and 3-Expository Summary Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary  
Self-Reflection Form

Word Map

### Student Materials:

Vocabulary  
Self-Reflection Form

Word Map

Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out a Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words we'll learn during the week. You'll keep this form in your file or notebook and use it at the end of the week to help you decide how well you now know your vocabulary words. You'll hear four new vocabulary words: **ordinary**, **swoop**, **risky**, and **enormous**. Use your Vocabulary Self-Reflection Form to mark how well you know the vocabulary words.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **ordinary**. The definition of **ordinary** is "not different in any way." What's the definition of **ordinary**? *Not different in any way.*

What word means "not different in any way"? *Ordinary.*

Use the Word Map to write the word, the definition, and a sentence for **ordinary**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for ordinary. **Guide** as needed. **Discuss** things that are ordinary.



**Discuss** ordinary as it relates to Reading *Textbook A* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to move in a circle around something"? *Revolve.*



10 minutes

IWB

**Teacher Materials:**  
Expository Summary Map

**Student Materials:**  
Reading *Textbook A*

Expository Summary Map

## Part B: Comprehension Strategies

### Before-Reading Strategies

#### Activity 1 Determine Text Type

**Elicit** responses to questions. **Guide** as needed.

In the last lesson, you read two passages. The title of the first passage was “The Sun and the Earth.” This passage tells important information about how the earth moves around the sun. What kind of text is “The Sun and the Earth”—expository or narrative? *Expository.*

What does expository text tell you? *Facts or true information about something.*

The title of the second passage was “Flying with the Flock.” This passage tells a story of Old Henry and Tim as they travel south with a new flock. What kind of text is “Flying with the Flock”—expository or narrative? *Narrative.*

What does narrative text tell you? *A story.*

#### Activity 2 Expository Summary Map: Determine Title and Topic and Establish a Purpose for Reading



**Direct** students to Lesson 11, page 48 of Reading *Textbook A*.

In the last lesson, you used your Expository Summary Map on your own to organize important facts and true information about a topic. Soon we’ll learn how to add important details to our Expository Summary Map.

Today, you’ll write the title, the topic, and the purpose of your passage on your Expository Summary Map. You’ll do this on your own again. Remember to look at the title and the pictures and to skim the passage to help you figure out the topic of the passage. Knowing the topic of the passage helps to understand what you’re about to read.

**Monitor** students as they write the title, the topic, and the purpose on Expository Summary Map. **Guide** as needed.

[Title—“The Tilt of the Earth”; Topic—the earth is tilted; Purpose for Reading—to learn how the earth is tilted.]

Share your Expository Summary Map with a partner. See whether you have similar or different information.

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Expository Summary Maps with each other.

What did we find out as we shared our Expository Summary Maps? What was the same? What was different? (Student responses.)

**Discuss** findings.

In the next lesson, I’ll add supporting details from “The Tilt of the Earth.”



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 12

## Materials

**Teacher:** 2-Word Map and 3-Expository Summary Map (previously completed in Lesson 11); Reading *Textbook A*

**Student:** Copy of Word Map and: 3-Expository Summary Map (previously completed in Lesson 11); Reading *Textbook A*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **swoop**. The definition of **swoop** is "to move downward quickly." What's the definition of **swoop**? *To move downward quickly.*

What word means "to move downward quickly"? *Swoop.*

Use the Word Map to write the word, the definition, and a sentence for **swoop**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for swoop. **Guide** as needed. **Discuss** animals that swoop when they fly.



**Discuss** swoop as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "not different in any way"? *Ordinary.*



10 minutes

IWB

**Teacher Materials:**  
Expository Summary Map

**Student Materials:**  
Expository Summary Map  
Reading *Textbook A*

## Part B: Comprehension Strategies

### Activity 1 Expository Summary Map: Determine Title and Topic and Establish a Purpose for Reading—A Before-Reading Strategy

**Show** previously completed Expository Summary Map done to show title, topic, and purpose. **Elicit** responses to questions. **Guide** as needed.

In the last lesson, you read "The Tilt of the Earth." What type of text is "The Tilt of the Earth"—expository or narrative? *Expository.*

What's the topic of "The Tilt of the Earth"? (Ideas: *The Earth is tilted; The Earth and the poles are tilted.*)



What's the purpose for reading "The Tilt of the Earth"? (Ideas: *To learn how the Earth is tilted; To learn about how the Earth and the poles are tilted.*)

## Activity 2 Expository Summary Map: Identify Supporting Details—An After Reading Strategy



**Direct** students to Lesson 11, page 48 of *Textbook A*.

**Elicit** responses to questions. **Guide** as needed.

Today, you'll learn about supporting details. Remember, our Expository Summary Map helps us organize important facts and true information about a topic. These important facts and true information are details about the topic. Details tell us more about the topic. They support the topic. What do details do? (Idea: *Tell us more about the topic; support the topic.*)

So, details help support the topic. What do details do? *Help support the topic.*

Details that help support the topic are called supporting details. What are details that help support the topic called? *Supporting details.*

What do supporting details do? *Help support the topic.*

If you want to know the supporting details of a text, you'll ask yourself, "Do these details tell more about the topic?" What do we ask ourselves when we want to know the supporting details? *Do these details tell more about the topic?*

I'm going to fill in the supporting details on my Expository Summary Map for "The Tilt of the Earth."

**Model** think-aloud for supporting details on Expository Summary Map.

**Write** supporting details on Expository Summary Map.

### Sample Wording for Think-Aloud

Once I've written the title, topic, and purpose for reading on my Expository Summary Map, I need to fill in the box labeled "Supporting Details." I know that supporting details are important facts and true information about the topic. I'll look back at the text and the pictures and ask myself, "Do these details tell me more about the topic?" In the box labeled "Supporting Details," I'll write "The poles tilt the same way as the Earth circles the sun; half of the Earth is always in shadow and half is always in sunlight; If the pole tilts away from the sun, it's winter at the pole, and there is no daylight; If the pole tilts toward the sun, it's summer at the pole and there is no night." I write these details on my Expository Summary Map because they tell me more about the topic.

You'll practice writing supporting details on your Expository Summary map later.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 13

## Materials

**Teacher:** 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

Show Word Map. Elicit responses to questions. Guide as needed.

Today's vocabulary word is **risky**. The definition of **risky** is "may be dangerous." What does **risky** mean? *May be dangerous.*

What word means "may be dangerous"? *Risky.*

Use the Word Map to write the word, the definition, and a sentence for **risky**. Monitor students as they complete Word, Definition, and Sentence boxes on Word Map for **risky**. Guide as needed. Discuss activities that are risky.



Discuss risky as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

Elicit response to question. Guide as needed.

What word means "to move downward quickly"? *Swoop.*



10 minutes

IWB

**Teacher Materials:**  
Expository Summary Map

**Student Materials:**  
Reading *Textbook A*  
Expository Summary Map

## Part B: Comprehension Strategies

### Activity 1 Expository Summary Map: Determine Title and Topic and Establish a Purpose for Reading—A Before-Reading Strategy



Direct students to Lesson 12, page 53 of Reading *Textbook A*.

Today, you'll write the title, topic, and purpose of your passage on your Expository Summary Map. You'll do this on your own again. Remember to look at the title and the pictures and to skim the passage to help you figure out the topic of the passage. Knowing the topic and purpose of the passage helps to understand what you are about to read.

Monitor students as they write the title, topic, and purpose on Expository Summary Map. Guide as needed.

[Title—"Facts About Eskimos"; Topic—facts about Eskimos; Purpose for Reading—to learn facts about Eskimos.]

## Activity 2 Expository Summary Map: Identify Supporting Details—An After-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

Remember, details that help support the topic are called supporting details. What are details that help support the topic called? *Supporting details.*

What do supporting details do? *Help support the topic.*

If you want to know the supporting details of a text, you ask yourself, “Do these details tell more about the topic?” What do we ask ourselves when we want to know the supporting details? *Do these details tell more about the topic?*

I’m going to fill in the supporting details on my Expository Summary Map for “Facts about Eskimos.”

**Model** think-aloud for supporting details on Expository Summary Map. **Write** supporting details on Expository Summary Map.

### Sample Wording for Think-Aloud

I need to fill in the box labeled “Supporting Details.” I’m going to make sure the details I choose tell more about the topic. I’ll write, “Eskimos live near the North Pole in Canada and Alaska where it is very cold.” I’m reading that Alaska is a state of the United States. That is a detail, but it doesn’t tell me more about the topic of “facts about Eskimos.” I’m not going to write it in my supporting details. The text and picture show things an Eskimo uses. I’m sure this must be important. I’ll write, “Things an Eskimo uses are a fishing pole, fishing spear, and clothes made from animal skin; and Eskimos travel by dog sleds and kayaks.”

You’ll practice writing supporting details in your Expository Summary map later.



5 minutes

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 14

## Materials

**Teacher:** 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **enormous**. The definition of **enormous** is "very big or huge." What's the definition of **enormous**? *Very big or huge.*

What word means "very big or huge"? *Enormous.*

Use the Word Map to write the word, the definition, and a sentence for **enormous**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for enormous. **Guide** as needed. **Discuss** things that are enormous.



**Discuss** enormous as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "may be dangerous"? *Risky.*



10 minutes

IWB

**Teacher Materials:**  
Expository Summary Chart

**Student Materials:**  
Reading *Textbook A*  
Expository Summary Chart

## Part B: Comprehension Strategies

### Activity 1 Expository Summary Map: Determine Title and Topic and Establish a Purpose for Reading—A Before-Reading Strategy



**Direct** students to Lesson 13, page 61 of Reading *Textbook A*.

Today, you'll write the title, topic, and purpose of your passage on your Expository Summary Map. You'll do this on your own again. Remember to look at the title and the pictures and to skim the passage to help you figure out the topic of the passage. Knowing the topic and purpose of the passage helps to understand what you're about to read.

**Monitor** students as they write the title, topic, and purpose for reading on Expository Summary Map. **Guide** as needed.

[Title—"Animals in Alaska"; Topic—animals in Alaska; Purpose for Reading—to learn about animals in Alaska.]

## Activity 2 Expository Summary Map: Identify Supporting Details—An After-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

Remember, details that help support the topic are called supporting details. What are details that help support the topic called? *Supporting details.*

What do supporting details do? *Help support the topic.*

What do we ask ourselves when we want to know the supporting details? *Do these details tell more about the topic?*

Touch the box labeled “Supporting Details” on your Expository Summary Map. Remember, the supporting details you choose should tell more about the topic.

**Guide** students as you both look back at the text and pictures.

After we’ve looked back at the text and pictures, we find that they show us some of the animals that live in Alaska. What are the names of some of the animals that live in Alaska? *Polar bear, elephant seal, killer whale, walrus, and wolf.* Write those names in the box.

**Guide** students as you both write supporting details on Expository Summary Map.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 15

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form (completed in Lesson 11), 2-Word Map, and Lesson 15: 4-Cover-Copy-Compare Chart; Reading *Textbook A*, 5-Vocabulary Acquisition and Use

**Student:** File or notebook, Copy of 1-Vocabulary Self-Reflection Form, 2-Word Maps, Lesson 15: 4-Cover-Copy-Compare Chart, 5-Vocabulary Acquisition and Use; Blank paper; Reading *Textbook A*



10 minutes

IWB

### Teacher Materials:

Word Map

Vocabulary  
Self-Reflection Form

Cover-Copy-Compare  
Chart

Vocabulary Acquisition  
and Use

### Student Materials:

Word Map

Vocabulary  
Self-Reflection Form

Cover-Copy-Compare  
Chart

Vocabulary Acquisition  
and Use

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or notebook for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 11–14).

Today you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get your Word Maps out of your file or notebook and briefly look at each word, its definition, and its sentence. Then, pick a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't pick the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 15: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the words **ordinary**, **swoop**, **risky**, and **enormous**.

**Guide** students as they complete Lesson 15: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form (Completed from Lesson 11).

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 11 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.

### Activity 4 Vocabulary Acquisition and Use

**Display** Vocabulary Acquisition and Use. **Have** students work with a neighbor to complete Vocabulary Acquisition and Use.

Today's vocabulary words are \_\_\_\_ and \_\_\_\_ [and \_\_\_\_ and \_\_\_\_].

Vocabulary words: **positive** and **certain**; **guessed** and **knew**

Write the words on the lines provided. Then write the words in the boxes based on whether you think each word is less/smaller or more/larger than the other word. Below the boxes, write why you think word 1 is less/smaller and word 2 is more/larger than word 1.

Repeat for words 3 and 4. Have students share what they wrote. Discuss examples of how these words might be used.



10 minutes

IWB

Teacher Materials:

Student Materials:

Blank paper

## Part B: Comprehension Strategies

Display on IWB or write directions on the board. Read or explain directions. Clarify as needed.

**Directions:** Draw a quick sketch of how a winter day would look where Oomoo and Oolak live. Draw a quick sketch of how a summer night would look where Oomoo and Oolak live.

### Activity 1 Introduce Think-Pair-Share—Apply Knowledge (Level 3 of Bloom's Taxonomy)

Discuss the steps in Think-Pair-Share. Guide as needed.

You're going to do an activity to show what you've learned in the last four lessons. The directions for the activity are on the board. You'll do this activity using our Think-Pair-Share strategy. Let's review the steps.

Step 1 is to **Think**. You'll get 1 minute to think about the directions on the board on your own. Think about what you learned about the how the tilt of the earth affects the winter and summer seasons at the North Pole near Alaska.

Here we go. Think about the winter and summer seasons in Alaska. You have 1 minute.

Assign partners. Direct students to take out Blank paper.

Step 2 is to **Pair**. You'll have 5 minutes to work with your partner to share ideas about the topic. Then, decide who will sketch the winter day in Alaska and who will sketch the summer night in Alaska.

Here we go. Each person should do one sketch. You have 5 minutes.

Call on as many pairs to share as time allows.

Step 3 is to **Share**. I will call on pairs of students to share their work with the rest of the class.



5 minutes

Student Materials:

Reading Textbook A

## Part C: Fluency Building



Conduct after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

Direct students to the story of the day. Assign student partners as Partner 1 and Partner 2. Monitor partner reading. Guide as needed.



# Lesson 16

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, and 3-Expository Summary Map; Reading *Textbook A*

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map, and 3-Expository Summary Map; Reading *Textbook A*



10 minutes

IWB

### Teacher Materials:

Vocabulary  
Self-Reflection Form

Word Map

### Student Materials:

Vocabulary  
Self-Reflection Form

Word Map

Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out a Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words we'll learn for the week. You'll keep this form in your file or notebook and use it at the end of the week to help you decide how well you now know your vocabulary words. Today you'll hear four new vocabulary words: **pack**, **buckle**, **current**, and **frightened**. Use your Vocabulary Self-Reflection Form to mark how well you know the vocabulary words.

**Monitor** students as they complete Beginning of Week column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, Sentence, and Multiple Meaning Introduction

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **pack**. The definition of **pack** is "group." What's the definition of **pack**? *Group*.

What word means "group"? *Pack*.

Use the Word Map to write the word, the definition, and a sentence for **pack**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for **pack**. **Guide** as needed.

Many words have more than one meaning. **Multiple meaning** words are **words that have many meanings depending on how they are used in a sentence**. I'll say two sentences with the word **pack**. Then, I'll tell you what **pack** means in each sentence. Sentence 1: A **pack** of wolves howled at the moon. Sentence 2: The hiker's **pack** was too heavy to carry up the hill. In Sentence 1, the word **pack** means **group**. In Sentence 2, the word **pack** means "a bag that carries things." Since **pack** has multiple meanings, I need to see how it was used in a sentence before I could determine the correct meaning. **Multiple meaning** words are **words that have many meanings depending on how they are used in a sentence**. What are **multiple meaning** words? *Words that have many meanings depending on how they are used in a sentence.*

We know that **pack** can mean “group.” **Pack** can also mean “a bag that carries things.” What word means “group”? *Pack*.

What word also means “a bag that carries things”? *Pack*.

**Pack** has multiple meanings. It is a word that has many meanings depending on how it is used in a sentence. Watch as I use the Word Map to write an additional definition and sentence for **pack**.

**Model** think-aloud for how to complete Additional Definition and Sentence boxes on Word Map for pack. **Write** responses on Word Map.

### Sample Wording for Think-Aloud

Normally, I would circle “no” in the box that says “Multiple Meaning?” Since I now know **pack** has many meanings depending on how it is used in a sentence, I will circle “yes” and move to the “Additional Definition” and “Sentence” boxes on my Word Map. We learned that **pack** can also mean “a bag that carries things.” Watch as I write the additional definition and a sentence for **pack**.

**Discuss** two definitions of pack as well as other definitions.



**Discuss** pack as it relates to Reading *Textbook A* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means “very big or huge”? *Enormous*.



10 minutes

IWB

**Teacher Materials:**  
Expository Summary Map

**Student Materials:**  
Reading *Textbook A*  
Expository Summary Map

## Part B: Comprehension Strategies

### Activity 1 Expository Summary Map: Determine Title and Topic and Establish a Purpose for Reading—A Before-Reading Strategy



**Direct** students to Lesson 14, page 68 of Reading *Textbook A*.

**Elicit** response to questions. **Guide** as needed.

Today, you’ll write the title, topic, and purpose of your passage on your Expository Summary Map. You’ll do this on your own again. Remember, it helps with comprehension to know the topic and purpose before we read. Why does it help to know the topic and purpose before we read? *To help with comprehension.*

**Monitor** students as they write the title, topic, and purpose for reading on Expository Summary Map. **Guide** as needed.

[Title—“The Dangerous Season”; Topic—animals in Alaska are most dangerous in the spring; Purpose for Reading—to learn why animals in Alaska are most dangerous in spring.]

## Activity 2 Expository Summary Map: Identify Supporting Details—An After-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

Remember, details that help support the topic are called supporting details. What are details that help support the topic called? *Supporting details.*

What do supporting details do? *Help support the topic.*

What do we ask ourselves when we want to know the supporting details? *Do these details tell more about the topic?*

Touch the box labeled “Supporting Details” on your Expository Summary Map. Remember, the supporting details you choose should tell more about the topic.

**Guide** students as you both look back at the text and pictures.

*After we’ve looked back at the text and pictures, we find out why animals in Alaska are most dangerous in spring. What are some of the reasons? (Ideas: Male animals are ready to fight anything; Female animals will fight any animal that threatens their babies; Polar bears, wolves, and walruses fight for a place on the beach.)*

**Guide** students as you both write supporting details on Expository Summary Map. Write those details in the box. You may notice that some of our details are worded slightly differently, but they all say about the same thing—they are all facts or true information that support the topic.



5 minutes

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 17

## Materials

**Teacher:** 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, Sentence, and Multiple Meaning

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **buckle**. The word **buckle** means "to bend or break under weight." What's the definition of **buckle**? *To bend or break under weight.*

What word means "to bend or break under weight"? *Buckle.*

Use the Word Map to write the word, definition, and a sentence for **buckle**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for buckle. **Guide** as needed.

Many words have more than one meaning. **Multiple meaning** words are **words that have many meanings depending on how they are used in a sentence**. For example, I'll say two sentences with the word **buckle**. Then, I'll tell you what **buckle** means in each sentence. Sentence 1: The extra cars made the bridge **buckle**. Sentence 2: I need to **buckle** my belt. In Sentence 1, the word **buckle** means "to bend or break under weight." In Sentence 2, the word **buckle** means "to hook together two loose ends." Since **buckle** has multiple meanings, I need to see how it was used in a sentence before I could determine the correct meaning. **Multiple meaning** words are **words that have many meanings depending on how they are used in a sentence**. What are **multiple meaning words**? *Words that have many meanings depending on how they are used in a sentence.*

We know that **buckle** can mean "to bend or break under weight." **Buckle** can also mean "to hook together two loose ends." What word means "to bend or break under weight"? *Buckle.*

What word also means "to hook together two loose ends"? *Buckle.*

**Guide** students as you both complete Additional Definition and Sentence boxes on Word Map for buckle. **Write** responses on Word Map.

**Buckle** has multiple meanings. It is a word that has many meanings depending on how it is used in a sentence. We'll use our Word Map to write an additional definition and sentence for **buckle**.

**Discuss** other definitions of buckle.



**Discuss** buckle as it relates to *Textbook A* activities during the lesson.

## Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means “a group” or “a bag that carries things”? *Pack.*



10 minutes

IWB

### Teacher Materials:

Expository Summary Map

### Student Materials:

Reading *Textbook A*

Expository Summary Map

## Part B: Comprehension Strategies

### Activity 1 Expository Summary Map: Determine Title and Topic and Establish a Purpose for Reading—A Before-Reading Strategy



**Direct** students to Lesson 16, page 79 of Reading *Textbook A*.

Today, you’ll write the title, topic, and purpose of your passage on your Expository Summary Map. You’ll do this on your own again.

**Monitor** students as they write the title, topic, and purpose for reading on Expository Summary Map. **Guide** as needed.

[Title—“Facts About Killer Whales”; Topic—facts about killer whales; Purpose for Reading—to learn facts about killer whales.]

### Activity 2 Expository Summary Map: Identify Supporting Details—An After-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

What are details that help support the topic called? *Supporting details.*

What do we ask ourselves when we want to know the supporting details?  
*Do these details tell more about the topic?*

Today, you’ll write the supporting details on your Expository Summary Map on your own. Remember, the supporting details you choose should tell more about the topic.

**Monitor** students as they write the supporting details on the Expository Summary Map. **Guide** as needed.

[Supporting Details—Killer whales are about 12 meters long; Killer whales are warm-blooded; Killer whales are very smart; Killer whales hunt in packs.]

**Assign** pairs of students to work together.

**Monitor** as students work in pairs to share Expository Summary Maps with each other. **Share your Expository Summary Map with a partner. See whether you have similar or different information.**

**Discuss** findings.

What did we find out as we shared our Expository Summary Maps? What was the same? What was different? (Student responses.)



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 18

## Materials

**Teacher:** 2-Word Map and 3-Expository Summary Map (previously completed in Lesson 8); Reading *Textbook A*

**Student:** Copy of 2-Word Map and 3-Expository Summary Map (previously completed in Lesson 8); Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, Sentence, and Multiple Meaning

Show Word Map. Elicit responses to questions. Guide as needed.

Today's vocabulary word is **current**. The word **current** means "a path of moving water." What's the definition of **current**? *A path of moving water.*

What word means "a path of moving water"? *Current.*

Use the Word Map to write the word, the definition, and a sentence for **current**.

Monitor students as they complete Word, Definition, and Sentence boxes on Word Map for current. Guide as needed.

Many words have more than one meaning. **Multiple meaning** words are **words that have many meanings depending on how they are used in a sentence**. I'll say two sentences with the word **current**. Then, I'll tell you what **current** means in each sentence. Sentence 1: The **current** can be strong in a river. Sentence 2: Newspapers tell about **current** events. In Sentence 1, the word **current** means "a path of moving water." In Sentence 2, the word **current** means "happening now." Since **current** has multiple meanings, I need to see how it was used in a sentence before I could determine the correct meaning. **Multiple meaning** words are **words that have many meanings depending on how they are used in a sentence**. What are **multiple meaning words**? *Words that have many meanings depending on how they are used in a sentence.*

We know that **current** can mean "a path of moving water." **Current** can also mean "happening now." What word means "a path of moving water"? *Current.*

What word also means "happening now"? *Current.*

**Guide** students as you both complete Additional Definition and Sentence boxes on Word Map.

**Current** has multiple meanings. It's a word that has many meanings depending on how it's used in a sentence. We'll use our Word Map to write an additional definition and sentence for **current**.

**Discuss** other definitions of current.



**Discuss** current as it relates to Reading *Textbook A* activities during the lesson.

## Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to bend or break under weight" or "to hook together two loose ends"? *Buckle*.



10 minutes

IWB

### Teacher Materials:

Expository Summary Map

### Student Materials:

Reading *Textbook A*

Expository Summary Map

## Part B: Comprehension Strategies

### Activity 1 Revisit Supporting Details—An After-Reading Strategy



**Direct** students to Lesson 8, page 30 of *Textbook A*.

**Give** students previously completed Expository Summary Map done to show title, topic, and purpose for reading. **Elicit** response to question. **Guide** as needed.

You're going to use the Expository Summary Map from "The Sun Heats the Earth" to write the supporting details on your own.

First, let's review the topic. What is the topic of "The Sun Heats the Earth"?  
*The sun heats the Earth.*

What is the purpose for reading "The Sun Heats the Earth"? *To learn how the sun heats the Earth.*

What do you ask yourself when you want to know the supporting details?  
*Do these details tell more about the topic?*

**Monitor** students as they write the supporting details on the Expository Summary Map. **Guide** as needed.

[Supporting Details—You can tell which parts of the Earth are hot and which are cold if you look at how the light from the sun gets to the Earth; On the picture, hotter places receive more lines of heat than cooler places; the equator receives more heat than any other part of the Earth.]

**Assign** pairs of students to work together.

**Monitor** as students work in pairs to share Expository Summary Maps with each other. **Share your Expository Summary Map with a partner. See whether you have similar or different information.**

**Discuss** findings.

What did we find out as we shared our Expository Summary Maps? What was the same? What was different? (Student responses.)





**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 19

## Materials

**Teacher:** 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*

**Student:** Copy 2-Word Map and 3-Expository Summary Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **frightened**. The word **frightened** means "scared." What's the definition of **frightened**? *Scared.*

What word means "frightened"? *Scared.*

Use the Word Map to write the word, the definition, and a sentence for **frightened**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for frightened. **Guide** as needed. **Discuss** things that make you frightened.



**Discuss** frightened as it relates to *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "a path of moving water" or "happening now"? *Current.*



10 minutes

IWB

**Teacher Materials:**  
Expository Summary Map

**Student Materials:**  
Reading *Textbook A*  
Expository Summary Map

## Part B: Comprehension Strategies

### Activity 1 Expository Summary Map: Determine Title and Topic and Establish a Purpose for Reading—A Before-Reading Strategy



**Direct** students to Lesson 18, page 90 of Reading *Textbook A*.

Today, you'll write the title, topic, and purpose of your passage on your Expository Summary Map. You'll do this on your own again.

**Monitor** students as they write the title, topic, and purpose for reading on Expository Summary Map. **Guide** as needed.

[Title—"Facts About Drifting"; Topic—facts about drifting; Purpose for Reading—to learn facts about drifting.]

## Activity 2 Expository Summary Map: Identify Supporting Details—An After-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

What are details that help support the topic called? *Supporting details.*

What do we ask ourselves when we want to know the supporting details?

*Do these details tell more about the topic?*

Today, you'll write the supporting details on your Expository Summary Map on your own. Remember, the supporting details you choose should tell more about the topic.

**Monitor** students as they write the supporting details on the Expository Summary Map.

**Guide** as needed.

[Supporting details—Winds make things drift; Ocean currents make things drift; Something in a wind moves in the direction the wind is moving; Something in a current moves in the direction the current is moving.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Expository Summary Maps with each other.

Share your Expository Summary Map with a partner. See whether you have similar or different information.

**Discuss** findings.

What did we find out as we shared our Expository Summary Maps? What was the same? What was different? (Student responses.)



5 minutes

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 20

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form (Completed from Lesson 16), 2-Word Map (completed from Lesson 16) and Lesson 20: 4-Cover-Copy-Compare Chart; Reading *Textbook A*, 7-My Writing Checklist, Writing Prompts

**Student:** File or notebook with week's materials inside; Copy of 1-Vocabulary Self-Reflection Form (completed from Lesson 16) and Lesson 20: 4-Cover-Copy-Compare Chart; lined paper; Reading *Textbook A*, Copy of 7-My Writing Checklist



10 minutes

IWB

### Teacher Materials:

Vocabulary  
Self-Reflection Form

Word Map

Cover-Copy-Compare  
Chart

### Student Materials:

Word Map

Cover-Copy-Compare  
Chart

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or notebook for Word Maps (Completed for Lessons 16-19). Today, you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or notebook and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 20 Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the words **pack**, **buckle**, **current**, and **frightened**.

**Guide** students as they complete Lesson 20: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form (Completed from Lesson 16).

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 16 to review how well you now know your four vocabulary words.

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.



10 minutes

IWB

**Student Materials:**  
Lined paper

## Part B: Comprehension Strategies

Display on IWB or **write** directions on the board. **Clarify** as needed.

**Directions:** Write about how our winter is the same as the winter in Alaska. Write about how our winter is different from the winter in Alaska.

### Activity 1 Review Think-Pair-Share—Analyze Knowledge (Level 4 of Bloom’s Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You’re going to do an activity to show what you’ve learned in the last four lessons. The directions for the activity are on the board. You’ll do this activity using the Think-Pair-Share strategy. Here are the steps once again.

Step 1 is to **Think**. You’ll get 1 minute to think about the topic on your own. You should think about what you’ve learned about the winter in Alaska and how it compares to our winter.

Here we go. Think about how our winter compares with Alaska. You have 1 minute.

**Assign** partners. **Direct** students to take out lined paper.

Step 2 is to **Pair**. You’ll have 5 minutes to work with your partner to identify how our winter is the same and how it is different from the winters in Alaska. Then, decide who will write about what is the same and who will write about what is different.

Here we go. Each person should write about one topic. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I’ll call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



10 minutes

IWB

**Teacher Materials:**  
Writing Prompts  
My Writing Checklist

**Student Materials:**  
Lined Paper  
My Writing Checklist

## Part D: Writing/Language Arts

### Activity 1 Write and Use Parts of Speech and Conventions

Time to write using a writing prompt based on the stories we've been reading.

**Assign** student partners. **Distribute** lined paper to students. **Display** writing prompts and have students choose one to write about or assign a writing prompt of your choice. **Review** parts of speech and punctuation as well as the writing checklist with students. **Tell** students to write one to two paragraphs (minimum of four sentences per paragraph) on their own to answer the writing prompt. **Tell** them to use their writing checklist (first column labeled "Did I use them?") to ensure they include important parts of speech or punctuation in their writing. **Tell** students which parts of speech or punctuation to focus on, if you wish. **Model** what it means to answer a writing prompt and to use the writing checklist during and after the writing process, as needed. **Monitor** and guide students as needed. **Model** what it means to have a neighbor look over his or her neighbor's writing and to complete the writing checklist (second column labeled "Did my neighbor use them?"), as needed. **Have** students share what they wrote as time permits.

Writing Prompt 1	Writing Prompt 2	Writing Prompt 3
What is your favorite season? Why?	Have you ever helped someone the way Old Henry helped Tim?	If you visited Oomoo and Oolak in Alaska, what would you do for fun?

# Lesson 21

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, and 8-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map, and 8-Narrative Story Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out a Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words we'll learn this week. You'll keep this form in your file or notebook and use it at the end of the week to help you decide how well you now know your vocabulary words. The four words for this week are **rescue**, **threat**, **fossil**, and **whirlpool**. Use your Vocabulary Self-Reflection Form to mark how well you know the vocabulary words.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **rescue**. The definition of **rescue** is "to save." What's the definition of **rescue**? *To save.*

What word means "save"? *Rescue.*

Use the Word Map to write the word, the definition, and a sentence for **rescue**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for rescue. **Guide** as needed. **Discuss** ways that you could rescue someone.



**Discuss** rescue as it relates to Reading *Textbook A* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "scared"? *Frightened.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Review Text Type

**Elicit** responses to questions. **Guide** as needed.

What are the two types of text? *Expository and narrative.*

What does expository text tell you? *Facts or true information about a topic.*

What does narrative text tell you? *A story.*

In an earlier lesson, you read “Facts About Drifting.” The passage tells facts or true information about how things drift. What kind of text is “Facts About Drifting”—expository or narrative? *Expository.*

In the last lesson, you read “The Storm.” The passage tells a story about what happened when Oomoo and Oolak were caught in a storm. What kind of text is “The Storm”—expository or narrative? *Narrative.*

Remember, narrative stories might include facts or true information, but the main purpose of narrative text is to tell you a story. “The Ice Floe” is narrative because the text tells you a story about how Oomoo loved to play on the ice chunks in the spring. The story does include facts about how an ice floe begins to break up in the spring, but the main purpose was to tell you the story of Oomoo.

### Activity 2 Narrative Story Map: Determine Title, Characters, and Setting—A Before-Reading Strategy



**Direct** students to Lesson 21, page 105 of Reading *Textbook A*.

**Show** Narrative Story Map. **Elicit** responses to questions. **Guide** as needed.

Narrative Story Map helps you to organize your thoughts so you can understand what you read. Before you read, you’ll need to fill in some important information. This information includes the title, characters, and setting.

All stories have characters and a setting. The characters are the important people, animals, or objects that do things in the story. What are characters? *Important people, animals, or objects that do things in the story.*

In the passage, “The Storm,” the characters are Oomoo and Oolak.

The setting is where and when the story takes place. What’s the setting? *Where and when the story takes place.*

In “The Storm,” the *where* of the setting is an ice floe and the *when* of the setting is during a storm.

We learned that narrative text tells a story. A story has characters and a setting. What does a story have? *Characters and a setting.*



What is the title of today's story? *"The Killer Whales Wait."*

I'll show you how to fill in the title, characters, and setting on my Narrative Story Map.

**Model** think-aloud for title, characters, and setting.

**Write** title, characters, and setting on Narrative Story Map.

### Sample Wording for Think-Aloud

The title of the story is "The Killer Whales Wait." I'll write the title in the box labeled "Title." The characters are the important people, animals, or objects that do things in the story. I look at the title and the pictures, and I skim the passage like this. I see that the characters in the story are Oomoo, Oolak, the killer whales, and Usk. I know that the killer whales are important characters because their names are in the title. I know that Usk is also an important character because I see from the picture that he is trying to save Oomoo and Oolak. I'll write "Oomoo, Oolak, killer whales, Usk" in my box labeled "Characters." I see that the setting is a chunk of ice in an ice floe after a storm. I'll write "Chunk of ice in an ice floe after a storm" in my box labeled "Setting."



5 minutes

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 22

## Materials

**Teacher:** 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **threat**. The definition of **threat** is "a sign that harm might happen." What's the definition of **threat**? *A sign that harm might happen.*

What word means "a sign that harm might happen"? *Threat.*

Use the Word Map to write the word, the definition, and a sentence for **threat**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for threat. **Guide** as needed.

**Discuss** examples of things that might be a threat.



**Discuss** threat as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to save"? *Rescue.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Determine Text Type—A Before-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

In the last lesson, you read two passages. The title of the first passage was "Facts about Clouds." What type of text is "Facts about Clouds"—expository or narrative? *Expository.*

What is the topic of "Facts about Clouds"? (Idea: *Facts about clouds.*)

What is the purpose for reading "Facts About Clouds"? (Idea: *To learn facts about clouds.*)

The title of the second passage was “The Killer Whales Wait.” What type of text is “The Killer Whales Wait”—expository or narrative? *Narrative.*  
What is the purpose of “The Killer Whales Wait”? *To tell a story.*

## Activity 2 Narrative Story Map: Determine Title, Characters, and Setting—A Before-Reading Strategy



**Direct** students to Lesson 22, page 110 of Reading *Textbook A*.

Your Narrative Story Map helps you organize your thoughts so you can understand what you read. Before you read, you’ll need to fill in some important information. This information includes the title, characters, and setting of the story.

**Model** looking at the title, pictures, and skimming the story. **Elicit** responses to questions. **Guide** as needed.

The title of today’s story is “Usk and the Killer Whale.” What’s the title of today’s story? *Usk and the Killer Whale.*

The characters are the important people, animals, or objects that do things in the story. What are characters? *Important people, animals, or objects that do things in the story.*

In today’s story, “Usk and the Killer Whale,” the characters are Usk, Oomoo, Oolak, and the killer whale. Who are the characters in today’s story? *Usk, Oomoo, Oolak, and the killer whale.*

The setting is where and when the story takes place. What’s the setting? *Where and when the story takes place.*

In today’s story, “Usk and the Killer Whale,” the setting is an ice floe during the daytime.

**Model** writing the title, characters, and setting on Narrative Story Map. I’ll show you how to fill in the title, characters, and setting on my Narrative Story Map.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 23

## Materials

**Teacher:** 2-Word Map, Reading *Textbook A*

**Student:** Copy of 2-Word Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **fossil**. The definition of **fossil** is "a piece of an animal or plant from long ago." What's the definition of **fossil**? *A piece of an animal or plant from long ago.*

What word means "a piece of an animal or plant from long ago"? *Fossil.*

Use the Word Map to write the word, the definition, and a sentence for **fossil**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for fossil. **Guide** as needed. **Discuss** types of fossils.



**Discuss** fossil as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "a sign that harm might happen"? *Threat.*



10 minutes

**Student Materials:**  
Reading *Textbook A*

## Part B: Comprehension Strategies

### Activity 1 Determine Text Type—A Before-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

In the last lesson, you read two passages. The title of the first passage was "Piles." What type of text is "Piles"—expository or narrative? *Expository.*

What is the topic of "Piles"? *Piles.*

What's the purpose for reading "Piles"? (Idea: *To learn a rule about which objects go into a pile first.*)

The title of the second passage was "Usk and the Killer Whale." What type of text is "Usk and the Killer Whale"—expository or narrative? *Narrative.*

What is the purpose of "Usk and the Killer Whale"? *To tell a story.*

## Activity 2 Comprehension Monitoring: Rereading— A During-Reading Strategy



**Direct** students to Lesson 22, page 110 of Reading *Textbook A*.

**Elicit** responses to questions. **Guide** as needed.

Comprehension means reading with understanding. If you read something and don't understand it, it isn't really reading. Today, you're going to learn a strategy to use if you have a problem understanding what you're reading. It will help you understand what you read, while you're reading. The strategy is called rereading. What's the strategy called? *Rereading*.

I'm going to show you how I reread a passage when I have a problem understanding what I read.

**Model** think-aloud for rereading strategy.

### Sample Wording for Think-Aloud

I'm reading "Usk and the Killer Whale." So far, I understand most of the story. I'm not sure why they're painting a whale on Usk in the picture. As I continue reading, I'm really hoping the story will tell me why. I see in the text that Oomoo's father painted the outline of a whale on both sides of Usk. Then he said, "Let this bear live under the sign of the whale." I have to stop here. I'm really confused because I don't know what it means to live under the sign of the whale. I don't have any prior experience or background knowledge that I can draw from to understand. So, I'm going to go back to reread the paragraph before he said that. The villagers are standing around Usk in a circle and they're singing to him. They've also given him his favorite food. This is describing a celebration for Usk. Living under the sign of the whale must be a good thing. Maybe I should read ahead in the passage. Oomoo's father said that no hunter should shoot or bother Usk and that, if he's hungry, people should feed him. He also said that they owe the bear thanks for saving his children. Now I understand a bit better. The sign of the whale must be a symbol of protection for Usk. I'll read on because now I understand what I'm reading.

Rereading is a strategy you can use while you're reading if you have a problem understanding what you read. What is the strategy called? *Rereading*.

You can look back or look ahead at pictures and text. What can you do? *Look back or look ahead at pictures or text*.

**Elicit** responses to questions. **Guide** as needed.

We'll practice rereading again in later lessons.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 24

## Materials

**Teacher:** 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **whirlpool**. The definition of **whirlpool** is "water that spins very fast." What's the definition of **whirlpool**? *Water that spins very fast.*

What word means "water that spins very fast"? *Whirlpool.*

Use the Word Map to write the word, the definition, and a sentence for **whirlpool**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for whirlpool. **Guide** as needed. **Discuss** what a whirlpool is.



**Discuss** whirlpool as it relates to *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "a piece of an animal or plant from long ago"? *Fossil.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 2 Determine Text Type—A Before-Reading Strategy



**Direct** students to Lesson 23, page 116 of Reading *Textbook A*.

In the last lesson, you read "Layers of the Earth." What type of text is "Layers of the Earth"—expository or narrative? *Expository.*

What is the topic of "Layers of the Earth"? *Layers of the earth.*

What is the purpose for reading "Layers of the Earth?" (Idea: *To learn what is in the layers of the earth.*)

## Activity 2 Comprehension Monitoring: Rereading— A During-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

In the last lesson, you learned a strategy to use if you have a problem understanding what you read. The strategy is called rereading. What’s the strategy called? *Rereading.*

I showed you the strategy using “Usk and the Killer Whale.” What type of text is “Usk and the Killer Whale”—expository or narrative? *Narrative.*

So, we know rereading works for narrative text, but it also works for expository text.

**Discuss** when students may read expository text in other subjects.

I’m going to show you how I reread a passage when I have a problem understanding expository text.

**Model** think-aloud for rereading. **Elicit** responses to questions. **Guide** as needed.

### Sample Wording for Think-Aloud

I’m reading “Layers of the Earth.” So far, I understand most of the passage. I remember the rule about piles and how things closer to the bottom of the pile came earlier. I can see in the pictures that the passage will probably be about dinosaurs or fossils and things like that. As I continue reading, I see that the author is talking about dinosaurs and fossils. I realize that I’m starting to get confused. The author says that if we dig a hole in Africa or in Canada, we find skeletons of elephants near the top of the pile. I don’t understand what Africa and Canada have to do with the passage or each other. I’m going to go back to reread the first part of the paragraph. I see that there is a new fact about piles. I must have been reading too quickly to notice the new fact. The new fact says that when we dig a hole in any part of the world, we find the same layers. I understand now. The author is just using Africa and Canada as examples of the rule because they are so far apart. This time, I don’t need to read ahead, but I do need to slow down.

Rereading is a strategy you can use while you’re reading if you have a problem understanding narrative and expository text. What is the strategy called? *Rereading.*

Does rereading work for both narrative and expository text? *Yes.*

You can look back or look ahead at pictures and text. What can you do? *Look back or look ahead at pictures or text.*

We’ll practice rereading again in later lessons.





**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 25

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, and Lesson 25: 4-Cover-Copy-Compare Chart; Reading *Textbook A*, 5-Vocabulary Acquisition and Use, 9-Point of View, Informational Text Passage

**Student:** File or notebook, Copy of 1-Vocabulary Self-Reflection Form, 2-Word Maps, Lesson 25: 4-Cover-Copy-Compare Chart, 5-Vocabulary Acquisition and Use; Blank paper; Lined paper, Reading *Textbook A*, Informational Text Passage, Copy of 9-Point of View



10 minutes

IWB

### Teacher Materials:

Word Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

### Student Materials:

Word Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or notebook for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 21–24).

Today, you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get your Word Maps out of your file or notebook and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 25: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the words **rescue**, **threat**, **fossil**, and **whirlpool**.

**Guide** students as they complete Lesson 25: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 21 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form.

**Review** difficult words.

### Activity 4 Vocabulary Acquisition and Use

**Display** Vocabulary Acquisition and Use. **Have** students work with a neighbor to complete Vocabulary Acquisition and Use.

Today's vocabulary words are \_\_\_\_ and \_\_\_\_ [and \_\_\_\_ and \_\_\_\_].

Vocabulary words: **clear** and **convincing**; **sure** and **definite**

Write the words on the lines provided. Then write the words in the boxes based on whether you think each word is less/smaller or more/larger than the other word. Below the boxes, write why you think word 1 is less/smaller and word 2 is more/larger than word 1.

**Repeat** for words 3 and 4. **Have** students share what they wrote. **Discuss** examples of how these words might be used.



10 minutes

IWB

**Teacher Materials:**

**Student Materials:**

Blank paper

Lined paper

## Part B: Comprehension Strategies

Display on IWB or **write** directions on the board. **Read** or **explain** directions. **Clarify** as needed.

**Directions:** Draw a quick sketch of a party or celebration that you used as prior knowledge to understand the celebration in "Usk and the Killer Whale." Write things that are similar about the party or celebration you have drawn and the celebration you and your partner have talked about from the story.

### Activity 1 Introduce Think-Pair-Share—Apply Knowledge (Level 3 of Bloom's Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You're going to do an activity to show what you've learned in earlier lessons. The directions for the activity are on the board. You'll do this activity using our Think-Pair-Share strategy. Let's review the steps.

Step 1 is to **Think**. You'll get 1 minute to think about the directions on the board on your own. You should think about what kinds of parties or celebrations you have experienced or have heard about. Maybe you'll think about a family party or a cultural celebration.

Here we go. Think about parties or celebrations you have experienced or heard about. You have 1 minute.

**Assign** partners. **Direct** students to take out blank paper and lined paper.

Step 2 is to **Pair**. You'll have 5 minutes to work with your partner to share ideas about the topic. Then, decide who will sketch the party or celebration and who will list the similarities you all share.

Here we go. One person should sketch and one person should write. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I will call on pairs of students to share their work with the rest of the class.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



**10 minutes**

IWB

**Teacher Materials:**  
Informational Text  
Passage  
Point of View

**Student Materials:**  
Informational Text  
Passage  
Point of View

## Part D: Informational Text

### Activity 1 Distinguish Point of View

Time to complete your point of view chart based on the informational text passage that we'll read today.

**Prepare** copies of the informational text passage. **Have** students read the informational text passage (or one of your choice) that includes two sides of one issue. **Model** how to complete the Point of View form. **Have** students complete the Point of View form when they are finished reading their book. **Guide** students as needed. **Have** students share both their points of view with the class as time permits.

# Lesson 26

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out a Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words we'll learn for this week. You'll keep this form in your file or notebook and use it at the end of the week to help you decide how well you now know your vocabulary words. The four words for this week are **shallow, hail, stranded,** and **grove**. Use a Vocabulary Self-Reflection Form to mark how well you know the vocabulary words.

**Monitor** students as they complete Beginning of the week column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **shallow**. The definition of **shallow** is "little space from top to bottom." What's the definition of **shallow**? *Little space from top to bottom.*

What word means "little space from top to bottom"? *Shallow.*

Use the Word Map to write the word, the definition, and a sentence for **shallow**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for shallow. **Guide** as needed. **Discuss** things that are shallow.



**Discuss** shallow as it relates to Reading *Textbook A* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question.

**Guide** as needed.

What word means "water that spins very fast"? *Whirlpool.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Determine Text Type—A Before-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

In the last lesson, you read “Looking for Something to Do.” What type of text is “Looking for Something to Do”—expository or narrative? *Narrative.*  
What is the purpose of “Looking for Something to Do”? *To tell a story.*

### Activity 2 Narrative Story Map: Determine Title, Characters, and Setting—A Before-Reading Strategy



**Direct** students to Lesson 26, page 130 of Reading *Textbook A*.

**Show** Narrative Story Map. **Elicit** responses to questions. **Guide** as needed.

Your Narrative Story Map helps you to organize your thoughts so you can understand what you read. You’ll also use it to make and check predictions and remember important details of the plot. The plot includes the events that take place in the story. We’ll learn about making predictions and plot in upcoming lessons.

**Guide** students as you both look at the title, pictures, and skim the story. Today, you’ll write the title, characters, and setting of the story on your Narrative Story Map. Touch the box labeled “Title” on your Narrative Story Map. Let’s write the title of today’s story in the box. The title of today’s story is “The Lifeboat.” What’s the title of today’s story? *The Lifeboat.* Write it in the box.

**Guide** students as you both write the title on Narrative Story Map.

Touch the box labeled “Characters” on your Narrative Story Map. Let’s write the characters on your Narrative Story Map. The characters are the important people, animals, or objects that do things in the story. What are characters? *Important people, animals, or objects that do things in the story.*

In today’s story, “The Lifeboat,” the characters are Edna and Carla. Who are the characters in today’s story? *Edna and Carla.* Write their names in the box.

**Guide** students as you both write the characters on Narrative Story Map.

Touch the box labeled “Setting” on your Narrative Story Map. Let’s write the setting. The setting is where and when the story takes place. What’s the setting? *Where and when the story takes place.*

In today’s story, “The Lifeboat,” the setting is on the deck of Captain Parker’s ship. The text really doesn’t tell us *when*. So, what’s the setting of today’s story? Idea: *On the deck of Captain Parker’s ship.* Write it in the box.

**Guide** students as you both write the setting on Narrative Story Map.



**5 minutes**

**Student Materials:**

Reading *Textbook A*

## Part C: Fluency Building

### Activity 1 Partner Reading



**Conduct** after the lesson, using the story of the day.

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 27

## Materials

**Teacher:** 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **hail**. The definition of **hail** is "small hard drops of frozen rain." What's the definition of **hail**? *Small hard drops of frozen rain.*

What word means "small hard drops of frozen rain"? *Hail.*

Use the Word Map to write the word, the definition, and a sentence for **hail**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for hail. **Guide** as needed. **Discuss** times when you see hail.



**Discuss** hail as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "little space from top to bottom"? *Shallow.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Determine Text Type—A Before-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

In an earlier lesson, you read "Dinosaurs of the Mesozoic." What type of text is "Dinosaurs of the Mesozoic"—expository or narrative? *Expository.*

What is the purpose for reading "Dinosaurs of the Mesozoic"? *To learn about dinosaurs of the Mesozoic.*

In the last lesson, you read "The Lifeboat." What type of text is "The Life Boat"—expository or narrative? *Narrative.*

What is the purpose of "The Lifeboat"? *To tell a story.*



## Activity 2 Narrative Story Map: Determine Title, Characters, and Setting—A Before-Reading Strategy



**Direct** students to Lesson 27, page 135 of Reading *Textbook A*.

Your Narrative Story Map helps you to organize your thoughts, so you can understand what you read.

**Guide** students as you both look at the title, pictures, and skim the story. Today, you'll write the title, characters, and setting of the story on your Narrative Story Map. Touch the box labeled "Title" on your Narrative Story Map. Let's write the title of today's story in the box. The title of today's story is "A Giant Whirlpool." What's the title of today's story? *A Giant Whirlpool*. Write it in the box.

**Guide** students as you both write the title on Narrative Story Map.

Touch the box labeled "Characters" on your Narrative Story Map. Let's write the characters in the box. The characters are the important people, animals, or objects that do things in the story. What are characters? *Important people, animals, or objects that do things in the story*.

**Model** think-aloud for determining unique characters on Narrative Story Map.

### Sample Wording for Think-Aloud

In today's story, "A Giant Whirlpool," the characters seem to be Edna and Carla. However, there is an object that could be considered a character. In this story, the whirlpool is an object that does something important in the story. In fact, without the whirlpool, there wouldn't be a story. So, the characters in "A Giant Whirlpool" are Edna, Carla, and the whirlpool.

Who are the characters in today's story? *Edna, Carla, and the whirlpool*. Write their names in the box.

**Guide** students as you both write the characters on Narrative Story Map.

Touch the box labeled "Setting" on your Narrative Story Map. Let's write the setting. The setting is where and when the story takes place. What's the setting? *Where and when the story takes place*.

In today's story, "A Giant Whirlpool," the setting is in a lifeboat on the ocean during a storm. What's the setting of today's story? *In a lifeboat on the ocean during a storm*. Write it in the box.

**Guide** students as you both write the setting on Narrative Story Map.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 28

## Materials

**Teacher:** 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

Show Word Map. Elicit responses to questions. Guide as needed.

Today's vocabulary word is **stranded**. The definition of **stranded** is "left without help." What's the definition of **stranded**? *Left without help.*

What word means "left without help"? *Stranded.*

Use the Word Map to write the word, the definition, and a sentence for **stranded**.

Monitor students as they complete Word, Definition, and Sentence boxes on Word Map for stranded. Guide as needed. Discuss what it means to be stranded.



Discuss stranded as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

Elicit response to question. Guide as needed.

What word means "small hard drops of frozen rain"? *Hail.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Determine Text Type—A Before-Reading Strategy

Elicit responses to questions. Guide as needed.

In the last lesson, you read two passages. The first passage was "Facts about Whirlpools." What type of text is "Facts about Whirlpools"—expository or narrative? *Expository.*

What is the purpose for reading "Facts about Whirlpools"? *To learn facts about whirlpools.*

The second passage was "A Giant Whirlpool." What type of text is "A Giant Whirlpool"—expository or narrative? *Narrative.*

What is the purpose of "A Giant Whirlpool"? *To tell a story.*

## Activity 2 Narrative Story Map: Determine Title, Characters, and Setting—A Before-Reading Strategy



**Direct** students to Lesson 28, page 139 of Reading *Textbook A*.

**Elicit** responses to questions. **Guide** as needed

Your Narrative Story Map helps you to organize your thoughts so you can understand what you read. What does your Narrative Story Map help you to do? *Organize your thoughts so you can understand what you read.*

Today, you'll write the title, characters, and setting of the story on your Narrative Story Map on your own.

**What are characters?** *Important people, animals, or objects that do things in the story.*

**What's the setting?** *Where and when the story takes place.*

Remember to look at the title, pictures, and skim the text to help you fill out your Narrative Summary Map.

**Monitor** students as they write the title, characters, and setting on the Narrative Story Map. **Guide** as needed.

[Title—"A Long Night"; Characters—Edna, Carla, and a strange animal; Setting—an island at night.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Summary Maps.

Share your Narrative Story Map with a partner. See whether you have similar or different information.

**Discuss** findings.

What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)



5 minutes

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 29

## Materials

**Teacher:** 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

Show Word Map. Elicit responses to questions. Guide as needed.

Today's vocabulary word is **grove**. The definition of **grove** is "a group of trees." What's the definition of **grove**? *A group of trees.*

What word means "a group of trees"? *Grove.*

Use the Word Map to write the word, the definition, and a sentence for **grove**.

Monitor students as they complete Word, Definition, and Sentence, boxes on Word Map for grove. Guide as needed. Discuss where you might find a grove of trees.



Discuss grove as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

Elicit response to question. Guide as needed.

What word means "left without help"? *Stranded.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Determine Text Type—A Before-Reading Strategy

Elicit responses to questions. Guide as needed.

In the last lesson, you read "A Long Night." What type of text is "A Long Night"—expository or narrative? *Narrative.*

What is the purpose of "A Long Night"? *To tell a story.*

## **Activity 2** Narrative Story Map: Determine Title, Characters, and Setting—A Before-Reading Strategy

**Direct** students to Lesson 29, page 143 of Reading *Textbook A*.

**Elicit** responses to questions. **Guide** as needed.

Your Narrative Story Map helps you to organize your thoughts so you can understand what you read. What does your Narrative Story Map help you to do? *Organize your thoughts, so you can understand what you read.*

Today, you'll write the title, characters, and setting of the story on your Narrative Story Map on your own again.

*What are characters? Important people, animals, or objects that do things in the story.*

*What's the setting? Where and when the story takes place.*

Remember to look at the title, pictures, and skim the text to help you fill out your Narrative Summary Map.

**Monitor** students as they write the title, characters, and setting on the Narrative Story Map. **Guide** as needed.

[Title—"Footprints"; Characters—Edna, Carla, and a Tyrannosaurus; Setting—the jungle in the morning.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Summary Maps.

Share your Narrative Summary Map with a partner. See whether you have similar or different information.

**Discuss** findings.

What did we find out as we shared our Narrative Summary Maps? What was the same? What was different? (Student responses.)



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 30

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map (completed from Lesson 26–29) and Lesson 30: 4-Cover-Copy-Compare Chart; Reading *Textbook A*, 7-My Writing Checklist, Writing Prompts

**Student:** File or notebook with week’s materials inside; Copy of 1-Vocabulary Self-Reflection Form (completed from Lesson 26–29) and Lesson 30: 4-Cover-Copy-Compare Chart; lined paper; Reading *Textbook A*, Copy of 7-My Writing Checklist



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or notebook for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 26–29).

Today, you’ll use this week’s Word Maps to practice and review the four vocabulary words you’ve been learning. Get out your Word Maps from your file or notebook and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don’t choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 30: Cover-Copy-Compare Chart.

It’s important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the words **shallow**, **hail**, **stranded**, and **grove**.

**Guide** students as they complete Lesson 30: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you’ll ask yourself again, “How well do I know this word?” You’ll use the “End of Week” column on your Vocabulary Self-Reflection Form from Lesson 26 to review how well you now know your four vocabulary words. Ask yourself again, “How well do I know this word?”

**Guide** students as they complete Vocabulary Self-Reflection Form.

**Review** difficult words.





10 minutes



**Teacher Materials:**

**Student Materials:**  
Lined paper

## Part B: Comprehension Strategies

Display on IWB or **write** directions on the board. **Read** or **explain** directions. **Clarify** as needed.

**Directions:** Write about a time when you made the difficult choice to follow a rule, even though you really wanted to break it. Write what could have happened if you had chosen to break the rule.

### Activity 1 Review Think-Pair-Share—Analyze Knowledge (Level 4 of Bloom’s Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You’re going to do an activity to show what you’ve learned in the last four lessons. The directions for the activity are on the board. You’ll do this activity using the Think-Pair-Share strategy. Here are the steps once again.

Step 1 is to **Think**. You’ll get 1 minute to think about the topic on your own. You should think about a time when you were tempted to break a rule, but didn’t.

Here we go. Think about a time when you really wanted to break a rule, but didn’t. You have 1 minute.

**Assign** partners. **Direct** students to take out lined paper.

Step 2 is to **Pair**. You’ll have 5 minutes to work with your partner to share ideas about the topic. You’ll need to decide who will write about the tough choice and who will write about the consequences if you had made the wrong choice.

Here we go. Each person should write about one topic. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I will call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



10 minutes

### IWB

**Teacher Materials:**

Writing Prompts

My Writing Checklist

**Student Materials:**

Lined Paper

My Writing Checklist

## Part D: Writing/Language Arts

### Activity 1 Write and Use Parts of Speech and Conventions

Time to write using a writing prompt based on the stories we've been reading.

**Assign** student partners. **Distribute** lined paper to students. **Display** writing prompts and have students choose one to write about or assign a writing prompt of your choice.

**Review** parts of speech and punctuation as well as the writing checklist with students.

**Tell** students to write one to two paragraphs (minimum of four sentences per paragraph) on their own to answer the writing prompt. **Tell** them to use their writing checklist (first column labeled "Did I use them?") to ensure they include important

parts of speech or punctuation in their writing. **Tell** students which parts of speech or punctuation to focus on, if you wish. **Model** what it means to answer a writing prompt

and to use the writing checklist during and after the writing process, as needed.

**Monitor** and guide students as needed. **Model** what it means to have a neighbor look over his or her neighbor's writing and to complete the writing checklist (second column labeled "Did my neighbor use them?"), as needed. **Have** students share what they wrote

as time permits.

Writing Prompt 1	Writing Prompt 2	Writing Prompt 3
Have you ever helped a friend who was in trouble?	Describe how you might track an animal in the jungle.	What would you do if you were taking a walk with a friend and came across a dinosaur?

# Lesson 31

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 6-Prefix Map, and 8-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 6-Prefix Map, and 8-Narrative Story Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Prefix Map

### Student Materials:

Vocabulary Self-Reflection Form

Prefix Map

Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out a Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn for this week.

Today, you'll hear four new vocabulary words: the prefix **re-** and the words **leather**, **attract**, and **spot**. Use your Vocabulary Self-Reflection Form to mark how well you know the vocabulary words.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Prefix Review (un-) and Prefix Introduction: re-

**Elicit** responses to questions. Guide as needed.

We've already learned about the prefix **un-**. What does **un-** mean? *Not.*

Today, you'll learn another **prefix**. A **prefix** is "a word part added to the beginning of a word that changes its meaning." What do we call a **word part added to the beginning of a word that changes its meaning**? *A prefix.*

The new prefix is **re-**. **Re-** means "again." What does **re-** mean? *Again.*

**Refill.** **Refill** means **to fill again**. **Replay.** **Replay** means "to play again."

**Rewrite.** What does **rewrite** mean? *To write again.*

Adding the prefix **re-** to the beginning of words changes their meaning.

**Restate.** Adding **re-** to **state** makes it **restate**. What does **restate** mean?

*To state again.*

**Discuss** examples of other words that use **re-**.

It's important to remember that for **re-** to really be a prefix, you must still have a real word if you remove **re-**. For example, if you remove the letters "r-e" from the word **red**, you have "d," which isn't a word. This means that the "re" in **red** isn't a prefix.

### Activity 3 Prefix Map

**Show** Prefix Map. **Guide** students as you both complete Prefix, Definition, Sample Words, and Sentence boxes on Prefix Map. **Write** responses Prefix Map.

For each new prefix, you'll use the Prefix Map to write the prefix, its definition, sample words, and a sentence using one of the sample words. Today, we'll use the prefix map for re-.

**Save** Prefix Map and put in file or notebook.



**Discuss** re- as it relates to Reading *Textbook A* activities during the lesson.

### Activity 4 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word's definition means **a group of trees**? *Grove.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
*Narrative Story Map*

## Part B: Comprehension Strategies

### Activity 1 Review Text Type

**Elicit** responses to questions. **Guide** as needed.

What are the two types of text? *Expository and narrative.*

What does expository text tell you? *Facts or true information about a topic.*

What does narrative text tell you? *A story.*

### Activity 2 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 31, page 151 of Reading *Textbook A*.

**Show** Narrative Story Map. **Elicit** responses to questions. **Guide** as needed.

Your Narrative Story Map helps you to organize your thoughts so you can understand what you read. What does your Narrative Story Map help you to do? *Organize your thoughts so you can understand what you read.*

You'll also use your Narrative Story Map to make and check predictions and remember important details of the plot. The plot includes the events that take place in the story. We'll learn about plot in upcoming lessons.

Today, you'll write the title, characters, and setting of the story on your Narrative Story Map on your own. Remember to look at the title and pictures and to skim the text to help you fill out your Narrative Story Map.

**Monitor** students as they write the title, characters, and setting on Narrative Story Map. **Guide** as needed.

[Title—"The Monster"; Characters—Edna, Carla, a huge bird-like animal, a Tyrannosaurus; Setting—a jungle in the daytime.]

Today, you'll learn about making predictions. When you make a prediction, you make a good guess about what will happen next. What is a prediction?  
*A good guess about what will happen next.*

Making predictions helps us understand what we read. We use what we already know about a topic to make a prediction about what we think we'll read. We can also use clues we find when we look at the title and pictures and skim the text. What do we use to make predictions? (Ideas: *What we already know; clues from the title, pictures, and skimming the text.*)

As we continue to read, we may revise our predictions based on new information. Revising our predictions also helps us understand what we read.

What is the title of today's story? "*The Monster.*"  
I'll show you how to fill in a prediction on my Narrative Story Map.  
**Model** think-aloud for prediction.

### Sample Wording for Think-Aloud

I look at the title and pictures and skim the passage like this. Then, I'll use what I already know about Edna, Carla, and dinosaurs to make a prediction about what I think will happen in the story. I see the title of the story is "The Monster." There's a picture of the monster on the first page and it's huge with long, sharp teeth. I also see that the girls are hiding from it. I'll write, "Edna and Carla will be chased by the monster" in the box labeled "Prediction." As I read the story, I'll learn new information to check my prediction. Later, I may need to revise my prediction.

**Write** prediction on Narrative Story Map.

After we read the story, we'll check to see whether my prediction was correct.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 32

## Materials

**Teacher:** 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 31), and a blank 8-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **leather**. The definition of **leather** is "dried animal skin." What's the definition of **leather**? *Dried animal skin.*

What word means "dried animal skin"? *Leather.*

Use the Word Map to write the word, the definition, and a sentence for **leather**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for leather. **Guide** as needed. **Discuss** examples of things that are leather.



**Discuss** leather as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary/Prefix Review

**Elicit** response to question. **Guide** as needed.

What prefix means "again"? *Re-*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions—An After-Reading Strategy



**Direct** students to Lesson 31, page 151 of Reading *Textbook A*.

**Show** Narrative Story Map (Completed in Lesson 31). **Elicit** responses to questions. **Guide** as needed.

Today, you'll learn how to check and revise predictions. When you make a prediction, you make a good guess about what will happen next. What is a prediction? *A good guess about what will happen next.*

Making predictions helps us understand what we read. What does making predictions do? *Helps us understand what we read.*

We use what we already know about a topic to make a prediction about what we think we'll read. We can also use clues we find when we look at the title and pictures and skim the text. What do we use to make predictions? (Ideas: *What we already know; prior knowledge; clues from the title and pictures and skimming the text.*)

As we continue to read, we may revise our predictions based on new information. Revising our predictions also helps us understand what we read. What does revising our predictions do? *Helps us understand what we read.*

**Model** think-aloud for revising predictions.

### Sample Wording for Think-Aloud

In the last lesson, I predicted that Edna and Carla would be chased by the monster. After reading the story, I learned new information that makes me think I need to revise my prediction. I'll circle "No" in the "Prediction Correct?" box. First, I read that the Tyrannosaurus ate the monster. Then, I read that Edna and Carla were chased by the Tyrannosaurus. I'll write "Edna and Carla were chased by the Tyrannosaurus after it ate the monster" in the box labeled "Revised Prediction."

**Model** circling "No" on Narrative Story Map (partially completed in Lesson 31).

**Write** revised prediction on Narrative Story Map.

## Activity 2 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 32, page 155 of Reading *Textbook A*.

**Show** blank Narrative Story Map.

Today, you'll write the title, characters, and setting of the story on your Narrative Map on your own. Remember to look at the title, pictures, and skim the text to help you fill out your Narrative Story Map.

**Monitor** students as they write title, characters, and setting on the Narrative Story Map.

**Guide** as needed.

[Title—"Looking for Carla"; Characters—Edna, Carla, a Tyrannosaurus, and three Triceratops; Setting—a jungle in the daytime.]

Remember, we use what we already know, our prior knowledge, about a topic to make a prediction about what we think we will read. We can also use clues we find when we look at the title, pictures and skim the text. What do we use to make predictions? (Ideas: *What we already know; prior knowledge; clues from the title, pictures, and skimming the text.*)

**Model** looking at the title and picture and skimming the text.

I'll show you how to fill in the prediction on my Narrative Story Map.

**Model** writing prediction on Narrative Story Map. [Prediction—Edna will find Carla.]

After we read the story, we'll check to see whether my prediction was correct. I may need to revise my prediction.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using the story of the day.

### **Activity 1** Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



# Lesson 33

## Materials

**Teacher:** 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 32), and a blank 8-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **attract**. The definition of **attract** is "to make something move toward something else." What's the definition of **attract**?  
*To make something move toward something else.*

What word means "to make something move toward something else"? *Attract.*

Use the Word Map to write the word, the definition, and a sentence for **attract**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for attract. **Guide** as needed.



**Discuss** attract as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "dried animal skin"? *Leather.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions—An After-Reading Strategy



**Direct** students to Lesson 32, page 155 of Reading *Textbook A*.

**Show** Narrative Story Map (Partially completed in Lesson 32). **Elicit** responses to questions. **Guide** as needed.

**Remember**, making predictions helps us understand what we read. What does making predictions do? *Helps us understand what we read.*

When you make a prediction, you make a good guess about what will happen next. What is a prediction? *A good guess about what will happen next.*

We use what we already know about a topic to make a prediction about what we think we will read. We can also use clues we find when we look at the title, pictures and skim the text. What do we use to make predictions? (Ideas: *What we already know; prior knowledge; clues from the title and pictures and skimming the text.*)

As we continue to read, we may revise our predictions based on new information. Revising our predictions also helps us understand what we read. What does revising our predictions do? *Helps us understand what we read.*

**Model** think-aloud for how to check predictions.

### Sample Wording for Think-Aloud

In the last lesson, I predicted that Edna would find Carla. After reading the story, I learned that Edna **did** find Carla. This time, my prediction was correct. I'll circle "Yes" in the "Prediction Correct?" box.

**Model** circling "Yes" on Narrative Story Map (Partially completed in Lesson 32).

## Activity 2 Determine Text Type—A Before-Reading Strategy



**Direct** students to Lesson 33, page 161 of Reading *Textbook A*.

**Elicit** responses to questions. **Guide** as needed.

In this lesson, you'll read two passages. What's the title of the first passage? *Volcanos and Earthquakes.*

What kind of text is "Volcanos and Earthquakes"—expository or narrative? *Expository.*

What's the title of the second passage? *Explosion.*

What kind of text is "Explosion"—expository or narrative? *Narrative.*

## Activity 3 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy

**Show** blank Narrative Story Map.

Today, you'll write the title, characters, and setting of the second passage on your Narrative Story Map on your own. Remember to look at the title and pictures and skim the text to help you fill out your Narrative Story Map.

**Monitor** students as they write title, characters, and setting on Narrative Story Map.

**Guide** as needed.

[Title—Explosion; Characters—Edna, Carla, a Tyrannosaurus, and three Triceratops; Setting—a jungle in the daytime.]

**Guide** students as you both look at the title, picture, and skim the text. **Discuss** prior knowledge, picture and text clues.

Today, you'll write a prediction on your Narrative Story Map. Touch the box labeled "Prediction" on your Narrative Story Map. Remember to use what you already know and clues from the title, pictures, and text to make your prediction. Touch the box labeled "Prediction." What's your best guess about what will happen in the story? (Idea: *Edna and Carla will escape when a volcano erupts on the island.*) Write it in the box.

**Guide** students as you both write a prediction on Narrative Story Map.

**Collect** Narrative Story Maps for use in Lesson 34.

After you read the story, you'll check to see whether your prediction was correct. You may need to revise your prediction.



**5 minutes**

**Student Materials:**

Reading *Textbook A*



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 34

## Materials

**Teacher:** 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 33), and a blank 8-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 33), and a blank 8-Narrative Story Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, Sentence, and Multiple Meaning

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **spot**. The word **spot** means "to find." What's the definition of **spot**? *To find.*

What word means "to find"? *Spot.*

Use the Word Map to write the word, definition, and a sentence for **spot**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for spot. **Guide** as needed.

Many words have more than one meaning. **Multiple meaning** words are **words that have many meanings depending on how they are used in a sentence**. I'll say two sentences with the word **spot**. Then, I'll tell you what **spot** means in each sentence. Sentence 1: It was hard to **spot** you in the crowd. Sentence 2: Don't sit there, that **spot** is wet. In Sentence 1, the word **spot** means "to find." In Sentence 2, the word **spot** means "a mark." Since **spot** has multiple meanings, I need to see how it was used in a sentence before I could determine the correct meaning. **Multiple meaning** words are **words that have many meanings depending on how they are used in a sentence**. What are **multiple meaning words**? *Words that have many meanings depending on how they are used in a sentence.*

We know that **spot** can mean "to find." **Spot** can also mean "a mark." What word means "to find"? *Spot.*

What word also means "a mark"? *Spot.*

**Spot** has multiple meanings. It's a word that has many meanings depending on how it's used in a sentence. Use your Word Map to write an additional definition and sentence for **spot**.

**Monitor** students as they complete Additional Definition and Sentence boxes on Word Map. **Discuss** other definitions of spot.



**Discuss** spot as it relates to Reading *Textbook A* activities during the lesson.

## Activity 2 Vocabulary Review

Elicit response to question. **Guide** as needed.

What word means “to make something move toward something else”?

*Attract.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions—An After-Reading Strategy



**Direct** students to Lesson 33, page 161 of Reading *Textbook A*.

Elicit responses to questions. **Guide** as needed.

Remember, making predictions helps us understand what we read. What does making predictions do? *Helps us understand what we read.*

When you make a prediction, you make a good guess about what will happen next. What’s a prediction? *A good guess about what will happen next.*

What do we use to make predictions? (Ideas: *What we already know; prior knowledge; clues from the title and pictures and skimming the text.*)

As we continue to read, we may revise our predictions based on new information. Revising our predictions also helps us understand what we read. What does revising our predictions do? *Helps us understand what we read.*

**Give** students Narrative Story Map (Partially completed in Lesson 33). **Discuss** prediction from Lesson 33. **Guide** students as you both check the prediction. In the last lesson, you made a prediction about what you might read. Today, you’re going to check your prediction to see whether you were correct.

What was your prediction for “Explosion”? *Edna and Carla will escape when a volcano erupts on the island.*

After reading the story, would you say that your prediction was correct or incorrect? *Correct.* Circle “Yes” in the “Prediction Correct?” box.

**Guide** students as you both circle “Yes” on Narrative Story Map.

Do you need to write a revised prediction? *No.*

### Activity 2 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 35, page 173 of Reading *Textbook A*.

Today, you’ll write the title, characters, and setting of the second passage on your Narrative Map on your own. Remember to look at the title and pictures and skim the text to help you fill out your Narrative Story Map.

**Monitor** students as they write title, characters, and setting on Narrative Story Map.

**Guide** as needed.

[Title—Saved; Characters—Edna, Carla, Captain Parker, and his crew; Setting—Captain Parker’s ship.]

Today, you’ll write a prediction on your Narrative Story Map. Touch the box labeled “Prediction” on your Narrative Story Map. Remember to use what you already know and clues from the title, pictures, and text to make your prediction. Touch the box labeled “Prediction.” What’s your best guess about what will happen in the story? (Idea: *Edna and Carla will be saved.*) Write it in the box.

**Guide** students as you both write prediction on Narrative Story Map.

After you read the story, you’ll check to see whether your prediction was correct. You may need to revise your prediction.

**Collect** Narrative Story Maps for use in Lesson 36.



**5 minutes**

**Student Materials:**

Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 35

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map (completed for Lessons 31–34), and Lesson 35: 4-Cover-Copy-Compare Chart; 5-Vocabulary Acquisition and Use; Reading *Textbook A*

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, 2-Word Map (completed for Lessons 31–34), Copy of Lesson 35: 4-Cover-Copy-Compare Chart and 5-Vocabulary Acquisition and Use, blank paper; lined paper, Reading *Textbook A*; file or notebook



10 minutes

IWB

### Teacher Materials:

Word Map  
Vocabulary Self-Reflection Form  
Cover-Copy-Compare Chart  
Vocabulary Acquisition and Use

### Student Materials:

Word Map  
Vocabulary Self-Reflection Form  
Cover-Copy-Compare Chart  
Vocabulary Acquisition and Use

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or notebook for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 31–34).

Today you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or notebook and briefly look at each word, its definition, and sentence. Then, pick a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't pick the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 35: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the prefix **re-** and the words **leather**, **attract** and **spot**.

**Guide** students as they complete Lesson 35: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 31 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.

## Activity 4 Vocabulary Acquisition and Use

**Display** Vocabulary Acquisition and Use. **Have** students work with a neighbor to complete Vocabulary Acquisition and Use.

Today's vocabulary words are \_\_\_\_ and \_\_\_\_ [and \_\_\_\_ and \_\_\_\_].

Vocabulary words: **accurate** and **true**; **real** and **valid**

Write the words on the lines provided. Then write the words in the boxes based on whether you think each word is less/smaller or more/larger than the other word. Below the boxes, write why you think word 1 is less/smaller and word 2 is more/larger than word 1.

**Repeat** for words 3 and 4. **Have** students share what they wrote. **Discuss** examples of how these words might be used.



10 minutes

IWB

**Teacher Materials:**

**Student Materials:**

Lined paper

Blank paper

## Part B: Comprehension Strategies

**Display** on IWB or **write** directions on the board. **Read** or **explain** directions.

**Clarify** as needed.

**Directions:** Draw a quick sketch of what you predict will happen to Edna and Carla. Write the clues you examined from titles, pictures, and text that you used to make your prediction.

### Activity 1 Introduce Think-Pair-Share—Apply Knowledge (Level 3 of Bloom's Taxonomy)

You're going to do an activity to show what you've learned in earlier lessons. The directions for the activity are on the board. You'll do this activity using our Think-Pair-Share strategy. Get ready to follow the steps.

Step 1 is to **Think**. You'll get 1 minute to think about the directions on the board on your own. Remember, you predicted that Edna and Carla would be saved.

Here we go. Think about your prediction and the clues that you used. You have 1 minute.

**Assign** partners. **Direct** students to take out blank paper and lined paper.

Step 2 is to **Pair**. You'll have 5 minutes to work with your partner to share ideas about the topic. Then, decide who will sketch the prediction and who will list the clues you used to make your prediction.

Here we go. One person should sketch and one person should write. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I'll call on pairs of students to share their work with the rest of the class.





**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 36

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map and 8-Narrative Story Map (partially completed in Lesson 34); Reading *Textbook A*

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map and 8-Narrative Story Map (partially completed in Lesson 34); Reading *Textbook A*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out a Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. You'll keep this form in your file or notebook and use it at the end of the week to help you decide how well you now know your vocabulary words. The four words for this week are **museum**, **invention**, **discover**, and **brainstorm**. Use the Vocabulary Self-Reflection Form to mark how well you know the vocabulary words.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **museum**. The definition of **museum** is "a building where important things are kept and shown." What's the definition of **museum**? *A building where important things are kept and shown.*

What word means "a building where important things are kept and shown?"  
*Museum.*

Use the Word Map to write the word, the definition, and a sentence for **museum**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for museum. **Guide** as needed. **Discuss** things that are in a museum.



**Discuss** museum as it relates to *Textbook A* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to find" or "a mark"? *Spot.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions—An After Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

What does making predictions do? *Helps us understand what we read.*

What's a prediction? *A good guess about what will happen next.*

What do we use to make predictions? (Ideas: *What we already know; prior knowledge; clues from the title, pictures, and skimming the text.*)

Sometimes, we may revise our predictions based on new information. Revising our predictions also helps us understand what we read. What does revising our predictions do? *Helps us understand what we read.*

**Give** students Narrative Story Map (Partially completed in Lesson 34).

In the last lesson, you made a prediction about what you might read. Today, you're going to check your prediction to see whether you were correct.

What was your prediction for "Saved"? *Edna and Carla will be saved.*

**Guide** students as you both check the prediction.

After reading the story, would you say that your prediction was correct or incorrect? *Correct. Circle "Yes" in the "Prediction Correct?" box.*

**Guide** students as you both circle "Yes" on Narrative Story Map.

Do you need to write a revised prediction? *No.*

### Activity 2 Comprehension Monitoring: Rereading—A During Reading Strategy



**Direct** students to Lesson 33, page 161 of Reading *Textbook A*.

**Elicit** responses to questions. **Guide** as needed.

In an earlier lesson, you learned a strategy to use if you have a problem understanding what you read. This strategy is called rereading. What's the strategy called? *Rereading.*

You can look back or look ahead at pictures and text. What can you do? *Look back or look ahead at pictures and text.*

Remember, you can use this strategy with expository and narrative text. In an earlier lesson, you read, "Volcanos and Earthquakes." What kind of text is "Volcanos and Earthquakes"—expository or narrative? *Expository.*

Today, you'll use the rereading strategy to help you understand "Volcanos and Earthquakes." As you read, ask yourself questions like, "Am I understanding this?" or "Is there a word that I'm not sure I understand?" What questions will you ask yourself? (Ideas: *Am I understanding this? Is there a word that I'm not sure I understand?*)

Then, look back or look ahead at the pictures or text to find the answer to your question.

**Guide** students as you both use rereading strategy. **Monitor** as needed.

Rereading is a strategy you can use while you're reading if you have a problem understanding narrative and expository text. What's the strategy called? *Rereading.*

Does rereading work for both narrative and expository text? *Yes.*

**Discuss** questions students had as they read and where they found their answers. You can look back or look ahead at pictures and text. What can you do? *Look back or look ahead at pictures and text.*

We'll practice rereading again in upcoming lessons.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using the story of the day.

### **Activity 1** Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 37

## Materials

**Teacher:** 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **invention**. The definition of **invention** is "something made for the very first time." What's the definition of **invention**?  
*Something made for the very first time.*

What word means "something made for the very first time"? *Invention.*

Use the Word Map to write the word, the definition, and a sentence for **invention**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for invention. **Guide** as needed. **Discuss** different types of inventions.



**Discuss** invention as it relates to *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "a building where important things are kept and shown"?  
*Museum.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Determine Title, Characters, and Setting, and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 37, page 185 of *Textbook A*.

Today, you'll write the title, characters, and setting and make a prediction of your own for "Grandmother Esther's Inventions" on your Narrative Story Map. Remember to look at the title and pictures and skim the text to help you fill out your Narrative Story Map.

**Monitor** students as they write the title, characters, setting, and prediction on Narrative Story Map. **Guide** as needed.

[Characters—Leonard, Grandmother Esther; Setting—a museum; Prediction—Leonard will learn about his grandmother’s inventions.]

**Assign** pairs of students to work together.

**Monitor** as students work in pairs to share Narrative Story Maps with each other.

Share your Narrative Story Map with a partner. See whether you have similar or different information.

What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)

**Discuss** findings.

After you read the story, you’ll check to see whether your prediction was correct. You may need to revise your prediction.

**Collect** Narrative Story Maps for use in Lesson 38.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 38

## Materials

**Teacher:** 2-Word Map and 10-Narrative Story Map (partially completed in Lesson 37); Reading *Textbook A*

**Student:** Copy of 2-Word Map and 10-Narrative Story Map (partially completed in Lesson 37); Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **discover**. The definition of **discover** is "to find something people didn't know before." What's the definition of discover? *To find something people didn't know before.*

What word means "to find something people didn't know before"? *Discover.*

Use the Word Map to write the word, the definition, and a sentence for **discover**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for discover. **Guide** as needed. **Discuss** what it means to discover things.



**Discuss** discover as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "something made for the very first time"? *Invention.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Checking and Revising Predictions—An After-Reading Strategy



**Direct** students to Lesson 37, page 185 of Reading *Textbook A*.

**Elicit** responses to questions. **Guide** as needed.

What does making predictions do? *Helps us understand what we read.*

What is a prediction? *A good guess about what will happen next.*

What do we use to make predictions? (Ideas: *What we already know; prior knowledge; clues from the title, pictures, and skimming the text.*)

**Give** students Narrative Story Map (Partially completed in Lesson 37).

In the last lesson, you made a prediction about what you might read. Today, you're going to check your prediction on your own to see whether you were correct. Remember to circle "Yes" or "No" in the "Prediction Correct?" box and write a revised prediction if you circled "No."

**Monitor** students as they check prediction on Narrative Story Map (Partially completed in Lesson 37). **Guide** as needed.

## **Activity 2** Narrative Story Map: Introduce Plot and Identify the Problem— An After-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

Remember, your Narrative Story Map helps you to organize your thoughts so you can understand what you read. You've used it to remember the title, characters, setting, and to make and check predictions. You can also use your Narrative Story Map to help you remember important details about the plot. The plot includes the problem, events, and ending or resolution that takes place in the story. What does the plot include? (Idea: *The problem, events, and ending or resolution that take place in the story.*)

The problem is introduced at the beginning of the story. When is the problem introduced? *At the beginning of the story.*

Today, I'll show you how to fill in the problem on my Narrative Story Map. You'll learn about the events and ending or resolution in upcoming lessons.

**Model** think-aloud for identify problem.

### **Sample Wording for Think-Aloud**

As I'm reading "Grandmother Esther's Inventions," I'm trying to remember important details about the plot. I need to determine what the problem is in the story. I know the story is mostly about Grandmother Esther's inventions because that's the title of the story. I see that Leonard wants to invent things like his grandmother did, but he thinks everything has already been invented. That must be the problem. I'll write, "Leonard wants to be an inventor, but he thinks everything has already been invented" in the box titled "Plot" next to the word "Problem."

**Model** writing problem on Narrative Story Map.





5 minutes

IWB

**Teacher Materials:**

Word Map

**Student Materials:**

Word Map

Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 39

## Materials

**Teacher:** 2-Word Map and 10-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map and 10-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **brainstorm**. The definition of **brainstorm** is "to think of ways to solve problems." What's the definition of **brainstorm**?  
*To think of ways to solve problems.*

What word means "to think of ways to solve problems"? *Brainstorm.*

Use the Word Map to write the word, the definition, and a sentence for **brainstorm**.

**Monitor** students as they complete Word, Definition, and Sentence, boxes on Word Map for brainstorm. **Guide** as needed. **Discuss** times when you might brainstorm.



**Discuss** brainstorm as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to find something people didn't know before"? *Discover.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Determine Title, Characters, and Setting, and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 39, page 195 of Reading *Textbook A*.

Today, you'll write the title, characters, setting, and make a prediction of your own for "Bad Ideas" on your Narrative Story Map. You'll notice there are a lot of characters in this story. You're going to write the main characters on your map. Remember to look at the title, pictures, and skim the text to help you fill out your Narrative Story Map.

**Monitor** students as they write the title, characters, setting, and prediction on Narrative Story Map. **Guide** as needed.

[Characters—Leonard, Grandmother Esther, Leonard’s mother; Setting—Leonard’s house; Prediction—Leonard will think of something to invent.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Story Maps with each other.

Share your Narrative Story Map with a partner. See whether you have similar or different information.

What did we find out as we shared our Narrative Story Maps?  
What was the same? What was different? (Student responses.)

**Discuss** findings.

## **Activity 2** Narrative Story Map: Introduce Plot and Identify the Problem in a Story— An After-Reading Strategy



**Direct** students to Lesson 38, page 190 of Reading *Textbook A*.

**Elicit** responses to questions. **Guide** as needed.

Remember, you can use your Narrative Story Map to help you remember important details about the **plot**. The plot includes the problem, events, and ending or resolution that takes place in the story. What does the plot include? (Idea: *The problem, events, and ending or resolution that take place in the story.*)

**Show** Narrative Story Map with the title, characters, setting, and prediction. [Title: “Trying to Discover Needs”; Characters—Leonard, Leonard’s father and mother, Grandmother Esther; Setting—Leonard’s house; Prediction—Leonard will not be able to find something to invent.]

**Model** identifying problem on Narrative Story Map.

The problem is introduced at the beginning of the story. When is the problem introduced? *At the beginning of the story.*

In the last lesson, you read, “Trying to Discover Needs.” I’ll show you how to fill in the problem on my Narrative Story Map.

**Model** writing problem on Narrative Story Map.

[Problem—Leonard is having a difficult time discovering needs.]



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 40

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 36–39), and Lesson 40: 4-Cover-Copy-Compare Chart; Reading *Textbook A*, Writing Prompts, 7-My Writing Checklist

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, Copy of 2-Word Map (completed for Lessons 36–39) and Lesson 40: 4-Cover-Copy-Compare Chart; blank paper; lined paper; Reading *Textbook A*, Copy of 7-My Writing Checklist



10 minutes

IWB

### Teacher Materials:

Vocabulary  
Self-Reflection Form

Word Map

Cover-Copy-Compare  
Chart

### Student Materials:

Vocabulary Self-  
Reflection Form

Form

Word Map

Cover-Copy-Compare  
Chart

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or notebook for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 36–39).

Today you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or notebook and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 40: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the words **museum**, **invention**, **discover**, and **brainstorm**.

**Guide** students as they complete Lesson 40: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 36 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form.

**Review** difficult words.



10 minutes

IWB

**Teacher Materials:**

**Student Materials:**

Lined paper

Blank paper

## Part B: Comprehension Strategies

Display on IWB or write directions on the board. Read or explain directions.

Clarify as needed.

**Directions:** Draw a quick sketch of an invention you think would meet a need that you have. Write a sentence that identifies the need that could be met by your new invention.

### Activity 1 Review Think-Pair-Share—Analyze Knowledge (Level 4 of Bloom’s Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You’re going to do an activity to show what you’ve learned in the last four lessons. The directions for the activity are on the board. You’ll do this activity using the Think-Pair-Share strategy. Get ready to follow the steps.

Step 1 is to **Think**. You’ll get 1 minute to think about the topic on your own. You should think about a need that you have and then figure how to meet that need.

Here we go. Think about a need that you have. You have 1 minute.

**Assign** partners. **Direct** students to take out blank and lined paper.

Step 2 is to **Pair**. You’ll have 5 minutes to work with your partner to share ideas about the topic. You’ll need to decide who will draw a quick sketch of the invention and who will write a sentence about the need met by your invention.

Here we go. One person should draw and one person should write. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I’ll call on pairs of students to share their work with the rest of the class.



**5 minutes**

**Teacher Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



10 minutes

IWB

**Teacher Materials:**

Writing Prompts

My Writing Checklist

**Student Materials:**

Lined Paper

My Writing Checklist

## Part D: Writing/Language Arts

### Activity 1 Write and Use Parts of Speech and Conventions

Time to write using a writing prompt based on the stories we've been reading.

**Assign** student partners. **Distribute** lined paper to students. **Display** writing prompts and have students choose one to write about or assign a writing prompt of your choice. **Review** parts of speech and punctuation as well as the writing checklist with students. **Tell** students to write one to two paragraphs (minimum of four sentences per paragraph) on their own to answer the writing prompt. **Tell** them to use their writing checklist (first column labeled "Did I use them?") to ensure they include important parts of speech or punctuation in their writing. **Tell** students which parts of speech or punctuation to focus on, if you wish. **Model** what it means to answer a writing prompt and to use the writing checklist during and after the writing process, as needed. **Monitor** and guide students as needed. **Model** what it means to have a neighbor look over his or her neighbor's writing and to complete the writing checklist (second column labeled "Did my neighbor use them?"), as needed. **Have** students share what they wrote as time permits.

Writing Prompt 1	Writing Prompt 2	Writing Prompt 3
Why would it be dangerous to be in a whirlpool and what would you do to get out?	How do you think the sand got into Edna's pocket?	Describe an invention that would be great to have.



# Lesson 41

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, and 8-Narrative Story Map (partially completed in Lesson 39)

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map, and 8-Narrative Story Map (partially completed in Lesson 39); Reading *Textbook A*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form  
Word Map

### Student Materials:

Vocabulary Self-Reflection Form  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. The four words for this week are **solve**, **beam**, **authentic**, and **realize**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **solve**. The definition of **solve** is "to figure out." What's the definition of **solve**? *To figure out.*

What word means "to figure out"? *Solve.*

Use the Word Map to write the word, the definition, and a sentence for **solve**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for solve. **Guide** as needed. **Discuss** times when students were able to solve something



**Discuss** solve as it relates to Reading *Textbook A* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to think of ways to solve problems"? *Brainstorm.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions—An After-Reading Strategy



**Direct** students to Lesson 39, page 195 of Reading *Textbook A*.

**Give** students Narrative Story Map (Partially completed in Lesson 39).

**Elicit** responses to questions. **Guide** as needed.

**What does making predictions do?** *Helps us understand what we read.*

**What is a prediction?** *A good guess about what will happen next.*

**What do we use to make predictions?** *(Ideas: What we already know; prior knowledge; clues from the title, pictures, and skimming the text.)*

In the last lesson, you made a prediction about what you might read. Today, you're going to check your prediction on your own to see whether you were correct. Remember to circle "Yes" or "No" in the "Prediction Correct?" box and write a revised prediction if you circled "No."

**Monitor** students as they check the prediction on Narrative Story Map.

**Guide** as needed.

### Activity 2 Narrative Story Map: Identify the Problem in a Story—An After-Reading Strategy

**Show** Narrative Story Map. **Elicit** responses to questions. **Guide** as needed.

**Remember, you can use your Narrative Story Map to help you remember important details about the plot. The plot includes the problem, events, and ending or resolution that take place in the story. What does the plot include?** *(Idea: The problem, events, and ending or resolution that take place in the story.)*

**The problem is introduced at the beginning of the story. When is the problem introduced?** *At the beginning of the story.*

Today, you'll write the problem on your Narrative Story Map. Touch the box labeled "Plot." Then, touch the word "Problem" under the word "Plot." Remember to look at the title and pictures and skim the text to help you identify the problem in the story.

**Guide** students as you both look at the title and pictures and skim the text to identify the problem.

**Guide** students as you both write the problem on Narrative Story Map.

[Problem—Leonard is still having a difficult time thinking of an invention.]



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.

# Lesson 42

## Materials

**Teacher:** 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 41), and a blank 8-Narrative Story Map

**Student:** Copy of 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 41), and a blank 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, Sentence, and Multiple Meaning

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **beam**. The definition of **beam** is "a line of light." What's the definition of **beam**? *A line of light.*

What word means "a line of light"? *Beam.*

Use the Word Map to write the word, the definition, and a sentence for **beam**.

Many words have more than one meaning. **Multiple meaning** words are **words that have many meanings depending on how they are used in a sentence**. I'll say two sentences with the word **beam**. Then, I'll tell you what **beam** means in each sentence. Sentence 1: The **beam** from the sun warmed the earth. Sentence 2: She hammered the **beam** into the wall. In Sentence 1, the word **beam** means "a line of light." In Sentence 2, the word **beam** means "a long piece of wood." Since **beam** has multiple meanings, I need to see how it was used in a sentence before I could determine the correct meaning.

**Multiple meaning** words are **words that have many meanings depending on how they are used in a sentence**. What are **multiple meaning words**? *Words that have many meanings depending on how they are used in a sentence.*

We know that **beam** can mean "a line of light." **Beam** can also mean "a long piece of wood." What word means "a line of light"? *Beam.*

What word also means "a long piece of wood"? *Beam.*

**Beam** has multiple meanings. It's a word that has many meanings depending on how it's used in a sentence. Use your Word Map to write an additional definition and sentence for **beam**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for beam. **Guide** as needed. **Monitor** students as they complete Additional Definition and Sentence boxes on Word Map. **Discuss** other definitions of beam.



**Discuss** beam as it relates to *Textbook A* activities during the lesson.

## Activity 2 Vocabulary Review

Elicit response to question. **Guide** as needed.  
What word means “to figure out”? *Solve.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions—An After-Reading Strategy

Give students Narrative Story Map (Partially completed in Lesson 41).  
In the last lesson, you made a prediction about what you might read. Today, you’re going to check your prediction on your own to see whether you were correct. Remember to circle “Yes” or “No” in the “Prediction Correct?” box and write a revised prediction if you circled “No.”

**Monitor** students as they check their predictions on Narrative Story Map. **Guide** as needed.

### Activity 2 Narrative Story Map: Identify the Problem in a Story—An After-Reading Strategy

Show Narrative Story Map (Partially completed in Lesson 41). Elicit responses to questions. **Guide** as needed.

Remember, you can use your Narrative Story Map to help you remember important details about the plot. The plot includes the problem, events, and ending or resolution that takes place in the story. What does the plot include? (Idea: *The problem, events, and ending or resolution that take place in the story.*)

The problem is introduced at the beginning of the story. When is the problem introduced? *At the beginning of the story.*

Today, you’ll write the problem on your Narrative Story Map. Touch the box labeled “Plot.” Then, touch the word “Problem” under the word “Plot.” Remember to look at the title and pictures and skim the text to help you identify the problem in the story.

**Guide** students as you both look at the title and pictures and skim the text to identify problem.

**Guide** students as you both write the problem on Narrative Story Map.  
[Problem—Leonard needs to make a plan for finding a need.]

### Activity 3 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 42 on page 205 of Reading *Textbook A*.

Today, you’ll write the title, characters, and setting and make a prediction of your own for “The Electric Eye” on your Narrative Map. Remember to look at the title and pictures and skim the text to help you fill out your Narrative Story Map.

**Monitor** students as they write the title, characters, setting, and prediction on a blank Narrative Story Map. **Guide** as needed.

**Write** title, characters, setting, and prediction on new Narrative Story Map.

[Characters—Leonard and Grandmother Esther; Setting—a store on the way to school; Prediction—Leonard will learn how an electric eye works.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Summary Maps.

Share your Narrative Story Map with a partner. See whether you have similar or different information.

**Discuss** findings.

What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)

After you read the story, you'll check to see whether your prediction was correct. Remember, you may need to revise your prediction.

**Collect** Narrative Story Maps for use in Lesson 43.



**5 minutes**

**Student Materials:**

Reading *Textbook A*



**Conduct** after the lesson, using story of the day.

### **Activity 1 Partner Reading**

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.

# Lesson 43

## Materials

**Teacher:** 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 42), and a blank 8-Narrative Story Map;

**Student:** Copy of 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 42), and a blank 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **authentic**. The definition of **authentic** is "real." What's the definition of **authentic**? *Real.*

What word means "real"? *Authentic.*

Use the Word Map to write the word, the definition, and a sentence for **authentic**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for authentic. **Guide** as needed. Discuss things that are authentic.



**Discuss** authentic as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "a line of light" or "a long piece of wood"? *Beam.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions—An After-Reading Strategy



**Direct** students to Lesson 42, page 205 of Reading *Textbook A*.

**Give** students Narrative Story Map (Partially completed in Lesson 42).

In the last lesson, you made a prediction about what you might read. Today, you're going to check your prediction to see if you were correct.

Remember to circle "Yes" or "No" in the "Prediction Correct?" box and write a revised prediction if you circled "No."

**Monitor** students as they check their predictions on Narrative Story Map.

**Guide** as needed.

## Activity 2 Narrative Story Map: Identify the Problem in a Story—An After-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

Remember, the plot includes the problem, events, and ending or resolution that takes place in the story. What does the plot include? (Idea: *The problem, events, and ending or resolution that take place in the story.*)

When is the problem introduced? *At the beginning of the story.*

Today, on your own, you'll write the problem on your Narrative Story Map. Remember to look at the title and pictures and skim the text to help you identify the problem in the story. Watch out on this one. The problem in a story is usually introduced at the beginning. In this case, the problem is not introduced right at the beginning. It is introduced before the most important events in the story.

**Monitor** students as they write the problem on Narrative Story Map. **Guide** as needed.

**Write** problem on Narrative Story Map. [Problem—Leonard doesn't know how an electric eye works.]

## Activity 3 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 43 on page 209 of *Textbook A*.

Today, you'll write the title, characters, and setting and make a prediction of your own for "The Electric Eye" on your Narrative Map. Remember to look at the title and pictures and skim the text to help you fill out your Narrative Story Map.

**Monitor** students as they write title, characters, setting, and prediction on a blank Narrative Story Map. **Guide** as needed.

**Write** the title, characters, setting, and prediction on a blank Narrative Story Map. [Characters—Leonard, Grandmother Esther, and Leonard's mother; Setting—Leonard's house after supper; Prediction—Leonard will think of a good idea for an invention.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Summary Maps.

**Share your Narrative Story Map with a partner. See whether you have similar or different information.**

**Discuss** findings.

**What did we find out as we shared our Narrative Story Maps? What was the same? What was different?** (Student responses.)

**Collect** Narrative Story Maps for use in Lesson 44.





**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.

# Lesson 44

## Materials

**Teacher:** 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 43), and a blank 8-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 43), and a blank 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed. Today's vocabulary word is **realize**. The definition of **realize** is "to understand." What's the definition of **realize**? *To understand.*

What word means "to understand"? *Realize.*

Use the Word Map to write the word, the definition, and a sentence for **realize**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for realize. **Guide** as needed. **Ask** students how they feel when they realize something.



**Discuss** realize as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed. What word means "real"? *Authentic.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions—An After-Reading Strategy



**Direct** students to Lesson 43, page 205 of Reading *Textbook A*.

**Give** students Narrative Story Map (Partially completed in Lesson 43). In the last lesson, you made a prediction about what you might read. Today, you're going to check your prediction to see if you were correct. Remember to circle "Yes" or "No" in the "Prediction Correct?" box and write a revised prediction if you circled "No."

**Monitor** students as they check their predictions on Narrative Story Map. **Guide** as needed.

## Activity 2 Narrative Story Map: Identify the Problem in a Story—An After-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

**What does the plot include?** (Idea: *The problem, events, and ending or resolution that take place in the story.*)

**When is the problem introduced?** *At the beginning of the story.*

Today, on your own, you'll write the problem on your Narrative Story Map. Remember to look at the title and pictures and skim the text to help you identify the problem in the story. This is another tricky one. In this story, you'll have to think about the problem Leonard has after a series of events. The author spends some extra time setting up the problem to add excitement to the story.

**Monitor** students as they write problem on Narrative Story Map. **Guide** as needed.  
**Write** problem on Narrative Story Map. [Problem—Leonard's good idea needs some work.]

## Activity 3 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 44 on page 214 of Reading *Textbook A*.

Today, you'll write the title, characters, and setting and make a prediction of your own for "One Way" on your Narrative Map. Remember to look at the title and pictures and skim the text to help you fill out your Narrative Story Map.

**Monitor** students as they write the title, characters, setting, and prediction on blank Narrative Story Map. **Guide** as needed.

**Write** title, characters, setting, and prediction on a blank Narrative Story Map.

[Characters—Leonard and Grandmother Esther; Setting—Leonard's math class at school; Prediction—Leonard will find a way to fix the problem with his invention.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Summary Maps.

**Share your Narrative Story Map with a partner. See whether you have similar or different information.**

**Discuss** findings.

**What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)**

**Collect** Narrative Story Maps for use in Lesson 46.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.

# Lesson 45

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 41–44), and Lesson 45: 4-Cover-Copy-Compare Chart; 5-Vocabulary Acquisition and Use; 9-Point of View, Informational Text Passage

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 41–44), and Lesson 45: 4-Cover-Copy-Compare Chart and 5-Vocabulary Acquisition and Use; blank paper; lined paper, Reading *Textbook A*; file or notebook, Informational Text Passage, Copy of 9-Point of View



10 minutes

IWB

### Teacher Materials:

Word Map  
Vocabulary  
Self-Reflection Form  
Cover-Copy-Compare  
Chart  
Vocabulary Acquisition  
and Use

### Student Materials:

Word Map  
Vocabulary Self-  
Reflection Form  
Cover-Copy-Compare  
Chart  
Vocabulary Acquisition  
and Use

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form and Word Maps completed for Lessons 41–44).

Today you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 45: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the words **solve**, **beam**, **authentic**, and **realize**.

**Guide** students as they complete Lesson 45: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 41 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.

### Activity 4 Vocabulary Acquisition and Use

**Display** Vocabulary Acquisition and Use. **Have** students work with a neighbor to complete Vocabulary Acquisition and Use.

Today's vocabulary words are \_\_\_\_ and \_\_\_\_ [and \_\_\_\_ and \_\_\_\_].

**Vocabulary** words: **assume** and **believe**; **conclusive** and **logical**

Write the words on the lines provided. Then write the words in the boxes based on whether you think each word is less/smaller or more/larger than the other word. Below the boxes, write why you think word 1 is less/smaller and word 2 is more/larger than word 1.

**Repeat** for words 3 and 4. **Have** students share what they wrote. **Discuss** examples of how these words might be used.



**10 minutes**

**IWB**

**Student Materials:**

Lined paper

Blank paper

Reading *Textbook A*

## Part B: Comprehension Strategies

**Display** on IWB or **write** directions on the board. **Read** or **explain** directions. **Clarify** as needed.

**Directions:** Draw a quick sketch of Leonard's idea for a dog wash. Write a short set of instructions for how to use the dog wash.

### Activity 1 Introduce Think-Pair-Share—Apply Knowledge (Level 3 of Bloom's Taxonomy)



**Direct** students to Lesson 41 on pages 202–203 in Reading *Textbook A*.

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You're going to do an activity to show what you've learned in earlier lessons. The directions for the activity are on the board. You'll do this activity using our Think-Pair-Share strategy. First, reread the passage, so you have a picture of the invention in your mind.

**Monitor** students as they reread the passage on pages 202–203 that describes the dog wash.

[**Start** passage at *Leonard discovered that he had a great problem when. . .*  
End passage at *Not bad at all.*]

Get ready to follow the steps.

Step 1 is to **Think**. You'll get 1 minute to think about the directions on the board on your own. Think about the picture in your mind of the dog wash. Here we go. Think about the dog wash. You have 1 minute.

**Assign** partners. **Direct** students to take out blank paper and lined paper.

Step 2 is to **Pair**. You'll have 5 minutes to work with your partner to share ideas about the topic. Then, decide who will sketch the dog wash and who will write the directions for the dog wash.

Here we go. One person should sketch and one person should write. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I will call on pairs of students to share their work with the rest of the class.



5 minutes

**Teacher Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.



10 minutes

IWB

**Teacher Materials:**  
Informational Text  
Passage  
Point of View

**Student Materials:**  
Informational Text  
Passage  
Point of View

## Part D: Informational Text

### Activity 1 Distinguish Point of View

Time to complete your point of view chart based on the informational text passage that we'll read today.

**Prepare** copies of the informational text passage. **Have** students read the informational text passage (or one of your choice) that includes an issue with multiple points of view.

**Model** how to complete the Examining Point of View form. **Have** students complete the Examining Point of View form when they are finished reading their book.

**Guide** students as needed. **Have** students share both their points of view with the class as time permits.

# Lesson 46

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 44), and a blank 8-Narrative Story Map

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 44), and a blank 8-Narrative Story Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn for this week. The four words for this week are **model**, **device**, **manufacturer**, and **deal**.

### Activity 2 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **model**. The definition of **model** is "a good example of something." What's the definition of **model**? *A good example of something.*

What word means "a good example of something"? *Model.*

Use the Word Map to write the word, the definition, and a sentence for **model**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for model. **Guide** as needed. **Discuss** why an inventor would need to make a model of an invention.



**Discuss** model as it relates to *Textbook A* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to understand"? *Realize.*





10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions and Identify the Problem in a Story—An After-Reading Strategy



**Direct** students to Lesson 44, page 214 of Reading *Textbook A*.

**Give** students Narrative Story Map (Partially completed in Lesson 44).

In an earlier lesson, you made a prediction about what you might read. Today, you're going to check your prediction to see whether you were correct, and on your own, you'll write the problem on your Narrative Story Map. Remember to look at the title and pictures and skim the text to help you identify the problem in the story.

**Monitor** students as they check their predictions and write the problem on Narrative Story Map. **Guide** as needed.

[Problem—Leonard needs to solve the problem with his invention.]

### Activity 2 Narrative Story Map: Introduce Plot and Identify Major Events in a Story—An After Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

Remember, your Narrative Story Map helps you organize your thoughts so you can understand what you read. You've used it to remember the title, characters, and setting and to make and check predictions. You've also used your Narrative Story Map to help you remember some of the important details about the plot. The plot includes the problem, events, and ending or resolution that takes place in the story. What does the plot include? (Idea: *The problem, events, and ending or resolution that take place in the story.*)

The problem is introduced at the beginning of the story. When is the problem introduced? *At the beginning of the story.*

Events are things that happen in a story that lead to the ending or resolution of the problem. What are events? *Things that happen in a story that lead to the ending or resolution of the problem.*

**Model** think-aloud for identifying major events. **Write** major events on Narrative Story Map (Partially completed in Lesson 44).

Today, I'll show you how to fill in events on my Narrative Story Map. You'll learn about the ending or resolution in upcoming lessons.

## Sample Wording for Think-Aloud

As I'm reading "One Way," I'm trying to remember important details about the plot. I need to think about what the problem is in the story. I know the problem in the story is that Leonard needs to find a way to solve the problem with his invention. Before I read the story, I predicted that Leonard would solve his problem. I'm going to look for how he solves it. That should tell me the events that lead to the ending or resolution of the problem. First, Leonard sees a "One Way" sign on his way to school that gets him thinking about the problem with his device. I'll write, "Leonard sees a 'One Way' sign that gets him thinking about the problem with his device" next to "Major Events" in my "Plot" box. Second, Leonard drew the sign on his paper while he was in math class. I'll write, "Leonard drew the sign on his paper" under the major events in my "Plot" box. Third, Leonard shouted that he's got it, meaning he's got the answer to his problem. I'll write, "Leonard shouted that he's got it" under the major events in my "Plot" box.

### Activity 3 Narrative Story Map: Determine Title, Characters, and Setting, and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 46 on page 224 of Reading *Textbook A*.

Today, you'll write the title, characters, and setting and make a prediction of your own for "Leonard's Model" on your Narrative Map. Remember to look at the title and pictures and skim the text to help you fill out your Narrative Story Map.

**Monitor** students as they write the title, characters, setting, and prediction on a blank Narrative Story Map. **Guide** as needed.

**Write** title, characters, setting, and prediction on a blank Narrative Story Map. [Characters—Leonard and Grandmother Esther; Setting—Leonard's house; Prediction—Leonard will make a model of his invention.]

**Collect** Narrative Story Maps for use in Lesson 47.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using story of the day.

### Activity 1 Partner Reading

It's time for partner reading

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.

# Lesson 47

## Materials

**Teacher:** 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 46), and a blank 8-Narrative Story Map

**Student:** Copy of 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 46), and a blank 8-Narrative Story Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **device**. The definition of **device** is **a machine or tool**. What's the definition of **device**? *A machine or tool.*

What word means "a machine or tool"? *Device.*

Use the Word Map to write the word, the definition, and a sentence for **device**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for device. **Guide** as needed. **Discuss** examples of devices.



**Discuss** device as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "a good example of something"? *Model.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions and Identify the Problem in a Story—An After-Reading Strategy



**Direct** students to Lesson 46, page 224 of Reading *Textbook A*.

**Give** students Narrative Story Map (Partially completed in Lesson 46).

Today, you're going to check your prediction for "Leonard's Model" to see whether you were correct, and on your own, you'll write the problem on your Narrative Story Map. Remember to look at the title and pictures and skim the text to help you identify the problem in the story.

**Monitor** students as they check their predictions and write the problem on Narrative Story Map. **Guide** as needed.

[Problem—Leonard needs to find a way to make an invention that will do what he says it will do.]

## Activity 2 Narrative Story Map: Introduce Plot and Identify the Major Events in a Story—An After Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

You're going to use your Narrative Story Map to help you remember some of the important details about the plot. The plot includes the problem, events, and ending or resolution that takes place in the story. What does the plot include? (Idea: *The problem, events, and ending or resolution that take place in the story.*)

Events are things that happen in a story that lead to the ending or resolution of the problem. What are events? *Things that happen in a story that lead to the ending or resolution of the problem.*

I'll show you how to fill in events on my Narrative Story Map.

**Model** looking at the title and pictures and skimming text to identify major events.

**Model** writing major events on Narrative Story Map.

## Activity 3 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 47 on page 230 of Reading *Textbook A*.

Today, you'll write the title, characters, and setting and make a prediction of your own for "An Invention Fair" on your Narrative Map. Remember to look at the title, pictures, and skim the text to help you fill out your Narrative Story Map.

**Monitor** students as they write the title, characters, setting, and prediction on a blank Narrative Story Map. **Guide** as needed.

**Write** title, characters, setting, and prediction on blank Narrative Story Map. [Characters—Leonard and Grandmother Esther; Setting—the invention fair; Prediction—Leonard will enter his invention at the fair.]

**Collect** Narrative Story Maps for use in Lesson 48.



5 minutes

### Student Materials:

Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.

# Lesson 48

## Materials

**Teacher:** 2-Word Map and 8-Narrative Story Map (partially completed in Lesson 47), and a blank 8-Narrative Story Map

**Student:** Copy of 2-Word Map and 8-Narrative Story Map (partially completed in Lesson 47), and a blank 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

Show Word Map. Elicit responses to questions. Guide as needed.

Today's vocabulary word is **manufacturer**. The definition of **manufacturer** is "somebody who makes things to sell." What's the definition of **manufacturer**? *Somebody who makes things to sell.*

What word means "somebody who makes things to sell"? *Manufacturer.*

Use the Word Map to write the word, the definition, and a sentence for **manufacturer**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for manufacturer. **Guide** as needed. **Discuss** examples of a manufacturer.



**Discuss** manufacturer as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

Elicit response to question. Guide as needed

What word means "a machine or tool"? *Device.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions and Identify the Problem in a Story—An After-Reading Strategy



**Direct** students to Lesson 47, page 230 of Reading *Textbook A*.

**Give** students Narrative Story Map partially completed in Lesson 47.

Today, you're going to check your prediction for "An Invention Fair" to see whether you were correct, and on your own, you'll write the problem on your Narrative Story Map. Remember to look at the title and pictures and skim the text to help you identify the problem in the story.

**Monitor** students as they check prediction and write problem on Narrative Story Map. **Guide** as needed.

[Problem—Leonard needs to sell his invention to a manufacturer.]

## Activity 2 Narrative Story Map: Introduce Plot and Identify the Major Events in a Story—An After-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

**What does the plot include?** (Idea: *The problem, events, and ending or resolution that take place in the story.*)

Events are things that happen in a story that lead to the ending or resolution of the problem. **What are events?** *Things that happen in a story that lead to the ending or resolution of the problem.*

Today, you're going to fill in the major events on your Narrative Story Map.

**Guide** students as you both look at title and pictures and skim the text to identify major events.

**Guide** students as you both write major events on Narrative Story Map. [Major Events—Leonard tries to think of a way to sell his invention; Grandmother Esther suggests entering an invention fair to show Leonard's invention to manufacturers.]

## Activity 3 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 48 on page 236 of Reading *Textbook A*.

Today, you'll write the title, characters, and setting and make a prediction of your own for "The Manufacturer at the Fair" on your Narrative Story Map. Remember to look at the title and pictures and skim the text to help you fill out your Narrative Story Map.

**Monitor** students as they write the title, characters, setting, and prediction on a blank Narrative Story Map. **Guide** as needed.

**Write** title, characters, setting, and prediction on a blank Narrative Story Map. [Characters—Leonard and Grandmother Esther; Setting—the invention fair; Prediction—manufacturers will see Leonard's invention.]

**Collect** Narrative Story Maps for use in Lesson 49.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.

# Lesson 49

## Materials

**Teacher:** 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 48), and a blank 8-Narrative Story Map

**Student:** 2-Copy of Word Map, 8-Narrative Story Map (partially completed in Lesson 48), and a blank 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **deal**. The definition of **deal** is "an understanding between people." What's the definition of **deal**? *An understanding between people.*

What word means "an understanding between people"? *Deal.*

Use the Word Map to write the word, the definition, and a sentence for **deal**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for **deal**. **Guide** as needed. **Discuss** times when you would make a deal with someone.



**Discuss** deal as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "somebody who makes things to sell"? *Manufacturer.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions and Identify the Problem in a Story—An After-Reading Strategy

**Give** students Narrative Story Map (Partially completed in Lesson 48).

Today, you're going to check your prediction for "The Manufacturers at the Fair" to see whether you were correct, and on your own, you'll write the problem on your Narrative Story Map. Remember to look at the title and pictures and skim the text to help you identify the problem in the story.

**Monitor** students as they check prediction and write problem on Narrative Story Map. **Guide** as needed.

[Problem—There don't seem to be any interested manufacturers at the fair.]

## Activity 2 Narrative Story Map: Introduce Plot and Identify the Major Events in a Story—An After-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

**What does the plot include?** (Idea: *The problem, events, and ending or resolution that take place in the story.*)

**Events are things that happen in a story that lead to the ending or resolution of the problem. What are events?** *Things that happen in a story that lead to the ending or resolution of the problem.*

Today, you're going to fill in the major events on your Narrative Story Map.

**Guide** students as you both look at title and pictures and skim the text to identify major events.

**Guide** students as you both write major events on Narrative Story Map. [Major Events—A few people stop to look at Leonard's invention; His grandmother explains why people act uninterested; In the morning, the woman in the gray coat writes in a notebook.]

## Activity 3 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 49 on page 242 of Reading *Textbook A*.

Today, you'll write the title, characters, and setting and make a prediction of your own for "Deals" on your Narrative Map. Remember to look at the title, pictures, and skim the text to help you fill out your Narrative Story Map.

**Monitor** students as they write the title, characters, setting, and prediction on a blank Narrative Story Map. **Guide** as needed.

**Write** title, characters, setting, and prediction on a blank Narrative Story Map.

[Characters—Leonard, Grandmother Esther, and the woman from ABC Home Products; Setting—the invention fair; Prediction—the woman will offer Leonard a deal.]

**Collect** Narrative Story Maps for use in Lesson 51.





**5 minutes**

**Student Materials:**

Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.

# Lesson 50

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 46–49), and Lesson 50: 4-Cover-Copy-Compare Chart; Reading *Textbook A*, Writing Prompts, 7-My Writing Checklist

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 46–49), and Lesson 50: 4-Cover-Copy-Compare Chart; blank paper; lined paper; Reading *Textbook A*, Copy of 7-My Writing Checklist



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 46–49).

Today you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 50: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the words **model**, **device**, **manufacturer**, and **deal**.

**Guide** students as they complete Lesson 50: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 46 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.



10 minutes

IWB

**Student Materials:**

- Lined paper
- Blank paper

## Part B: Comprehension Strategies

Display on IWB or write directions on the board. Read or explain directions. Clarify as needed.

**Directions:** Write one or two sentences describing what people will like most about your dog wash. Write one or two sentences describing a possible problem with your dog wash.

### Activity 1 Review Think-Pair-Share—Analyze Knowledge (Level 4 of Bloom’s Taxonomy)

Discuss the steps in Think-Pair-Share. Guide as needed.

You’re going to use the Think-Pair-Share strategy to show what you’ve learned in the last four lessons. The directions for the activity are on the board. Get ready to follow the steps.

Step 1 is to **Think**. You’ll get 1 minute to think about the topic on your own. You should think about what people will like most about your dog wash and a possible problem with your dog wash.

Here we go. Think about your dog wash. You have 1 minute.

Assign partners. Direct students to take out blank and lined paper.

Step 2 is to **Pair**. You’ll have 5 minutes to work with your partner to share ideas about the topic. You’ll need to decide who will write what people will like most and who will write a possible problem.

Here we go. Each person will write one to two sentences. You have 5 minutes.

Call on as many pairs to share as time allows.

Step 3 is to **Share**. I’ll call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**

- Reading *Textbook A*

## Part C: Fluency Building



Conduct after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

Direct students to the story of the day. Assign student partners as Partner 1 and Partner 2. Monitor student reading. Guide as needed.



10 minutes

IWB

**Teacher Materials:**

Writing Prompts

My Writing Checklist

**Student Materials:**

Lined Paper

My Writing Checklist

## Part D: Writing/Language Arts

### Activity 1 Write and Use Parts of Speech and Conventions

Time to write using a writing prompt based on the stories we've been reading.

**Assign** student partners. **Distribute** lined paper to students. **Display** writing prompts and have students choose one to write about or assign a writing prompt of your choice.

**Review** parts of speech and punctuation as well as the writing checklist with students.

**Tell** students to write one to two paragraphs (minimum of four sentences per paragraph) on their own to answer the writing prompt. **Tell** them to use their writing checklist (first column labeled "Did I use them?") to ensure they include important parts of speech or punctuation in their writing. **Tell** students which parts of speech or punctuation to focus on, if you wish. **Model** what it means to answer a writing prompt and to use the writing checklist during and after the writing process, as needed.

**Monitor** and guide students as needed. **Model** what it means to have a neighbor look over his or her neighbor's writing and to complete the writing checklist (second column labeled "Did my neighbor use them?"), as needed. **Have** students share what they wrote as time permits.

Writing Prompt 1	Writing Prompt 2	Writing Prompt 3
What problem have you faced that you wished you had a solution for?	Describe how you felt when you were working on something difficult and finally understood it.	If you were at an invention fair, what would an invention have to have for you to award it first prize?

# Lesson 51

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 6-Prefix Map, and 8-Narrative Story Map (partially completed in Lesson 49)

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 6-Prefix Map, and 8-Narrative Story Map (partially completed in Lesson 49); Reading *Textbook A*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Prefix Map

### Student Materials:

Vocabulary Self-Reflection Form

Prefix Map

Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn for this week. The four words for this week are prefixes **i-m** and **i-n**, **conserve**, **system**, and **imagine**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Prefix Review (*un-* and *re-*) and Prefix Introduction: *im-/in-*

**Elicit** responses to questions. **Guide** as needed.

We've already learned about the prefixes **u-n** and **r-e**. What does **u-n** mean? *Not.*

What does **r-e** mean? *Again.*

Today, you'll learn two more prefixes. Remember, a **prefix** is a **word part added to the beginning of a word that changes the word's meaning**. The two new prefixes are **i-m** and **i-n**. Both **i-m** and **i-n** mean **not**. They have the same meaning as **u-n**. What do **un-**, **i-m**, and **i-n** mean? *Not.*

**Impossible**. **Impossible** means **not** possible. **Imperfect**. **Imperfect** means **not** perfect. **Impatient**. What does **impatient** mean? *Not patient.*

**Incorrect**. **Incorrect** means **not** correct. **Inexpensive**. **Inexpensive** means **not** expensive. **Inactive**. What does **inactive** mean? *Not active.*

Adding the prefix **i-m** or **i-n** to the beginning of words changes their meaning. **Incorrect**. Adding **i-n** to **correct** makes it **incorrect**. What does **incorrect** mean? *Not correct.*

It's important to remember that for **i-m** and **i-n** to really be prefixes, you must still have a real word if you remove **i-m** or **i-n**. For example, if you remove the letters "im" from the word **imagine**, you have "agine," which isn't a word. This means that the "im" in **imagine** isn't a **prefix**.

**Discuss** examples of other words that use im- or in-.

### Activity 3 Prefix Map

**Show** Prefix Map.

We'll use the Prefix Map to write the prefixes, their definition, sample words, and a sentence using one of the sample words for the prefixes **i-m** and **i-n**.

**Guide** students as you both complete Prefix, Definition, Sample Words, and Sentence boxes on Prefix Map. **Write** responses on Prefix Map. **Save** Prefix Map and put in file or folder.



**Discuss** im- and in- as they relate to Reading *Textbook A* activities during the lesson.

### Activity 4 Vocabulary Review

What word means “an understanding between people”? *Deal*.



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Review Text Type

**Elicit** response to question. **Guide** as needed.

What are the two types of text? *Expository and narrative.*

What does expository text tell you? *Facts or true information about a topic.*

What does narrative text tell you? *A story.*

**Discuss** examples of expository and narrative text.

### Activity 2 Narrative Story Map: Check and Revise Predictions and Identify the Problem and Major Events in a Story—An After-Reading Strategy



**Direct** students to Lesson 49, page 242 of Reading *Textbook A*.

**Give** students Narrative Story Map (Partially completed in Lesson 49).

Today, you're going to check your prediction for “Deals” to see whether you were correct. You'll also write the problem and major events on your Narrative Story Map on your own. Remember to look at the title and pictures and skim the text to help you identify the major events in the story.

**Monitor** students as they check their predictions and write the problem and major events on Narrative Story Map (Partially completed in Lesson 49). **Guide** as needed.

**Write** problem and major events on Narrative Story Map (Partially completed in Lesson 49).

[Problem—Leonard wants to sell his invention to a manufacturer; Major Events—woman from ABC Home Products makes an offer, Grandmother Esther doesn't take the offer, 3 men make an offer, Grandmother Esther doesn't take the offer.]

### Activity 3 Narrative Story Map: Review Plot and Identify the Ending/Resolution in a Story—An After-Reading Strategy

**Show** Narrative Story Map (Partially completed in Lesson 49). **Elicit** responses to questions. **Guide** as needed.

**What does the plot include?** (Idea: *The problem, events, and ending or resolution that take place in the story.*)

Events are things that happen in a story that lead to the ending or resolution of the problem. **What are events?** *Things that happen in a story that lead to the ending or resolution of the problem.*

The resolution is how a problem in a story is solved. **What's the resolution?** *How a problem in a story is solved.*

Some stories end **without** the problem being solved. Your Narrative Story Map will help you remember how the story ends. Today, I'll show you how to fill in the ending or resolution on my Narrative Story Map for "Deals."

**Model** think-aloud for identifying ending/resolution. **Model** looking back at pictures and text to identify the ending/resolution. **Model** writing ending/resolution on Narrative Story Map.

#### Sample Wording for Think-Aloud

As I'm reading, I'm thinking about Leonard's problem. He wants to sell his invention to a manufacturer. I know he'd also like to win first prize, but what he wants most is to sell his invention. As I'm reading, I see that the woman from ABC Home Products has made him an offer. His grandmother knows that it's not a good offer, so she doesn't take it. Then, a group of three men make another offer. His grandmother knows it's not a good offer, so she doesn't take it. Leonard's grandmother is really smart and she is using both offers to try to get the best one for his invention. Now, here I am at the end of the passage, but Leonard's problem hasn't been solved. I know that some passages don't have a resolution. So I'll write, "Leonard has been given two offers, but has not yet sold his invention" next to "Ending/Resolution" in my "Plot" box. I hope Leonard's problem is solved in the next passage.



5 minutes

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using story of the day.

#### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.

# Lesson 52

## Materials

**Teacher:** 2-Word Map and 8-Narrative Story Map

**Student:** Copy of 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **conserve**. The definition of **conserve** is "to use carefully." What's the definition of **conserve**? *To use carefully.*

What word means "to use carefully"? *Conserve.*

Use the Word Map to write the word, the definition, and a sentence for **conserve**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for conserve. **Guide** as needed. **Discuss** things you would conserve.



**Discuss** conserve as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary/Prefix Review

**Elicit** response to question. **Guide** as needed.

What do the prefixes **u-n**, **i-m**, and **i-n** mean? *Not.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Comprehension Monitoring: Mental Imaging—A During-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

Comprehension means reading with understanding. If you read something and don't understand it, it isn't really reading. Today, you're going to learn a new strategy to use if you have a problem understanding what you're reading. It will help you understand what you read while you're reading. The strategy is called mental imaging. What's the strategy called? *Mental imaging.*

Mental imaging helps you understand and enjoy a story more. What does mental imaging help you do? *Understand and enjoy a story more.*



Mental imaging is making pictures in your mind about what you're reading. What's mental imaging? *Making pictures in your mind about what you're reading.*

You can use this strategy with expository and narrative text. When you use mental imaging with narrative text, you can make pictures in your mind of the characters, setting, and actions in the plot to help you understand the story better. Mental imaging is like watching a movie of the story in your mind. What's mental imaging like? *Watching a movie of the story in your mind.*



**Direct** students to Lesson 29 on page 145 of Reading *Textbook A*. In an earlier lesson you read, "Footprints." I'm going to show you how I use mental imaging to watch a movie of a passage from "Footprints" in my mind as I read.

**Model** think-aloud for mental imaging.

### Sample Wording for Think-Aloud

I'm reading a very exciting part of "Footprints" when Edna and Carla reach the edge of a clearing in the jungle. I've seen movies of jungles and I've been to zoos that have jungle-like places for certain animals. I'm remembering how green everything was. I remember how warm and damp it was. It even smelled warm and damp. In my mind, I'm seeing Edna and Carla standing in the green, warm, damp jungle, looking into the clearing. They've been following the giant footprints and tail markings for a while. I'm sure they're really scared and hot. Edna was trying to remember where she had seen the kinds of trees in the jungle. Then, the text says, "Suddenly, she did." I just felt my heart jump a bit here. As I'm reading, I see that Edna remembered seeing the trees in a book about dinosaurs. In my mind, I can see her looking through the pages. I see her turn to the page with the tree and a Tyrannosaurus fighting with a Triceratops! Now, I know what Edna knows. They've been following a Tyrannosaurus.

Mental imaging is making pictures in your mind about what you're reading. What's mental imaging? *Making pictures in your mind about what you're reading.*

We'll practice using mental imaging in upcoming lessons.

## Activity 2 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 53 on page 264 of Reading *Textbook A*.

**Show** Narrative Story Map.

Today, you'll write the title, characters, and setting and make a prediction of your own for "An Important Test" on your Narrative Story Map. Remember, the setting is where and when the story takes place. Look at the title and pictures and skim the text to help you fill in your Narrative Story Map.

**Monitor** students as they write title, characters, setting, and prediction on Narrative Story Map. **Guide** as needed.

**Write** the title, characters, setting, and prediction on new Narrative Story Map.

[Characters—Wendy Chan, a gray-haired woman; Setting—Canada, November 5, 2230; Prediction—Wendy will take a difficult test.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Story Maps.

Share your Narrative Story Map with a partner. See whether you have similar or different information.

**Discuss** findings.

What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)

**Collect** Narrative Story Maps for use in Lesson 53.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.

# Lesson 53

## Materials

**Teacher:** 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 52), and a blank 8-Narrative Story Map; Reading *Textbook A*

**Student:** Copy of 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 52), and a blank 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **system**. The definition of **system** is "parts that move or work together." What's the definition of **system**? *Parts that move or work together.*

What word means "parts that move or work together"? *System.*

Use the Word Map to write the word, the definition, and a sentence for **system**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for system. **Guide** as needed. **Discuss** ideas about the solar system.



**Discuss** system as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to use carefully"? *Conserve.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions and Identify the Problem and Major Events in a Story—An After-Reading Strategy



**Direct** students to Lesson 52, page 264 of Reading *Textbook A*.

**Give** students Narrative Story Map (Partially completed in Lesson 52).

Today, you're going to check your prediction for "An Important Test" to see whether you were correct. You'll also write the problem and major events on your Narrative Story Map on your own. Remember to look at the title and pictures and skim the text to help you identify the major events in the story.

**Monitor** students as they check prediction and write problem and major events on Narrative Story Map (Partially completed in Lesson 52). **Guide** as needed.

**Write** the problem and major events on Narrative Story Map (Partially completed in Lesson 52).

[Problem—Wendy needs to pass a difficult test to earn a trip across the solar system; Major Events—The gray-haired woman goes over the rules of the test, the gray-haired woman reminds the students that not everyone will be chosen for the trip, Wendy does well on the first few items but then gets stuck.]

## Activity 2 Narrative Story Map: Review Plot and Identify the Ending/Resolution in a Story—An After-Reading Strategy

**Elicit** responses to questions. **Guide** as needed. **Show** Narrative Story Map (Partially completed in Lesson 52).

**What does the plot include?** (Idea: *The problem, events, and ending or resolution that take place in the story.*)

**Model** identifying ending/resolution.

**Events are things that happen in a story that lead to the ending or resolution of the problem. What are events?** *Things that happen in a story that lead to the ending or resolution of the problem.*

**Model** looking back at pictures and text to identify the ending/resolution.  
**The resolution is how a problem in a story is solved. What's the resolution?**  
*How a problem in a story is solved.*

**Model** writing ending/resolution on Narrative Story Map.  
[Ending/Resolution—Wendy isn't sure if she's going to pass the test.]  
**Some stories end without the problem being solved. Your Narrative Story Map will help you remember how the story ends. Today, I'll show you how to fill in the ending or resolution on my Narrative Story Map for "An Important Test."**



**5 minutes**

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using story of the day.

### Activity 1 Partner Reading

**It's time for partner reading.**

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.

# Lesson 54

## Materials

**Teacher:** 2-Word Map, 8-Narrative Story Map

**Student:** Copy of 2-Word Map, 8-Narrative Story Map Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **imagine**. The definition of **imagine** is "think about." What's the definition of **imagine**? *Think about.*

What word means "think about"? *Imagine.*

Use the Word Map to write the word, the definition, and a sentence for **imagine**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for imagine. **Guide** as needed. **Discuss** things students can imagine.



**Discuss** imagine as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "parts that move or work together"? *System.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Comprehension Monitoring: Mental Imaging—A During-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

In an earlier lesson, you learned a strategy to help you understand what you read, while you're reading. Today, you'll practice a strategy called imaging. What's the strategy called? *Imaging.*

Mental imaging helps you understand and enjoy a story more. What does mental imaging help you do? *Understand and enjoy a story more.*

Mental imaging is making pictures in your mind about what you're reading. What's mental imaging? *Making pictures in your mind about what you're reading.*



**Direct** students to Lesson 53 on page 264 of Reading *Textbook A*.

[Begin passage with—“She had studied every night...End passage with “really ready.”] When you use mental imaging with narrative text, you can make pictures in your mind of the characters, setting, and actions in the plot to help you understand the story better. Mental imaging is like watching a movie of the story in your mind. What’s mental imaging like? *Watching a movie of the story in your mind.*

**Model** looking at the title and pictures and reading the text to use mental imaging. In the last lesson, you read, “An Important Test.” I’m going to show you how I use mental imaging to watch a movie of a passage from “An Important Test” in my mind as I read.

You’ll practice using mental imaging in upcoming lessons.

## Activity 2 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 54, page 270 of Reading *Textbook A*.

**Show** Narrative Story Map.

Today, you’ll write the title, characters, and setting and make a prediction of your own for “The Test Questions” on your Narrative Story Map. Look at the title and pictures and skim to the text to help you fill in your Narrative Story Map.

**Monitor** students as they write the title, characters, setting, and prediction on Narrative Story Map. **Guide** as needed.

**Write** title, characters, setting, and prediction on new Narrative Story Map.

[Characters—Wendy; Setting—Canada, November 5, 2230; Prediction—Wendy will finish the test.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Story Maps.

Share your Narrative Story Map with a partner. See whether you have similar or different information.

**Discuss** findings.

What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)

**Collect** Narrative Story Maps for use in Lesson 56.



5 minutes

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.

# Lesson 55

## Materials

**Teacher:** Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 52–54), Lesson 55: 4-Cover-Copy-Compare Chart, 5-Vocabulary Acquisition and Use, and 6-Prefix Map (completed for Lesson 51)

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 52–54), Lesson 55: 4-Cover-Copy-Compare Chart, and 5-Vocabulary Acquisition and Use, 6-Prefix Map (completed for Lesson 51); blank paper; lined paper, Reading *Textbook A*; file or notebook



10 minutes

IWB

### Teacher Materials:

Word Map

Prefix Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

### Student Materials:

Word Map

Prefix Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form, Prefix Map, and Word Maps (Completed for Lessons 51–54).

You're going to use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review – Cover-Copy-Compare Chart

**Show** Lesson 55: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. Use the Cover-Copy-Compare Chart for the prefixes **i-m** and **i-n**, **conserve**, **system**, and **imagine**.

**Guide** students as they complete Lesson 55: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

You'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 51 to review how well you now know your four vocabulary words.

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.

## Activity 4 Vocabulary Acquisition and Use

**Display** Vocabulary Acquisition and Use. **Have** students work with a neighbor to complete Vocabulary Acquisition and Use.

Today's vocabulary words are \_\_\_\_ and \_\_\_\_ [and \_\_\_\_ and \_\_\_\_].

Vocabulary words: **guess** and **conclude**; **feel** and **know**

Write the words on the lines provided. Then write the words in the boxes based on whether you think each word is less/smaller or more/larger than the other word. Below the boxes, write why you think word 1 is less/smaller and word 2 is more/larger than word 1.

**Repeat** for words 3 and 4. **Have** students share what they wrote. **Discuss** examples of how these words might be used.



10 minutes

IWB

### Student Materials:

Lined paper

Blank Paper

Reading *Textbook A*

## Part B: Comprehension Strategies

**Display** on IWB or **write** directions on the board. **Read** or **explain** directions. **Clarify** as needed.

**Directions:** Draw a quick sketch that illustrates how Wendy was feeling about her very important test. Write one or two sentences to describe how you used your past experiences to understand Wendy's feelings.

## Activity 1 Introduce Think-Pair-Share—Apply Knowledge (Level 3 of Bloom's Taxonomy)



**Direct** students to Lesson 53 on page 264 of Reading *Textbook A*.

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You're going to do an activity to show what you've learned in earlier lessons. The directions for the activity are on the board. You'll do this activity using our Think-Pair-Share strategy.

**Read aloud** the first paragraph.

First, skim the passage to look for how Wendy was feeling. Then, use what you've learned about mental imaging to make a picture in your mind about how Wendy was feeling.

**Monitor** students as they skim the passage to look for how Wendy was feeling.

Get ready to follow the steps.

Step 1 is to **Think**. You'll get 1 minute to think about the directions on the board on your own. Think about a past experience that made you feel the way Wendy was feeling about her test.



Here we go. Think about the picture in your mind. You have 1 minute.

**Assign** partners. **Direct** students to take out blank paper and lined paper.

Step 2 is to **Pair**. You'll have 5 minutes to work with your partner to share ideas about the topic. Then, decide who will sketch the picture of how Wendy was feeling and who will write one or two sentences about how you used your past experiences to understand Wendy's feelings.

Here we go. One person should sketch and one person should write. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I'll call on pairs of students to share their work with the rest of the class.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using story of the day.

### **Activity 1 Partner Reading**

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.

# Lesson 56

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map and 8-Narrative Story Map (partially completed in Lesson 54)

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map, and 8-Narrative Story Map (partially completed in Lesson 54); Reading *Textbook A*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out a Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. The words for this week are **baggage**, **nervous**, and **passenger**. You'll also learn the idiom **could eat a horse**. We'll learn more about idioms later in the week.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **baggage**. The definition of **baggage** is "bags and boxes people carry while traveling." What's the definition of **baggage**? *Bags and boxes people carry while traveling.*

What word means "bags and boxes people carry while traveling"? *Baggage.*

Use the Word Map to write the word, the definition, and a sentence for **baggage**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for baggage. **Guide** as needed. **Discuss** different types of baggage.



**Discuss** baggage as it relates to Reading *Textbook A* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "think about"? *Imagine.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions and Identify the Problem and Major Events in a Story—An After-Reading Strategy



**Direct** students to Lesson 54, page 270 of Reading *Textbook A*.

**Give** students Narrative Story Map (Partially completed in Lesson 54).

Today, you're going to check your prediction for "The Test Questions" to see whether you were correct. You'll also write the problem and major events on your Narrative Story Map on your own. Remember to look at the title and pictures and skim the text to help you identify the major events in the story.

**Monitor** students as they check prediction and write the problem and major events on Narrative Story Map (Partially completed in Lesson 54). **Guide** as needed.

**Write** the problem and major events on Narrative Story Map (Partially completed in Lesson 54).

[Problem—Wendy's afraid she won't pass the test; Major Events—Wendy answers the difficult question; Wendy starts day-dreaming, Wendy thought the next questions were easy.]

### Activity 2 Narrative Story Map: Identify Ending/Resolution in a Story—An After-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

**What does the plot include?** (Idea: *The problem, events, and ending or resolution that take place in the story.*)

Events are things that happen in a story that lead to the ending or resolution of the problem. **What are events?** *Things that happen in a story that lead to the ending or resolution of the problem.*

**Guide** students as you both look back at pictures and text to identify the ending/resolution.

**The resolution is how a problem in a story is solved. What is the resolution?** *How a problem in a story is solved.*

**Guide** students as you both write the ending/resolution on Narrative Story Map.

[Ending/Resolution—Wendy knew the answers to the solar system questions.]

Some stories end without the problem being solved. Your Narrative Story Map will help you remember how the story ends. Today, you're going to fill in the ending or resolution on your Narrative Story Map for "The Test Questions."



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.

# Lesson 57

## Materials

**Teacher:** 2-Word Map and 8-Narrative Story Map

**Student:** Copy of 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Introduction of Literal and Figurative Meanings

**Elicit** responses to questions. **Guide** as needed.

Most of the time when we speak or write, we use words that keep their exact meanings. When I say, “I ate lunch,” you know it means that I ate lunch. If you didn’t understand what I said, you could look up “I,” “ate,” or “lunch” in a dictionary and understand the meaning of “I ate lunch.” Each word has a meaning, and each keeps its meaning. Most words are used in this way. When a word is used in a literal way, it keeps its exact meaning. What happens to words when they’re used in a literal way? *They keep their exact meaning.*

Words can also be used in a figurative way. Words used in a figurative way don’t keep their exact meanings. Figurative language is mostly used to help create pictures for the listener or reader and make it more interesting. So when I say, “I let the cat out of the bag,” you know I didn’t really let a cat out of a bag. It’s a colorful way to say that I accidentally told a secret. When words are used in a figurative way they don’t keep their exact meaning. What happens to words when they’re used in a figurative way? *They don’t keep their exact meaning.*

### Activity 2 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today’s vocabulary word is **nervous**. The definition of **nervous** is “worried and unable to relax.” What’s the definition of **nervous**? *Worried and unable to relax.*

What word means “worried or unable to relax”? *Nervous.*

Use the Word Map to write the word, the definition, and a sentence for **nervous**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for nervous. **Guide** as needed. **Discuss** things that make students nervous.



**Discuss** nervous as it relates to Reading *Textbook A* activities during the lesson.

### Activity 3 Vocabulary Review

Elicit response to question. Guide as needed.

What word means “bags and boxes people carry while traveling”? *Baggage*.



10 minutes

IWB

**Teacher Materials:**

Narrative Story Map

**Student Materials:**

Reading *Textbook A*

Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



Direct students to Lesson 57, page 284 of Reading *Textbook A*.

Today, you'll write the title, characters, and setting and make a prediction of your own for “Traveler Four” on your Narrative Map. Look at the title and pictures and skim the text to help you fill in your Narrative Story Map.

Monitor students as they write the title, characters, setting, and prediction on Narrative Story Map. Guide as needed.

Write title, characters, setting, and prediction on new Narrative Story Map. [Characters—Wendy, Sidney, and a flight attendant; Setting—inside Traveler Four on the day of take-off; Prediction—Wendy will take off on her trip through the solar system.]

Assign pairs of students to work together. Monitor as students work in pairs to share Narrative Story Maps.

Share your Narrative Story Map with a partner. See whether you have similar or different information.

Discuss findings.

What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)

Collect Narrative Story Maps for use in Lesson 58.



5 minutes

**Student Materials:**

Reading *Textbook A*

## Part C: Fluency Building



Conduct after the lesson, using story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

Direct students to the story of the day. Assign student partners as Partner 1 and Partner 2. Monitor student reading. Guide as needed.

# Lesson 58

## Materials

**Teacher:** 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 57), and a blank 8-Narrative Story Map

**Student:** Copy of 2-Word Map, 8-Narrative Story Map (partially completed in Lesson 57), and a blank 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **passenger**. The definition of **passenger** is "someone who rides along but doesn't drive." What's the definition of **passenger**? *Someone who rides along but doesn't drive.*

What word's definition means "someone who rides along but doesn't drive"?  
*Passenger.*

Use the Word Map to write the word, the definition, and a sentence for **passenger**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for passenger. **Guide** as needed. **Discuss** experiences students have had as passengers in a car, bus, or plane.



**Discuss** passenger as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "worried or unable to relax"? *Nervous.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions and Identify the Problem and Major Events in a Story—An After-Reading Strategy



**Direct** students to Lesson 57, page 284 of Reading *Textbook A*.

**Give** students Narrative Story Map (Partially completed in Lesson 57).

Today, you're going to check your prediction for "Traveler Four" to see whether you were correct. You'll also write the problem and major events on your Narrative Story Map on your own. Remember to look at the title and pictures and skim the text to help you identify the major events in the story.

**Monitor** students as they check prediction and write the problem and major events on Narrative Story Map (Partially completed in Lesson 57).

**Write** problem and major events on Narrative Story Map (Partially completed in Lesson 57). **Guide** as needed.

[Problem—Wendy feels very nervous about her trip; Major Events—Wendy looks around the inside of the spaceship; the flight attendant tells the passengers about the equipment on the spaceship; Wendy was afraid the spaceship was breaking apart during take-off.]

## Activity 2 Narrative Story Map: Identify Ending/Resolution in a Story—An After-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

Remember, the resolution is how a problem in a story is solved. What is the resolution? *How a problem in a story is solved.*

**Guide** students as you both look back at pictures and text to identify the ending/resolution.

Today, you're going to fill in the ending or resolution on your Narrative Story Map for "Traveler Four."

**Guide** students as you both write ending/resolution on Narrative Story Map. [Ending/Resolution—Wendy sees the most beautiful sight she's ever seen when she looks out the window and sees Earth.]



5 minutes

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using story of the day.

## Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.



# Lesson 59

## Materials

**Teacher:** 8-Narrative Story Map and 10-Idiom Map;

**Student:** Copy of 8-Narrative Story Map and 10-Idiom Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Idiom Map

**Student Materials:**  
Idiom Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Literal and Figurative Meaning Review

We learned that words can be used in literal or figurative ways when we speak or write. When words are used in a literal way, it means that words keep their exact meanings. So when I say, “I like pizza,” you know it means I like pizza. Each word has a meaning, and each word keeps its meaning. Most words are used in this way.

When words are used in a figurative way, the words don’t keep their exact meaning. Figurative language creates pictures for the listener or reader and makes language more interesting. So when I say, “It’s raining cats and dogs,” you know that it isn’t really raining real cats and dogs. This is a colorful way to say it’s raining very hard. The way we use language depends on what we’re trying to get across to others.

### Activity 2 Idiom and Idiom Activity—Introduction

**Show** Idiom Map. **Elicit** responses to questions. **Guide** as needed.

Today, we’ll learn about a funny saying called an **idiom**. Idioms give us another way to say something. Instead of saying, “It’s raining really hard outside,” I could say, “It’s raining cats and dogs outside!” Instead of saying, “I want to eat right now,” I could say, “I’m so hungry I could eat a horse!” You don’t actually want to “eat” a horse, but because a horse is so big, it tells people you’re very hungry. Idioms are figurative, so the words used don’t keep their exact meaning. The idiom we’re going to learn today is “could eat a horse.” The literal meaning of “could eat a horse” is **eating a real horse**. The figurative meaning of “could eat a horse” is **very hungry**. What’s the figurative meaning of “could eat a horse?” *Very hungry*.

What idiom’s figurative meaning is “very hungry”? *Could eat a horse*.

Watch as I use my Idiom Map to write the idiom, the literal and figurative meanings, and a 2 or 3-sentence paragraph using the idiom and its figurative meaning.

**Model** think-aloud for Idiom Map.

## Sample Wording for Think-Aloud

First, I write “could eat a horse” in the box labeled “Idiom.” Second, I’ll write the literal meaning of “could eat a horse” in the box labeled “Literal Meaning.” The literal meaning of “could eat a horse” is eating a real horse. Third, I’ll write the figurative meaning of “could eat a horse” which is **very hungry**. Last, I need to write at least two sentences using the idiom “could eat a horse” and its figurative meaning in the “Write About It” box. I’ll write the following sentences in the “Write About It” box: I went over to my friend’s house today to play baseball. After playing and running all day I was **very hungry**. When I got home I told my mom I was so hungry I **could eat a horse!**

**Write** the idiom, literal and figurative meanings, and a short paragraph on Idiom Map for “could eat a horse.” **Discuss** other idioms students know.



**Discuss** the idiom “could eat a horse” as it relates to Reading *Textbook A* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means “someone who rides along but doesn’t drive”? *Passenger*.



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 59, page 296 of Reading *Textbook A*.

Today, you’ll write the title, characters, and setting and make a prediction of your own for “Jupiter” on your Narrative Map. Look at the title and pictures and skim to the text to help you fill in your Narrative Story Map.

**Monitor** students as they write the title, characters, setting, and prediction on Narrative Story Map. **Guide** as needed.

**Write** title, characters, setting, and prediction on new Narrative Story Map.

[Characters—Wendy, Sidney, the flight attendant, and three groups of passengers; Setting—aboard Traveler Four, the first night and morning; Prediction—Wendy will see Jupiter.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Story Maps.

Share your Narrative Story Map with a partner. See whether you have similar or different information.

**Discuss** findings.

What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)

**Collect** Narrative Story Maps for use in Lesson 61.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using story of the day.

### **Activity 1** Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed

# Lesson 60

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 56–58), Lesson 60: 4-Cover-Copy-Compare Chart, and 10-Idiom Map, Writing Prompts, 7-My Writing Checklist

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 56–58), Lesson 60: 4-Cover-Copy-Compare Chart, 10-Idiom Map; lined paper; Reading *Textbook A*, Copy of 7-My Writing Checklist



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

Idiom Map

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

Idiom Map

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form, Word Maps completed for Lessons 56–58), and Idiom Map.

You're going to use this week's Word Maps to practice and review the vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 60: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. Use the Cover-Copy-Compare Chart for the words **baggage**, **nervous**, **passenger**, and the idiom "**could eat a horse.**"

**Guide** students as they complete Lesson 60: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

You'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 56 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.



10 minutes

**Student Materials:**

Lined paper

## Part B: Comprehension Strategies

Display on IWB or write directions on the board. **Read** or **explain** directions. Clarify as needed.

**Directions:** Write one or two sentences describing something that you worked very hard to earn. Write one or two sentences describing how your experience was similar to Wendy earning the trip.

### Activity 1 Review Think-Pair-Share—Analyze Knowledge (Level 4 of Bloom’s Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You’re going to use the Think-Pair-Share strategy to show what you’ve learned in the last four lessons. The directions for the activity are on the board. Get ready to follow the steps.

Step 1 is to **Think**. You’ll get 1 minute to think about the topic on your own. You should think about something that you worked very hard to earn. Maybe it was a special game or a treat. Maybe it was a special trip or time with a special person.

Here we go. Think about the hard work you did to earn something special. You have 1 minute.

**Assign** partners. **Direct** students to take out lined paper.

Step 2 is to **Pair**. You’ll have 5 minutes to work with your partner to share ideas about the topic. You’ll need to decide who will write what you worked for and who will write about how your experience was similar to Wendy’s. Really try to use words to help us make a picture in our minds.

Here we go. Each person will write one or two sentences. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I’ll call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**

Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** student reading. **Guide** as needed.



10 minutes

IWB

**Teacher Materials:**

Writing Prompts

My Writing Checklist

**Student Materials:**

Lined Paper

My Writing Checklist

## Part D: Writing/Language Arts

### Activity 1 Write and Use Parts of Speech and Conventions

Time to write using a writing prompt based on the stories we've been reading.

**Assign** student partners. **Distribute** lined paper to students. **Display** writing prompts and have students choose one to write about or assign a writing prompt of your choice.

**Review** parts of speech and punctuation as well as the writing checklist with students.

**Tell** students to write one to two paragraphs (minimum of four sentences per paragraph) on their own to answer the writing prompt. **Tell** them to use their writing checklist (first column labeled "Did I use them?") to ensure they include important parts of speech or punctuation in their writing. **Tell** students which parts of speech or punctuation to focus on, if you wish. **Model** what it means to answer a writing prompt and to use the writing checklist during and after the writing process, as needed.

**Monitor** and guide students as needed. **Model** what it means to have a neighbor look over his or her neighbor's writing and to complete the writing checklist (second column labeled "Did my neighbor use them?"), as needed. **Have** students share what they wrote as time permits.

Writing Prompt 1	Writing Prompt 2	Writing Prompt 3
Describe a time when you won something and how you felt about it.	Would you ever want to travel to outer space? Why or why not?	Have you ever felt glad and sad at the same time? Explain.

# Lesson 61

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, and 8-Narrative Story Map (partially completed in Lesson 59)

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map, and 8-Narrative Story Map (partially completed in Lesson 59); Reading *Textbook A*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out a Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn for this week.

Today, you'll hear four new vocabulary words: **distant**, **unusual**, **voyage**, and **vehicle**. Use your Vocabulary Self-Reflection Form to mark how well you know the vocabulary words.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **distant**. The definition of **distant** is "far away." What's the definition of **distant**? *Far away.*

What word means "far away"? *Distant.*

Use the Word Map to write the word, the definition, and a sentence for **distant**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for distant. **Guide** as needed.

**Ask** students whether it is easy or hard to see things that are distant.



**Discuss** distant as it relates to Reading *Textbook A* activities during the lesson.

### Activity 3 Vocabulary/Idiom Review

**Elicit** response to question. **Guide** as needed.

What idiom's figurative meaning is **very hungry**? *Could eat a horse.*



10 minutes

IWB

**Teacher Materials:**

Narrative Story Map

**Student Materials:**

Reading *Textbook A*

Narrative Map

## Part B: Comprehension Strategies

### Activity 1 Review Comprehension Monitoring Strategies

Elicit responses to questions. **Guide** as needed.

You've learned two strategies to use during reading to help you understand what you're reading. The first strategy is called rereading. What's the strategy called? *Rereading.*

You can look back or look ahead at pictures and text. What can you do? *Look back or look ahead at pictures and text.*

As you read, ask yourself questions like, "Am I understanding this?" or "Is there a word that I'm not sure I understand?" What questions will you ask yourself? (Ideas: *Am I understanding this? Is there a word that I'm not sure I understand?*)

Then, look back or look ahead at pictures and text to find the answers to your questions.

The second strategy is called mental imaging. What's the strategy called? *Mental imaging.*

Mental imaging helps you understand and enjoy a story more. What does mental imaging help you do? *Understand and enjoy a story more.*

Mental imaging is making pictures in your mind about what you're reading. What's mental imaging? *Making pictures in your mind about what you're reading.*

When you use mental imaging with narrative text, you can make pictures in your mind of the characters, setting, and actions in the plot to help you understand the story better. Mental imaging is like watching a movie of the story in your mind. What's mental imaging like? *Watching a movie of the story in your mind.*

You'll learn how to use mental imaging with expository text in upcoming lessons.

### Activity 2 Narrative Story Map: Check and Revise Predictions and Identify the Problem, Major Events, and Ending/Resolution in a Story—An After-Reading Strategy



**Direct** students to Lesson 59, page 296 of Reading *Textbook A*.

Today, you're going to check your prediction for "Jupiter" to see whether you were correct. You'll also write the problem, major events, and ending or resolution on your Narrative Story Map on your own. Remember to look at the title and pictures and skim the text to help you identify the major events and ending or resolution in the story.



**Give** students Narrative Story Map (Partially completed in Lesson 59). **Monitor** students as they check prediction and write problem, major events, and ending/resolution on Narrative Story Map (Partially completed in Lesson 59).

**Guide** as needed.

**Write** problem and major events on Narrative Story Map (Partially completed in Lesson 59).

[Problem—Wendy can't sleep because she's excited to see Jupiter; Major Events—Wendy tries to sleep, everyone wakes up and gets ready to start the day, the three groups have an exercise contest, they all sleep another night; Ending/Resolution—they wake up to see Jupiter out the window.]

**Assign** pairs of students to work together.

**Monitor** as students work in pairs to share Narrative Story Maps if time allows.

**Share your Narrative Story Map with a partner. See whether you have similar or different information.**

**Discuss** findings if time allows.

**What did we find out as we shared our Narrative Story Maps? What was the same? What was different?** (Student responses.)



**5 minutes**

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using the story of the day.

### **Activity 1 Partner Reading**

**It's time for partner reading.**

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 62

## Materials

**Teacher:** 2-Word Map and 8-Narrative Story Map

**Student:** Copy of 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, Sentence, and Multiple Meaning

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **unusual**. The definition of **unusual** is "something that doesn't happen all the time." What's the definition of **unusual**? *Something that doesn't happen all the time.*

What word means "something that doesn't happen all the time"? *Unusual.*

Use the Word Map to write the word, the definition, and a sentence for **unusual**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for unusual. **Guide** as needed.

**Discuss** things that are unusual.



**Discuss** unusual as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "far away"? *Distant.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Comprehension Monitoring: Mental Imaging with Expository Text—A During-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

In the last lesson, you reviewed a strategy to help you understand what you're reading. The strategy is called mental imaging. What's the strategy called? *Mental imaging.*

In earlier lessons, you used mental imaging with narrative text to help you understand the details of a story better. Today, you're going to learn to use mental imaging with expository text. When you use mental imaging with expository text, you can make pictures in your mind of facts or true information to help you remember better. What does mental imaging with expository text do? *Help you remember facts or true information better.*



**Direct** students to Lesson 58 on page 290 of Reading *Textbook A*.

In an earlier lesson you read, "Gravity." I'm going to show you how I use mental imaging to help me better remember facts or true information about gravity.

**Model** think-aloud for mental imaging with expository text.

#### Sample Wording for Think-Aloud

I'm reading that gravity is a force that pulls things back to a planet. I'm seeing a magnet and Earth, and I'm thinking about things being pulled to them, like other planets. I'm reading that when you drop something, gravity pulls it down to Earth. I'm seeing an apple falling out of my hand and hitting the floor. So, gravity must have pulled the apple to Earth after it left my hand. I'm reading that planets have different amounts of gravity and that things weigh more on planets with more gravity. Now, I'm seeing myself on a planet with more gravity than Earth. I'm seeing myself looking fatter and flatter. Now, I'm seeing myself on a planet with less gravity. I'm seeing myself looking taller and thinner. I'm reading that the moon has less gravity than Earth and that Jupiter has a lot more gravity than Earth. Now I'm seeing myself tall and thin on the moon and fatter and flatter on Jupiter. I'm really going to remember these facts better now.

Remember, you can use mental imaging with expository text to help you better remember facts and true information. What does mental imaging with expository text do? *Help you better remember facts or true information.*

## Activity 2 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before Reading Strategy



**Direct** students to Lesson 62 on page 309 of Reading *Textbook A*.

**Show** Narrative Story Map.

Today, you'll write the title, characters, and setting and make a prediction of your own for "The Space Station on Io" on your Narrative Story Map. Look at the title and pictures and skim the text to help you fill in your Narrative Story Map.

**Monitor** students as they write title, characters, setting, and prediction on Narrative Story Map. **Guide** as needed.

**Write** title, characters, setting, and prediction on Narrative Story Map.

[Characters—Wendy, Sidney, flight attendant, and Rod Samson; Setting—the first day on the space station on Io; Prediction—Wendy will go inside the space station.]

**Assign** pairs of students to work together.

Share your Narrative Story Map with a partner. See whether you have similar or different information.

**Monitor** as students work in pairs to share Narrative Story Maps.

**Discuss** findings.

What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)

**Collect** Narrative Story Maps for use in Lesson 63.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 63

## Materials

**Teacher:** 2-Word Map and 8-Narrative Story Map (partially completed in Lesson 62);  
**Student:** Copy of 2-Word Map and 8-Narrative Story Map (partially completed in Lesson 62); Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.  
Today's vocabulary word is **voyage**. The definition of **voyage** is "long trip."  
What's the definition of **voyage**? *Long trip.*

What word means "long trip"? *Voyage.*

Use the Word Map to write the word, the definition, and a sentence for **voyage**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for voyage. **Guide** as needed.

**Ask** students whether they've gone on a voyage before.



**Discuss** voyage as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.  
What word means "something that doesn't happen all the time"? *Unusual.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions and Identify the Problem, Major Events, and Ending/Resolution in a Story—An After Reading Strategy



**Direct** students to Lesson 62, page 309 of Reading *Textbook A*.

**Give** students Narrative Story Map (Partially completed in Lesson 62). Today, you're going to check your prediction for "The Space Station on Io" to see whether you were correct. You'll also write the problem, major events, and ending or resolution on your Narrative Story Map on your own. Remember to look at the title and pictures and skim the text to help you identify the major events and ending or resolution in the story.

**Monitor** students as they check prediction and write problem, major events, and ending/resolution on Narrative Story Map (Partially completed in Lesson 62).

**Guide** as needed.

**Write** the problem, major events, and ending/resolution on Narrative Story Map (Partially completed in Lesson 62).

[Problem—Wendy wants to explore Io; Major Events—They land on Io and prepare to leave the spaceship, they enter the space station and find their rooms, Rod tells them about the places on Io they can visit; Ending/Resolution—Wendy and Sidney decide to go see the volcano.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Story Maps if time allows.

**Share your Narrative Story Map with a partner. See whether you have similar or different information.**

**Discuss** findings if time allows.

**What did we find out as we shared our Narrative Story Maps? What was the same? What was different?** (Student responses.)



5 minutes

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 64

## Materials

**Teacher:** 2-Word Map, 8-Narrative Story Map

**Student:** Copy of 2-Word Map, 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

Show Word Map. Elicit responses to questions. Guide as needed.

Today's vocabulary word is **vehicle**. The definition of **vehicle** is "something that carries people from one place to another." What's the definition of **vehicle**? *Something that carries people from one place to another.*

What word means "something that carries people from one place to another?"  
*Vehicle.*

Use the Word Map to write the word, the definition, and a sentence for **vehicle**.

Monitor students as they complete Word, Definition, and Sentence boxes on Word Map for vehicle. Guide as needed.

Discuss different types of vehicles.



Discuss vehicle as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

Elicit response to question. Guide as needed.  
What word means "long trip"? *Voyage.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Comprehension Monitoring: Mental Imaging with Expository Text—A During-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

In an earlier lesson, you learned how to use mental imaging with expository text. When you use mental imaging with expository text, you can make pictures in your mind of facts or true information to help you better remember. What does mental imaging with expository text do? *Help you better remember facts or true information.*

Today, you're going to practice using mental imaging with expository text.



**Direct** students to Lesson 52 on page 256 of Reading *Textbook A*.

In an earlier lesson you read, "Facts About Japan." I'm going to show you how I use mental imaging to help me better remember facts or true information about Japan.

**Guide** students as you both look at the title and pictures and read the text to use mental imaging.

Remember, you can use mental imaging with expository text to help you remember facts and true information better. What does mental imaging with expository text do? *Help you remember facts or true information better.*

**Read aloud** key passages to **guide** mental imaging. [Key Passages—Japan is on the other side of the Pacific Ocean. Japan is much smaller than the state of Alaska. About 127 million people live in Japan. Some of Japan's most famous products are automobiles, TVs, and CD players.]

### Activity 2 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before Reading Strategy



**Direct** students to Lesson 64, page 318 of Reading *Textbook A*.

**Show** Narrative Story Map.

Today, you'll write the title, characters, and setting and make a prediction of your own for "Help" on your Narrative Map. Look at the title and pictures and skim the text to help you fill in your Narrative Story Map.

**Monitor** students as they write title, characters, setting, and prediction on Narrative Story Map. **Guide** as needed.

**Write** title, characters, setting, and prediction on Narrative Story Map.

[Characters—Wendy, Sidney, a woman, and Rod; Setting—the first day on Io in a volcano; Prediction—Wendy and Sidney need help after they fall into the volcano.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Story Maps if time allows.

**Share your Narrative Story Map with a partner. See whether you have similar or different information.**



**Discuss** findings if time allows.

What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)

**Collect** Narrative Story Maps for use in Lesson 66.



**5 minutes**

**Student Materials:**

Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 65

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 61–64), and Lesson 65: 4-Cover-Copy-Compare Chart; 5-Vocabulary Acquisition and Use, 9-Point of View, Informational Text Passage

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 61–64), and Lesson 65: 4-Cover-Copy-Compare Chart; 5-Vocabulary Acquisition and Use, blank paper; Reading *Textbook A*; file or notebook, Informational Text Passage, Copy of 9-Point of View



10 minutes

IWB

### Teacher Materials:

Word Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

### Student Materials:

Word Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 61–64).

Today you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 65: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the words **distant**, **unusual**, **voyage** and **vehicle**.

**Guide** students as they complete Lesson 65: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 61 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form.

**Review** difficult words.

## Activity 4 Vocabulary Acquisition and Use

**Display** Vocabulary Acquisition and Use. **Have** students work with a neighbor to complete Vocabulary Acquisition and Use.

Today's vocabulary words are \_\_\_\_ and \_\_\_\_ [and \_\_\_\_ and \_\_\_\_].

Vocabulary words: **calculate** and **estimate**; **understand** and **wonder**

Write the words on the lines provided. Then write the words in the boxes based on whether you think each word is less/smaller or more/larger than the other word. Below the boxes, write why you think word 1 is less/smaller and word 2 is more/larger than word 1.

**Repeat** for words 3 and 4. **Have** students share what they wrote. **Discuss** examples of how these words might be used.



10 minutes

IWB

**Student Materials:**

Blank paper

## Part B: Comprehension Strategies

**Display** on IWB or **write** directions on the board. **Read** or **explain** directions. **Clarify** as needed.

**Directions:** Draw a quick sketch that illustrates one of your favorite activities. Draw another quick sketch of how you would do that activity without gravity.

### Activity 1 Think-Pair-Share—Apply Knowledge (Level 3 of Bloom's Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You're going to do an activity to show what you've learned in earlier lessons. The directions for the activity are on the board. You'll do this activity using our Think-Pair-Share strategy. Get ready to follow the steps.

Step 1 is to **Think**. You'll get 1 minute to think about the directions on the board on your own. Think about one of your favorite activities like playing basketball or dancing.

Here we go. Think about one of your favorite activities. You have 1 minute.

**Assign** partners. **Direct** students to take out blank paper.

Step 2 is to **Pair**. You'll have 5 minutes to work with your partner to share ideas about the topic. Then, decide who will sketch the picture of your favorite activity and who will sketch how you would do the activity without gravity.

Here we go. Each person should do one sketch. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I'll call on pairs of students to share their work with the rest of the class.



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



**10 minutes**

**IWB**

**Teacher Materials:**  
Informational Text  
Passage  
Point of View

**Student Materials:**  
Informational Text  
Passage  
Point of View

## Part D: Informational Text

### Activity 1 Distinguish Point of View

Time to complete your point of view chart based on the informational text passage that we'll read today.

**Prepare** copies of the informational text passage. **Have** students read the informational text passage (or one of your choice) that includes an issue with multiple points of view. **Model** how to complete the Examining Point of View form. **Have** students complete the Examining Point of View form when they are finished reading their book.

**Guide** students as needed. **Have** students share both their points of view with the class as time permits.

# Lesson 66

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, and 8-Narrative Story Map (partially completed in Lesson 64)

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map, and 8-Narrative Story Map (partially completed in Lesson 64); Reading *Textbook A*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out a Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn for this week.

Today, you'll hear four new vocabulary words: **telescope**, **trainer**, **gathered**, and **disturb**. Use your Vocabulary Self-Reflection Form to mark how well you know the vocabulary words.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **telescope**. The definition of **telescope** is "tool that makes things far away look closer." What's the definition of **telescope**?  
*Tool that makes things far away look closer.*

What word means "tool that makes things far away look closer"? *Telescope.*

Use the Word Map to write the word, the definition, and a sentence for **telescope**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for telescope. **Guide** as needed.

**Discuss** when you would need a telescope.



**Discuss** telescope as it relates to Reading *Textbook A* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "something that carries people from one place to another"? *Vehicle.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions and Identify the Problem, Major Events, and Ending/Resolution in a Story—An After-Reading Strategy



**Direct** students to Lesson 64, page 318 of Reading *Textbook A*.

**Give** students Narrative Story Map (Partially completed in Lesson 64).

Today, you're going to check your prediction for "Help" to see whether you were correct. You'll also write the problem, major events, and ending or resolution on your Narrative Story Map on your own. Remember to look at the title and pictures and skim the text to help you identify the major events and ending or resolution in the story.

**Monitor** students as they check prediction, write problem, major events, and ending/resolution on Narrative Story Map (Partially completed in Lesson 64). **Guide** as needed.

**Write** problem, major events, and ending/resolution on Narrative Story Map (Partially completed in Lesson 64).

[Problem—Wendy and Sidney have fallen into the volcano; Major Events—Wendy pulled herself out, Sidney was hanging onto a rock just above the lava, Wendy ran to get help but she was running out of oxygen, Wendy was rescued by Rod and the woman; Ending/Resolution—Wendy, Rod, and the woman make it to the volcano to help Sidney.]

**Assign** pairs of students to work together.

Share your Narrative Story Map with a partner. See whether you have similar or different information.

**Monitor** as students work in pairs to share Narrative Story Maps if time allows.

**Discuss** findings if time allows.

What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)



5 minutes

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 67

## Materials

**Teacher:** 2-Word Map

**Student:** Copy of 2-Word Map; Reading *Textbook A*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

Show Word Map. Elicit responses to questions. Guide as needed.

Today's vocabulary word is **trainer**. The definition of **trainer** is "person who teaches animals to do tricks." What's the definition of **trainer**? *Person who teaches animals to do tricks.*

What word means "person who teaches animals to do tricks"? *Trainer.*

Use the Word Map to write the word, the definition, and a sentence for **trainer**.

Monitor students as they complete Word, Definition, and Sentence boxes on Word Map for trainer. Guide as needed.

Discuss the types of tricks a trainer would teach to animals.



Discuss trainer as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

Elicit response to question. Guide as needed.

What word means "tool that makes things far away look closer"? *Telescope.*



10 minutes

**Teacher Materials:**  
Reading *Textbook A*

**Student Materials:**  
Reading *Textbook A*

## Part B: Comprehension Strategies

### Activity 1 Comprehension Monitoring: Mental Imaging with Expository Text—A During-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

In an earlier lesson, you learned how to use mental imaging with expository text. When you use mental imaging with expository text, you can make pictures in your mind of facts or true information to help you better remember. What does mental imaging with expository text do? *Help you better remember facts or true information.*

Today, you're going to use mental imaging with expository text.



**Direct** students to Lesson 62 on page 308 of Reading *Textbook A*.

In an earlier lesson you read, "Planets and Gravity." You're going to work with a partner to practice mental imaging. Take turns reading aloud each fact and describing the pictures in your minds.

**Model** think-aloud for working with partner to practice mental imaging.

### Sample Wording for Think-Aloud

I'll show you how to use mental imaging by reading aloud the first facts about Saturn. "Saturn has 47 moons. Jupiter has 63 moons. Earth has one moon." Now, I'm going to describe the pictures in my mind that will help me remember the facts. I'm seeing Saturn, Jupiter, and Earth all in a row with the numbers 47, 63, and 1 under them. You might see a different picture in your minds. While your partner is describing his or her picture, you think about your own picture of the facts.

**Monitor** students as they take turns reading aloud facts and describing pictures in their minds.

Remember, you can use mental imaging with expository text to help you better remember facts and true information. What does mental imaging with expository text do? *Help you better remember facts or true information.*



5 minutes

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



# Lesson 68

## Materials

**Teacher:** 2-Word Map and 8-Narrative Story Map

**Student:** Copy of 2-Word Map and 8-Narrative Story Map; Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **gathered**. The definition of **gathered** is "came together as a group in one place." What's the definition of **gathered**? *Came together as a group in one place.*

What word means "came together as a group in one place"? *Gathered.*

Use the Word Map to write the word, the definition, and a sentence for **gathered**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for gathered. **Guide** as needed.

**Ask** students whether they've ever gathered somewhere and why (for example, recess, home, and so on).



**Discuss** gathered as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "person who teaches animals to do tricks"? *Trainer.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 68, page 337 of Reading *Textbook A*.

Today, you'll write the title, characters, and setting and make a prediction of your own for "A Problem" on your Narrative Story Map. Look at the title and pictures and skim the text to help you fill in your Narrative Story Map.

**Monitor** students as they write the title, characters, setting, and prediction on Narrative Story Map. **Guide** as needed. **Write** title, characters, setting, and prediction on Narrative Story Map.

[Characters—Waldo, Waldo's father, Michael, Fran, Waldo's mother, a crowd of people, and many animals; Setting—a warm day at Waldo's house; Prediction—Waldo's cooking will continue to be a problem.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Story Maps.

Share your Narrative Story Map with a partner. See whether you have similar or different information.

**Discuss** findings.

What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)

**Collect** Narrative Story Maps for use in Lesson 69.



5 minutes

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 69

## Materials

**Teacher:** 2-Word Map and 8-Narrative Story Map (partially completed in Lesson 68)

**Student:** Copy of 2-Word Map and 8-Narrative Story Map (partially completed in Lesson 68); Reading *Textbook A*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook A*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

Show Word Map. Elicit responses to questions. Guide as needed.

Today's vocabulary word is **disturb**. The definition of **disturb** is "to bother or make unhappy." What's the definition of **disturb**? *To bother or make unhappy.*

What word means "to bother or make unhappy"? *Disturb.*

Use the Word Map to write the word, the definition, and a sentence for **disturb**.

Monitor students as they complete Word, Definition, and Sentence boxes on Word Map for disturb. Guide as needed.

Ask students what disturbs them.



Discuss disturb as it relates to Reading *Textbook A* activities during the lesson.

### Activity 2 Vocabulary Review

Elicit response to question. Guide as needed.

What word means "came together as a group in one place"? *Gathered.*



10 minutes

IWB

**Teacher Materials:**  
Narrative Story Map

**Student Materials:**  
Reading *Textbook A*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions and Identify the Problem, Major Events, and Ending/Resolution in a Story—An After-Reading Strategy



**Direct** students to Lesson 68, page 337 of Reading *Textbook A*.

**Give** students Narrative Story Map (Partially completed in Lesson 68).  
**Today, you're going to check your prediction for "A Problem" to see whether you were correct. You'll also write the problem, major events, and ending or resolution on your Narrative Story Map on your own. Remember to look at the title and pictures and skim the text to help you identify the major events and ending or resolution in the story.**

**Monitor** students as they check prediction, write problem, major events, and ending/resolution on Narrative Story Map (Partially completed in Lesson 68). **Guide** as needed. **Write** problem, major events, and ending/resolution on Narrative Story Map (partially completed in Lesson 68).

[Problem—Waldo's cooking continues to be a problem; Major Events—People stayed as animals continued to gather in Waldo's yard, Waldo's family tells him that he has to stop cooking, people keep calling Waldo's house looking for their lost animals, Waldo offers to get a job to pay for all of the food he's cooking; Ending/Resolution—Waldo's father tells him that he must stop cooking.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Story Maps if time allows.

**Share your Narrative Story Map with a partner. See whether you have similar or different information.**

**Discuss** findings if time allows.

**What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)**



**5 minutes**

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 70

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 66–69), and Lesson 70: 4-Cover-Copy-Compare Chart, Writing Prompts, 7-My Writing Checklist

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 66–69), and Lesson 70: 4-Cover-Copy-Compare Chart; lined paper; blank paper; Reading *Textbook A*, Copy of 7-My Writing Checklist



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 66–69).

Today you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 70: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the words **telescope**, **trainer**, **gathered**, and **disturb**.

**Guide** students as they complete Lesson 70: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form. **Guide** students as they complete Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 66 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Review** difficult words.



10 minutes

IWB

**Student Materials:**

Reading *Textbook A*

Lined paper

Blank paper

## Part B: Comprehension Strategies

Display on IWB or write directions on the board. Read or explain directions. Clarify as needed.

**Directions:** Write one or two sentences describing what could have happened after Waldo took the food outside in “Waldo Gets a Job.” Draw a quick sketch to illustrate your ending.

### Activity 1 Think-Pair-Share—Analyze Knowledge (Level 4 of Bloom’s Taxonomy)



**Direct** students to Lesson 69, page 344 of Reading *Textbook A*.

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You’re going to use the Think-Pair-Share strategy to show what you’ve learned in earlier lessons. The directions for the activity are on the board.

**Read aloud** the last sentence of “Waldo Gets a Job” to guide students in using mental imaging.

First, I’ll read aloud the last sentence of, “Waldo Gets a Job.” Make a mental image in your mind of what I’m reading.

Get ready to follow the steps.

Step 1 is to **Think**. You’ll get 1 minute to think about the topic on your own. You should think about the mental image in your mind of what could have happened when Waldo took the food outside.

Here we go. Think about how the story could have ended. You have 1 minute.

**Assign** partners. **Direct** students to take out lined paper and blank paper.

Step 2 is to **Pair**. You’ll have 5 minutes to work with your partner to share ideas about the topic. You’ll need to decide who will write how the story could have ended and who will draw a quick sketch to illustrate your ending.

Here we go. Each person will write one or two sentences. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I’ll call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**  
Reading *Textbook A*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



10 minutes

IWB

**Teacher Materials:**  
Writing Prompts  
My Writing Checklist

**Student Materials:**  
Lined Paper  
My Writing Checklist

## Part D: Writing/Language Arts

### Activity 1 Write and Use Parts of Speech and Conventions

Time to write using a writing prompt based on the stories we've been reading.

**Assign** student partners. **Distribute** lined paper to students. **Display** writing prompts and have students choose one to write about or assign a writing prompt of your choice. **Review** parts of speech and punctuation as well as the writing checklist with students. **Tell** students to write one to two paragraphs (minimum of four sentences per paragraph) on their own to answer the writing prompt. **Tell** them to use their writing checklist (first column labeled "Did I use them?") to ensure they include important parts of speech or punctuation in their writing. **Tell** students which parts of speech or punctuation to focus on, if you wish. **Model** what it means to answer a writing prompt and to use the writing checklist during and after the writing process, as needed. **Monitor** and guide students as needed. **Model** what it means to have a neighbor look over his or her neighbor's writing and to complete the writing checklist (second column labeled "Did my neighbor use them?"), as needed. **Have** students share what they wrote as time permits.

Writing Prompt 1	Writing Prompt 2	Writing Prompt 3
If you could travel to any planet, which one would it be? Why?	If you had only two pictures to take of planets in our solar system, which pictures would you take? Why?	If you became a cook, what would you specialize in making and why would that be your specialty?



# Lesson 71

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 6-Prefix Map, and 11-Cause and Effect Map; Reading *Textbook B*

**Student:** Copy of 1-Vocabulary Self-Reflection Form and 6-Prefix Map; Reading *Textbook B*; file or notebook



13 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Prefix Map

### Student Materials:

Vocabulary Self-Reflection Form

Prefix Map

Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. The four words for this week are: prefixes **i-r** and **i-l**, **odorous**, **spare**, and **performance**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Prefix Review (*un-*, *re-*, and *im-/in-*) and Prefix Introduction: *ir-* and *il-*

**Elicit** responses to questions. **Guide** as needed.

We've already learned about the prefixes **u-n**, **r-e** and **i-m** and **i-n**. What do **u-n**, **i-m**, and **i-n** mean? *Not*.

What prefixes mean "not"? *Un*, *im-*, and *in-*.

What does **r-e** mean? *Again*.

What prefix means "again"? *Re-*.

Today, you'll learn two more prefixes. Remember, a **prefix** is a **word part added to the beginning of a word that changes the word's meaning**.

The two new prefixes are **i-r** and **i-l**. Both **i-r** and **i-l** mean "not". What do the prefixes **i-r** and **i-l** mean? *Not*.

**i-r** and **i-l** have the same meaning as **u-n** and **i-m** and **i-n**. What do the prefixes **u-n**, **i-m**, **i-n**, **i-r**, and **i-l** mean? *Not*.

What prefixes mean **not**? *Un-*, *im-*, *in-*, *ir-*, and *il-*.

**Irreplaceable**. **Irreplaceable** means **not** replaceable. **Irresponsible**. What does **irresponsible** mean? *Not responsible*.

Since the **prefix i-r** isn't used very often, I have a rule for using it. The rule for using the **prefix i-r** is: **Use the prefix i-r only before words that start with the letter "r."** So, you use the prefix **i-r** only before words that start with what letter? *R*.

Let's look at the **prefix i-l**. **Illegible**. **Illegible** means **not** legible or **not** easy to read. **Illegal**. What does **illegal** mean? *Not legal*.

Since the **prefix i-l** isn't used very often, I also have a rule for using it. The rule for using the **prefix i-l** is: **Use the prefix i-l only before words that start with the letter "l."** So, you use the prefix **i-l** only before words that start with what letter? *l*.

Adding the **prefix i-r** or **i-l** to the beginning of words changes their meaning.

### Activity 3 Prefix Map

**Show** Prefix Map.

We'll use the Prefix Map to write the prefixes, their definition, sample words, and a sentence using one of the sample words for the prefixes **i-r** and **i-l**.

**Guide** students as you both complete Prefix, Definition, Sample Words, and Sentence boxes on Prefix Map. **Write** responses on Prefix Map. **Discuss** examples of other words that use **ir-** or **il-**.



**Discuss** **ir-** and **il-** as they relate to Reading *Textbook B* activities during the lesson.

**Save** Prefix Map and put in file or folder.

### Activity 4 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to bother or make unhappy"? *Disturb*.



7 minutes

IWB

**Teacher Materials:**  
Cause and Effect Map

**Student Materials:**  
Reading *Textbook B*

## Part B: Comprehension Strategies

### Activity 1 Introduce Cause and Effect Relationships—A During-Reading Strategy

**Show** Cause and Effect Map. **Elicit** responses to questions. **Guide** as needed. Today, you're going to learn how to identify cause and effect in a passage. Identifying cause and effect will help you understand what you read.

**Cause** means to make something to happen. What does cause mean? *To make something happen.*

An **effect** is what happens. What's an effect? *What happens.*

In an earlier lesson, you read, "Training Animals." Today, I'm going to show you how I fill out my Cause and Effect Map for "Training Animals."

**Model** think-aloud for identifying cause and effect.

## Sample Wording for Think-Aloud

I'm remembering what I learned in "Training Animals." First, you tell the animal what to do. If the animal does what you tell it to do, you reward the animal. If the animal doesn't do what you tell it to do, you don't reward the animal. I'm going to write, "Animal does what it is told" in the first box labeled "Cause." Then, I'm going to write, "Animal gets reward" in the box labeled "Effect." Also, I can write a second example in the next set of boxes. "Animal does not do what it is told" in the second box labeled "Cause." Then I am going to write, "Animal does not get reward" in the box labeled "Effect."

**Model** writing cause and effect relationship on Cause and Effect Map.

We'll practice identifying cause and effect in the next lesson.

**Save** Cause and Effect Map for review in Lesson 72.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 72

## Materials

**Teacher:** 2-Word Map and 11-Cause and Effect Map (previously completed in Lesson 71)

**Student:** Copy of 2-Word Map; Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, Sentence, and Multiple Meaning

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **odorous**. The definition of **odorous** is "smelly."  
What's the definition of **odorous**? *Smelly.*

What word's definition means "smelly"? *Odorous.*

Use the Word Map to write the word, the definition, and a sentence for **odorous**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for odorous. **Guide** as needed. **Discuss** things students think are odorous.



**Discuss** odorous as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary/Prefix Review

**Elicit** response to question. **Guide** as needed.

What prefixes mean "not"? (Idea: *Un-, im-, in-, ir-, and il-*.)

You use the prefix **i-r** only before words that start with what letter? *R.*

You use the prefix **i-l** only before words that start with what letter? *L.*



10 minutes

IWB

**Teacher Materials:**  
Cause and Effect Map  
Reading *Textbook B*

**Student Materials:**  
Reading *Textbook B*

## Part B: Comprehension Strategies

### Activity 1 Identify Cause and Effect Relationships—A During-Reading Strategy

Show Cause and Effect Map. **Elicit** responses to questions. **Guide** as needed. Identifying cause and effect helps you to understand what you're reading. **Cause** means to make something to happen. What does cause mean? *To make something happen.*

An **effect** is what happens. What's an effect? *What happens.*

**Discuss** other examples of cause and effect. [Examples of cause and effect relationships—finish your homework, get to watch favorite TV show; eat your veggies, get to have dessert.]

**Review** Cause and Effect Map (previously completed in Lesson 71).



**Direct** students to Lesson 71, page 1 of Reading *Textbook B*.

In the last lesson, you read "Teaching Animals a Hard Trick." I'm going to show you how I fill out my Cause and Effect Map for "Teaching Animals a Hard Trick."

**Model** looking back at pictures and text to identify two cause and effect relationships.

**Model** writing two cause and effect relationships on Cause and Effect Map.

[Examples of cause and effect relationships—animal turns upside down in air, animal gets reward; animal turns all the way around in the air, animal gets reward.]

We'll practice identifying cause and effect in the next lesson.



5 minutes

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 73

## Materials

**Teacher:** 2-Word Map and 11-Cause and Effect Map

**Student:** Copy of 2-Word Map and 11-Cause and Effect Map; Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **spare**. The definition of **spare** is "extra." What's the definition of **spare**? *Extra.*

What word means "extra"? *Spare.*

Use the Word Map to write the word, the definition, and a sentence for **spare**. **Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for spare. **Guide** as needed. **Discuss** what students do in their spare time.



**Discuss** spare as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "smelly"? *Odorous.*



10 minutes

IWB

**Teacher Materials:**  
Cause and Effect Map

**Student Materials:**  
Reading *Textbook B*  
Cause and Effect Map

## Part B: Comprehension Strategies

### Activity 1 Identify Cause and Effect Relationships—A During-Reading Strategy



**Direct** students to Lesson 72, page 8 of Reading *Textbook B*.

**Show** Cause and Effect Map. **Provide** copy of map to each student. **Elicit** responses to questions. **Guide** as needed.

Remember, identifying cause and effect relationships helps you to understand what you're reading while you're reading. **Cause** means to make something to happen. What does cause mean? *To make something happen.*

An **effect** is what happens. What's an effect? *What happens.*

Today, you're going to fill out your Cause and Effect Map for "Maria and Waldo Make a Deal." Touch the first box labeled "Cause." Then touch the box to the right of it labeled "Effect."

**Guide** students as you both look at pictures and text to identify two cause and effect relationships.

**Guide** students as you both write two cause and effect relationships on Cause and Effect Map.

[Examples of cause and effect relationships- Waldo cooked, Maria sold seventeen pets; Waldo sat in the window, people gathered to watch.]



**5 minutes**

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 74

## Materials

**Teacher:** 2-Word Map and 11-Cause and Effect Map

**Student:** Copy of 2-Word Map and 11-Cause and Effect Map; Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **performance**. The definition of **performance** is "a show in front of people." What's the definition of **performance**? *A show in front of people.*

What word means "a show in front of people"? *Performance.*

Use the Word Map to write the word, definition, and a sentence for **performance**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for performance. **Guide** as needed. **Discuss** what performances students have seen.



**Discuss** performance as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "extra"? *Spare.*



10 minutes

IWB

**Teacher Materials:**  
Cause and Effect Map

**Student Materials:**  
Reading *Textbook B*  
Cause and Effect Map

## Part B: Comprehension Strategies

### Activity 1 Identify Cause and Effect Relationships—A During-Reading Strategy



**Direct** students to Lesson 73, page 12 of Reading *Textbook B*.

**Show** Cause and Effect Map. **Provide** copy of map to each student. **Elicit** responses to questions. **Guide** as needed.

**Remember, identifying cause and effect helps you to understand what you're reading. What does cause mean?** *To make something happen.*

What's an effect? *What happens.*



Today, you're going to fill out your Cause and Effect Map for "Waldo Starts Training Animals." Touch the first box labeled "Cause." Then touch the box to the right of it labeled "Effect."

**Guide** students as you both look at pictures and text to identify two cause and effect relationships.

**Guide** students as you both write two cause and effect relationships on Cause and Effect Map.

[Examples of cause and effect relationships—the pigeon turned its head, Waldo gave it a tiny bit of food; the pigeon turned its head and moved its feet, Waldo gave it a tiny bit of food.]

Remember, Waldo is teaching the pigeons to do a hard trick that they can't do at first. Waldo has to keep rewarding the pigeons for getting closer to doing the hard trick. Then, the pigeons learn that the only way to get the food is to do the trick.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 75

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 72–74), 5-Vocabulary Acquisition and Use, 6-Prefix Map (completed for Lesson 71), and Lesson 75: 4-Cover-Copy-Compare Chart; Reading *Textbook B*

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 72–74), 6-Prefix Map (completed for Lesson 71), and Lesson 75: 4-Cover-Copy-Compare Chart; copy of 5-Vocabulary Acquisition and Use, blank paper; lined paper, Reading *Textbook B*



10 minutes

IWB

### Teacher Materials:

Word Map

Prefix Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

### Student Materials:

Word Map

Prefix Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form, Word Maps (Completed for Lessons 72–74), and Prefix Map (Completed for Lesson 71).

You're going to use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word or prefix, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 75: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the prefixes **i-r** and **i-l**, **odorous**, **spare**, and **performance**.

**Guide** students as they complete Lesson 75: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 71 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.

### Activity 4 Vocabulary Acquisition and Use

**Display** Vocabulary Acquisition and Use. **Have** students work with a neighbor to complete Vocabulary Acquisition and Use.

Today's vocabulary words are \_\_\_\_ and \_\_\_\_ [and \_\_\_\_ and \_\_\_\_].

Vocabulary words: **comprehend** and **understand**; **sense** and **think**

Write the words on the lines provided. Then write the words in the boxes based on whether you think each word is less/smaller or more/larger than the other word. Below the boxes, write why you think word 1 is less/smaller and word 2 is more/larger than word 1.

**Repeat** for words 3 and 4. **Have** students share what they wrote. **Discuss** examples of how these words might be used.



10 minutes

IWB

**Student Materials:**

Blank paper

Lined paper

## Part B: Comprehension Strategies

**Display** on IWB or **write** directions on the board. **Read** or **explain** directions. **Clarify** as needed.

**Directions:** Draw a quick sketch illustrating something that was hard for you to learn. Write a sentence or two about how you learned to do it.

### Activity 1 Think-Pair-Share—Apply Knowledge (Level 3 of Bloom’s Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You’re going to do an activity to show what you’ve learned in earlier lessons. The directions for the activity are on the board. You’ll do this activity using our Think-Pair-Share strategy.

Get ready to follow the steps.

Step 1 is to **Think**. You’ll get 1 minute to think about the directions on the board on your own. Think about something that was hard for you to learn like riding a bike or playing a sport or an instrument.

Here we go. Think about something you learned to do. You have 1 minute.

**Assign** partners. **Direct** students to take out blank paper and lined paper.

Step 2 is to **Pair**. You’ll have 5 minutes to work with your partner to share ideas about the topic. Then, decide who will sketch the picture of what you learned to do and who will write about how you learned to do it.

Here we go. One person should sketch and one person should write. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I’ll call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 76

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, and 11-Cause and Effect Map

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map, and 11-Cause and Effect Map; Reading *Textbook B*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn for this week. The four words for this week are **flop**, **adjust**, **pyramid**, and **signal**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **flop**. The definition of **flop** is "total failure." What's the definition of **flop**? *Total failure.*

What word means "total failure"? *Flop.*

Use the Word Map to write the word, the definition, and a sentence for **flop**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for **flop**. **Guide** as needed.

Many words have more than one meaning. **Multiple meaning** words are **words that have many meanings depending on how they are used in a sentence**. I'll say two sentences with the word **flop**. Then, I'll tell you what **flop** means in each sentence. Sentence 1: The play was a **flop**. Sentence 2: I **flop** down on the couch. In Sentence 1, the word **flop** means "total failure." In Sentence 2, the word **flop** means "fall heavily and loudly." Since **flop** has multiple meanings, I need to see how it was used in a sentence before I could determine the correct meaning. **Multiple meaning** words are **words that have many meanings depending on how they are used in a sentence**. What are **multiple meaning words**? *Words that have many meanings depending on how they are used in a sentence.*

We know that **flop** can mean "total failure." **Flop** can also mean "fall heavily and loudly." What word means "total failure"? *Flop.*

What word also means “fall heavily and loudly”? *Flop*.

**Flop** has multiple meanings. It’s a word that has many meanings depending on how it’s used in a sentence. Use your Word Map to write an additional definition and sentence for **flop**.

**Monitor** students as they complete Additional Definition and Sentence boxes on Word Map. **Discuss** other definitions of flop.



**Discuss** flop as it relates to Reading *Textbook B* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means “a show in front of people”? *Performance*.



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Cause and Effect Map

**Student Materials:**

Reading *Textbook B*

Cause and Effect Map

## Part B: Comprehension Strategies

### Activity 1 Identify Cause and Effect Relationships—A During-Reading Strategy



**Direct** students to Lesson 75, page 23 of Reading *Textbook B*.

**Show** Cause and Effect Map. **Provide** a copy of the map to each student.

**Elicit** responses to questions. **Guide** as needed.

Remember, identifying cause and effect helps you to understand what you’re reading. What does cause mean? *To make something happen.*

What’s an effect? *What happens.*

Today, you’re going to fill out your Cause and Effect Map for “A Big Crowd.”

**Guide** students as you both look at pictures and text to identify two cause and effect relationships.

**Guide** students as you both write two cause and effect relationships on Cause and Effect Map.

[Examples of cause and effect relationships: Homer played “Mary Had a Little Lamb, Waldo gave Homer an ordinary dog treat; Gormer stood on the table with his front legs on the tightrope, Waldo gave Gormer a reward.]



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 77

## Materials

**Teacher:** 2-Word Map and 11-Cause and Effect Map

**Student:** Copy of 2-Word Map and 11-Cause and Effect Map; Reading *Textbook B*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **adjust**. The definition of **adjust** is "change and make better." What's the definition of **adjust**? *Change and make better.*

What word means "change and make better"? *Adjust.*

Use the Word Map to write the word, the definition, and a sentence for **adjust**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for adjust. **Guide** as needed. **Discuss** times students have had to adjust something.



**Discuss** adjust as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "a total failure" or "to fall heavily and loudly"? *Flop.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Cause and Effect Map

**Student Materials:**  
Reading *Textbook B*  
Cause and Effect Map

## Part B: Comprehension Strategies

### Activity 1 Identify Cause and Effect Relationships—A During-Reading Strategy



**Direct** students to Lesson 76, page 27 in Reading *Textbook B*.

**Show** Cause and Effect Map. **Provide** a copy of the map to each student. **Elicit** responses to questions. **Guide** as needed.

What does **cause** mean? *To make something happen.*

What's an **effect**? *What happens.*

Today, you're going to fill out your Cause and Effect Map for "Problems at the Pet Shop" on your own.

**Monitor** students as they look at pictures and text to identify two cause and effect relationships.

**Monitor** students as they write two cause and effect relationships on Cause and Effect Map. [Examples of cause and effect relationships: pets won't do tricks, people return pets; Maria lost all the money they had earned, Waldo lost his job.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Cause and Effect Maps.

Share your Cause and Effect Map with a partner. See whether you have similar or different information.

**Discuss** findings.

What did we find out as we shared our Cause and Effect Maps? What was the same? What was different? (Student responses.)



**5 minutes**

**Student Materials:**

Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 78

## Materials

**Teacher:** 2-Word Map and 11-Cause and Effect Map

**Student:** Copy of 2-Word Map and 11-Cause and Effect Map; Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **pyramid**. The definition of **pyramid** is "triangle."  
What's the definition of **pyramid**? *Triangle.*

What word means "triangle"? *Pyramid.*

Use the Word Map to write the word, the definition, and a sentence for **pyramid**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for pyramid. **Guide** as needed. **Discuss** facts about pyramids.



**Discuss** pyramid as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to change and make better"? *Adjust.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Cause and Effect Map

**Student Materials:**  
Reading *Textbook B*  
Cause and Effect Map

## Part B: Comprehension Strategies

### Activity 1 Identify Cause and Effect Relationships—A During-Reading Strategy



**Direct** students to Lesson 77, page 32 of Reading *Textbook B*.

**Show** Cause and Effect Map. **Provide** a copy of the map to each student. **Elicit** responses to questions. **Guide** as needed.

What does **cause** mean? *To make something happen.*

What's an effect? *What happens.*

Today, you're going to fill out your Cause and Effect Map for "Changing the Rewards" on your own.

**Monitor** students as they look at pictures and text to identify two cause and effect relationships.



**Monitor** students as they write two cause and effect relationships on Cause and Effect Map. [Examples of cause and effect relationships—slowly change the reward, the animal will learn to like new rewards; dog does the trick, the trainer gives the dog some food and a pat on the head.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Cause and Effect Maps.  
[Share your Cause and Effect Map with a partner. See whether you have similar or different information.](#)

**Discuss** findings.  
[What did we find out as we shared our Cause and Effect Maps? What was the same? What was different? \(Student responses.\)](#)



**5 minutes**

**Student Materials:**  
Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### **Activity 1** Partner Reading

[It's time for partner reading.](#)

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 79

## Materials

**Teacher:** 2-Word Map and 11-Cause and Effect Map

**Student:** Copy of 2-Word Map and 11-Cause and Effect Map; Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **signal**. The definition of **signal** is "a movement that gives directions." What's the definition of **signal**? *A movement that gives directions.*

What word means "a movement that gives directions"? *Signal.*

Use the Word Map to write the word, the definition, and a sentence for **signal**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for signal. **Guide** as needed. **Discuss** the types of signals students know.



**Discuss** signal as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "a triangle"? *Pyramid.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Cause and Effect Map

**Student Materials:**  
Reading *Textbook B*  
Cause and Effect Map

## Part B: Comprehension Strategies

### Activity 1 Identify Cause and Effect Relationships—A During-Reading Strategy



**Direct** students to Lesson 78, page 36 of Reading *Textbook B*.

**Show** Cause and Effect Map. **Provide** a copy of the map to each student. **Elicit** responses to questions. **Guide** as needed.

What does **cause** mean? *To make something happen.*

What's an effect? *What happens.*

Today, you're going to fill out your Cause and Effect Map for "New Rewards and a New Super Trick" on your own.

**Monitor** students as they look at pictures and text to identify two cause and effect relationships.

**Monitor** students as they write two cause and effect relationships on Cause and Effect Map. [Examples of cause and effect relationships—the pigeon danced, Waldo gave the pigeon some of his special food; the pigeon danced, Waldo gave the pigeon coated seeds.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Cause and Effect Maps.

Share your Cause and Effect Map with a partner. See whether you have similar or different information.

**Discuss** findings.

What did we find out as we shared our Cause and Effect Maps? What was the same? What was different? (Student responses.)



**5 minutes**

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 80

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 76–79), and Lesson 80: 4-Cover-Copy-Compare Chart, Writing Prompts, 7-My Writing Checklist

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, 2-Word Maps (completed for Lessons 76–79), and Lesson 80: 4-Cover-Copy-Compare Chart; lined paper; Reading *Textbook B*, Copy of 7-My Writing Checklist, Lined paper



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 76–79).

Today you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 80: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the words **flop**, **adjust**, **pyramid**, and **signal**.

**Guide** students as they complete Lesson 80: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 76 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form.

**Review** difficult words.



10 minutes

IWB

**Student Materials:**

Lined paper

Vocabulary file or folder

## Part B: Comprehension Strategies

Display on IWB or write directions on the board. Read or explain directions. Clarify as needed.

**Directions:** Write one or two sentences describing the differences between how people feel about Waldo's cooking and how animals feel about Waldo's cooking. Use at least one vocabulary word from your vocabulary file or folder when you write these sentences. Then write one or two sentences telling what might have happened if Waldo had quit cooking when everyone asked him to quit. Use at least one vocabulary word from your vocabulary file or folder when you write these sentences.

### Activity 1 Think-Pair-Share—Analyze Knowledge (Level 4 of Bloom's Taxonomy)

Discuss the steps in Think-Pair-Share. Guide as needed.

You're going to use the Think-Pair-Share strategy to show what you've learned in earlier lessons. The directions for the activity are on the board.

Get ready to follow the steps.

Step 1 is to **Think**. You'll get 1 minute to think about the topic on your own. You should think how people and animals felt about Waldo's cooking.

Here we go. Think about Waldo's cooking. You have 1 minute.

Assign partners. Direct students to take out lined paper.

Step 2 is to **Pair**. You'll have 5 minutes to work with your partner to share ideas about the topic. You'll need to decide who will write about how people and animals felt about Waldo's cooking and who will write what may have happened if Waldo had given up cooking. Remember, use at least one vocabulary word from your vocabulary file or folder in your answers for each question.

Here we go. Each person will write one or two sentences. You have 5 minutes.

Call on as many pairs to share as time allows.

Step 3 is to **Share**. I'll call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



10 minutes

IWB

**Teacher Materials:**  
Writing Prompts  
My Writing Checklist

**Student Materials:**  
Lined Paper  
My Writing Checklist

## Part D: Writing/Language Arts

### Activity 1 Write and Use Parts of Speech and Conventions

Time to write using a writing prompt based on the stories we've been reading.

**Assign** student partners. **Distribute** lined paper to students. **Display** writing prompts and have students choose one to write about or assign a writing prompt of your choice. **Review** parts of speech and punctuation as well as the writing checklist with students.

**Tell** students to write one to two paragraphs (minimum of four sentences per paragraph) on their own to answer the writing prompt. **Tell** them to use their writing checklist (first column labeled "Did I use them?") to ensure they include important parts of speech or punctuation in their writing. **Tell** students which parts of speech or punctuation to focus on, if you wish. **Model** what it means to answer a writing prompt and to use the writing checklist during and after the writing process, as needed.

**Monitor** and guide students as needed. **Model** what it means to have a neighbor look over his or her neighbor's writing and to complete the writing checklist (second column labeled "Did my neighbor use them?"), as needed. **Have** students share what they wrote as time permits.

Writing Prompt 1	Writing Prompt 2	Writing Prompt 3
If you were to teach a puppy a new trick, what trick would you teach it? Why?	If you were a pet shop owner, what types of animals would you like to specialize in? Why?	If you were to start an animal show, what animal tricks would you want your animals to perform?

# Lesson 81

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 8-Narrative Story Map, and 2-Word Map; thesaurus

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 8-Narrative Story Map, and 2-Word Map; Reading *Textbook B*; file or notebook



13 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

Thesaurus

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. The four words for this week are **fantastic**, **winding**, **platform**, and **premium**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Introduction of Synonyms and Antonyms

**Elicit** responses to questions. **Guide** as needed.

We are going to begin to learn about **synonyms** and **antonyms**. Using **synonyms** and **antonyms** makes your speaking, reading, and writing more exciting. **Antonyms** are words that have the opposite meaning. We'll learn more about **antonyms** later. Today, we are going to work with **synonyms**. **Synonyms** are words that have the same meaning. What are **synonyms**? *Words that have the same meaning.*

What are "words that have the same meaning" called? *Synonyms.*

**Synonyms** make our speaking, reading, and writing more interesting and give us different ways to say the same thing. Using the same word over and over again would be boring; that's one reason synonyms are used. Instead of saying someone is "happy," I could use a synonym and say the person is "cheerful," "glad," or "jovial." Instead of saying something is "big," I could say it's "large," "huge," or "enormous." **Synonyms** are "words that have the same meaning." They give us a different way to say the same thing.

### Activity 3 Word Map—Word, Definition, Sentence, and Synonym

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **fantastic**. The definition of **fantastic** is "very good." What's the definition of **fantastic**? *Very good.*

What word means "very good"? *Fantastic.*

Use the Word Map to write the word, the definition, and a sentence for **fantastic**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for fantastic. **Guide** as needed. **Show** thesaurus to students.

Now that you've done the "Word," "Definition," and "Sentence" boxes, I am going to tell you some **synonyms** for the word **fantastic**. They are **wonderful, excellent, best,** and **marvelous**. We often use a thesaurus to find **synonyms** of words. A thesaurus is a book of words and their **synonyms**. Watch as I fill in the "Synonym" box on my Word Map for **fantastic**.

**Model** think-aloud for how to complete the "Synonym" box on Word Map.

### Sample Wording for Think-Aloud

I look in my thesaurus for the word **fantastic**. I see that **wonderful, excellent, best,** and **marvelous** are synonyms for **fantastic**. I'll write one of those synonyms in the box labeled "Synonym" on my Word Map. I'm going to write **wonderful**. Now, instead of saying "His show was fantastic!" I can say, "His show was **wonderful!**" **Synonyms** are **words that have the same meaning**. They give us a different way to say the same thing.

**Write** synonym on Word Map for fantastic. **Discuss** other synonyms for fantastic.



**Discuss** fantastic as it relates to Reading *Textbook B* activities during the lesson.

### Activity 4 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "a movement that gives directions"? *Signal*.



5 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Narrative Story Map

**Student Materials:**

Reading *Textbook B*

Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Review Comprehension Monitoring Strategies

**Elicit** responses to questions. **Guide** as needed.

You've learned two strategies to use during reading to help you understand what you're reading. What are they called? (Ideas: *Rereading and mental imaging*.)

When you use the rereading strategy, what questions do you ask yourself? (Ideas: *Am I understanding this? Is there a word that I'm not sure I understand?*)

Then what do you do? (Idea: *Look back or look ahead at pictures and text to find the answers to your question.*)

When you use mental imaging what do you do? (Idea: *Make pictures in your mind about what you're reading; watch a movie of the story in your mind.*)

Remember, mental imaging with narrative text helps you better understand the details of a story. What does using mental imaging with narrative text do? *Helps you better understand the details of a story.*



When you use mental imaging with expository text, you can make pictures in your mind of facts or true information to help you remember better. What does using mental imaging with expository text do? *Helps you remember facts or true information better.*

## Activity 2 Narrative Story Map: Determine Title, Characters, and Setting and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 81 on page 49 of Reading *Textbook B*.

**Show** Narrative Story Map. **Provide** a copy of the Narrative Story Map to each student. Remember, your Narrative Story Map helps you to organize your thoughts so you can understand what you read. Today, you'll use your Narrative Story Map to write the title, characters, and setting and make a prediction of your own for "Plans for a Trip." Remember to look at the title and pictures and skim the text to help you fill in your Narrative Story Map.

**Monitor** students as they write the title, characters, setting, and prediction on Narrative Story Map. **Guide** as needed.

**Write** the title, characters, setting, and prediction on Narrative Story Map.

[Characters—Waldo, Maria, the pet shop animals, audience, Waldo's mother, father, and sister; Setting—the Big Show at the high school, later, at Waldo's house during dinner; Prediction—Waldo will ask his parents if he can go on a tour with Maria to put on animal shows in over 30 cities.]

**Collect** Narrative Story Maps for use in Lesson 82.



5 minutes

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 82

## Materials

**Teacher:** 8-Narrative Story Map (Previously completed in Lesson 81) and 2-Word Map

**Student:** Copy of 8-Narrative Story Map (Previously completed in Lesson 81) and 2-Word Map; Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Synonym Review

**Elicit** responses to questions. **Guide** as needed.

Yesterday we learned about **synonyms**. **Synonyms** are “words that have the same meaning.” What are synonyms? *Words that have the same meaning.*

What are “words that have the same meaning” called? *Synonyms.*

We find **synonyms** in a thesaurus. Where do we find **synonyms**? *In a thesaurus.*

**Synonyms** make our speaking, reading, and writing more interesting and give us different ways to say the same thing.

### Activity 2 Word Map—Word, Definition, Sentence, and Multiple Meaning

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today’s vocabulary word is **winding**. The definition of **winding** is “lots of curves or bends.” What’s the definition of **winding**? *Lots of curves or bends.*

What word means “lots of curves or bends”? *Winding.*

Use the Word Map to write the word, the definition, and a sentence for **winding**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for winding. **Guide** as needed. **Model** how to complete the “Synonym” box on Word Map for winding.

Now that you’ve done the “Word,” “Definition,” and “Sentence” boxes, I am going to tell you some **synonyms** for the word **winding**. They include **crooked, turning, zigzag, and twisting**. Watch as I fill in the “Synonym” box on my Word Map for **winding**.

**Write** synonym on Word Map for winding. **Discuss** other synonyms for winding.



**Discuss** winding as it relates to Reading *Textbook B* activities during the lesson.

### Activity 3 Vocabulary Review

Elicit response to question. **Guide** as needed.  
What word means “very good”? *Fantastic.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Narrative Story Map

**Student Materials:**  
Reading *Textbook B*  
Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Review Elements of Plot and Introduce Making Inferences

Elicit responses to questions. **Guide** as needed.

Remember, you can use your Narrative Story Map to help you remember important details about the plot. What does the plot include? (Ideas: *The problem, events, and ending or resolution that takes place in a story.*)

Do stories always end with the problem being solved? *No.*

### Activity 2 Narrative Story Map: Check and Revise Predictions and Identify the Problem, Major Events, and Ending/Resolution in a Story—An After-Reading Strategy



**Direct** students to Lesson 81 on page 49 of Reading *Textbook B*. **Give** students Narrative Story Map (Partially completed in Lesson 81).

Today, you’re going to check your prediction for “Plans for a Trip” to see whether you were correct. You’ll also write the problem, major events, and ending or resolution on your Narrative Story Map on your own. Remember to look at the title and pictures, and skim the text to help identify the major events and ending or resolution in the story.

**Monitor** students as they check the prediction and write the problem, major events, and ending/resolution on Narrative Story Map (Partially completed in Lesson 81).

**Guide** as needed.

**Write** the problem, major events, and ending/resolution on Narrative Story Map (Partially completed in Lesson 81).

[Problem—Waldo wants to go on a long tour with the pet show; Major Events—They put on a great show, the pet shop gets very busy again, Maria asks Waldo if he would like to take the pet show on a tour of more than 30 cities, and Maria will teach Waldo while they travel; Ending/Resolution—Waldo asks his parents at dinner if he can go on the tour.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Story Maps if time allows.

Share your Narrative Story Map with a partner. See whether you have similar or different information.

**Discuss** findings if time allows.

What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)



**5 minutes**

**Student Materials:**

Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### **Activity 1** Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 83

## Materials

**Teacher:** 2-Word Map and 12-Compare-Contrast Venn Diagram; Reading *Textbook A* and Reading *Textbook B*

**Student:** Copy of 2-Word Map; Reading *Textbook A* and Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **platform**. The definition of **platform** is "raised piece of floor." What's the definition of **platform**? *Raised piece of floor.*

What word means "raised piece of floor"? *Platform.*

Use the Word Map to write the word, the definition, and a sentence for **platform**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for platform. **Guide** as needed. **Discuss** what platforms students have seen.



**Discuss** platform as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "lots of curves or bends"? *Winding.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook A*  
Reading *Textbook B*  
Compare-Contrast Venn Diagram

**Student Materials:**  
Reading *Textbook A*  
Reading *Textbook B*

## Part B: Comprehension Strategies

### Activity 1 Introduce Making Connections to Text— An After-Reading Strategy

**Elicit** responses to questions. **Guide** as needed.

Today, you're going to learn a strategy for making connections to text. Making connections to text helps you understand what you read. There are three kinds of connections you can make when you read. The first kind of connection is called **text-to-self**. What's the first kind of connection? *Text-to-self.*

You make text-to-self connections when you use your personal experiences to help you understand what you read. When do you make text-to-self connections? (Idea: *When you use your personal experiences to help you understand what you read.*)

The second kind of connection is called **text-to-world**. What's the second kind of connection? *Text-to-world.*

You make text-to-world connections when you use facts and information you know about the world to help you understand what you read. When do you make text-to-world connections? (Idea: *When you use facts and information you know about the world to help you understand what you read.*)

You've practiced making text-to-self and text-to-world connections when you've used the Think-Pair-Share strategy in earlier lessons.

The third kind of connection is called **text-to-text**. You make text-to-text connections when you think about other stories you know to help you understand what you read. What's the third kind of connection? *Text-to-text.*

When do you make text-to-text connections? (Idea: *When you think about other stories you know to help you understand what you read.*)

To make text-to-text connections, we think about how the stories are the same and how they're different. How do we make text-to-text connections? (Idea: *We think about how the stories are the same and how they're different.*)

What are the three kinds of connections to help you understand what you're reading? (Idea: *Text-to-self; text-to-world; text-to-text.*)

## **Activity 2** Compare-Contrast Venn Diagram: Identify Text-to-Text Connections—An After-Reading Strategy



**Direct** students to Lesson 55, page 274 of Reading *Textbook A* and Lesson 82, page 53 of Reading *Textbook B*.

**Show** Compare-Contrast Venn Diagram.

In the last lesson, you read, "On the Tour." You can use a Compare-Contrast Venn Diagram to help you think about how stories are the same and how they're different. Today, I'll show you how I use my Compare-Contrast Venn Diagram to help me think about how "On the Tour" and "Waiting for a Letter" are the same and how they're different. We read "Waiting for a Letter" in Reading *Textbook A*.

**Model** think-aloud for identifying similarities and differences.

## Sample Wording for Think-Aloud

As I was reading “On the Tour,” I thought it reminded me of reading “Waiting for a Letter.” We read that story in Reading *Textbook A*. I noticed that some of the events are the same in both stories and some of the events are different. First, I’ll write the titles for both stories on the lines labeled “Title” on my Venn Diagram. Then, I’ll start by thinking of how the stories are the same. First, I remember that Wendy and Waldo both wanted to go on a trip. I’ll write “Wendy and Waldo both wanted to go on a trip” in the box labeled “Same” on my diagram. I also remember that Wendy worked hard to pass a test to earn her trip and Waldo worked hard to learn to train animals in order to earn his trip. I’ll write, “Wendy and Waldo worked hard to earn their trips” in the box labeled “Same.” Now, I’ll think about the things that are different between the stories. First, I remember that Wendy wanted to go on a trip across the solar system, but Waldo wanted to go on a trip through the United States. I’ll write, “Trip through solar system” in the box labeled “Different” under the title, “Waiting for a Letter.” Then, I’ll write, “Trip through U.S.” in the box labeled “Different” under the title, “On the Tour.” I’m remembering another thing that was different. Wendy had to learn facts about Earth and outer space, but Waldo had to learn how to train animals. I’ll write, “Learned facts about Earth and outer space” in the box labeled “Different” under the title, “Waiting for a Letter.” Then, I’ll write, “Learned how to train animals” in the box labeled “Different” under the title, “On the Tour.”

**Model** looking back at pictures and text to identify similarities and differences.

**Model** writing similarities and differences on Compare-Contrast Venn Diagram.

You make text-to-text connections when you think about other stories you’ve read to help you understand a new story that you’re reading. You’ll practice using Compare-Contrast Venn Diagrams to help you make text-to-text connections in upcoming lessons.



**5 minutes**

### Student Materials:

Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

## Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 84

## Materials

**Teacher:** 2-Word Map; 12-Compare-Contrast Venn Diagram ; Reading *Textbook A* and Reading *Textbook B*

**Student:** Copy of 2-Word Map; Reading *Textbook A* and Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **premium**. The definition of **premium** is "the best." What's the definition of **premium**? *The best.*

What word means "the best"? *Premium.*

Use the Word Map to write the word, the definition, and a sentence for **premium**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for premium. **Guide** as needed. **Discuss** things that might be premium.



**Discuss** premium as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

What word means "raised piece of floor"? *Platform.*

**Elicit** response to question. **Guide** as needed.



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook A*  
Reading *Textbook B*  
Compare-Contrast Venn Diagram

**Student Materials:**  
Reading *Textbook A*  
Reading *Textbook B*

## Part B: Comprehension Strategies

### Activity 1 Compare-Contrast Venn Diagram: Identify Text-to-Text Connections—An After-Reading Strategy



**Direct** students to Lesson 64, page 318 of Reading *Textbook A* and Lesson 83, page 58 of Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

There are three kinds of connections you can make when you read. They are text-to-self, text-to-world, and text-to-text. What are the three kinds of connections that help you understand what you're reading? (Idea: *Text-to-self; text-to-world; text-to-text.*)



You make text-to-text connections when you think about other stories you know to help you understand what you read. When do you make text-to-text connections? (Idea: *When you think about other stories you know to help you understand what you read.*)

To make text-to-text connections, we think about how the stories are the same and how they're different. How do we make text-to-text connections? (Idea: *We think about how the stories are the same and how they're different.*)

**Show** Compare-Contrast Venn Diagram.

In the last lesson, you read, "The Pyramid." You can use a Compare-Contrast Venn Diagram to help you think about how stories are the same and how they're different. Today, I'll show you how I use my Compare-Contrast Venn Diagram to help me think about how "The Pyramid" and "Help" are the same and how they're different.

**Model** writing titles on Compare-Contrast Venn Diagram. **Model** identifying what elements of stories are the same and what elements are different. **Model** looking back at pictures and text to identify similarities and differences.

**Model** writing similarities and differences on Compare-Contrast Venn Diagram. [Same—Wendy and Waldo were in danger, Wendy and Waldo helped save themselves and their friends, and Wendy and Waldo got help from others; Different—Wendy's friend fell into a volcano, Waldo and friends were flying down a mountain with no brakes, Wendy got help from other people, and Waldo got help from animals.]

**Discuss** other possible answers with students.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### **Activity 1** Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 85

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, Lesson 85: 4-Cover-Copy-Compare Chart, and 2-Word Maps (Completed for Lessons 81–84); 5-Vocabulary Acquisition and Use, 9-Point of View, Informational Text Passage

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, Lesson 85: 4-Cover-Copy-Compare Chart, and 2-Word Maps (Completed for Lessons 81–84); Copy of 5-Vocabulary Acquisition and Use, blank paper; lined paper, Reading *Textbook B*; Informational Text Passage, Copy of 9-Point of View



10 minutes

### IWB

#### Teacher Materials:

Word Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

#### Student Materials:

Word Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form, Word Maps (Completed for Lessons 81–84).

You're going to use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder, and briefly look at each word, its definition, and sentence. Then, choose a word or prefix, definition, and sentence, and turn to your neighbor and tell the word to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 85: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for **fantastic, winding, platform, and premium.**

**Guide** students as they complete Lesson 85: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 81 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.

### Activity 4 Vocabulary Acquisition and Use

**Display** Vocabulary Acquisition and Use. **Have** students work with a neighbor to complete Vocabulary Acquisition and Use.

Today's vocabulary words are \_\_\_\_\_ and \_\_\_\_\_ [and \_\_\_\_\_ and \_\_\_\_\_].

Vocabulary words: **perceive** and **realize**; **ponder** and **think**

Write the words on the lines provided. Then write the words in the boxes based on whether you think each word is less/smaller or more/larger than the other word. Below the boxes, write why you think word 1 is less/smaller and word 2 is more/larger than word 1.

**Repeat** for words 3 and 4. **Have** students share what they wrote. **Discuss** examples of how these words might be used.



10 minutes

IWB

**Student Materials:**

Blank paper

Lined paper

## Part B: Comprehension Strategies

**Display** on IWB or **write** directions on the board. **Read** or **explain** directions. **Clarify** as needed.

**Directions:** Draw a quick sketch illustrating a time when you felt scared. Write a sentence or two describing what was the same about how you felt when you were scared and how Wendy or Waldo felt when they were feeling scared.

### Activity 1 Think-Pair-Share—Apply Knowledge (Level 3 of Bloom’s Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You’re going to use the Think-Pair-Share strategy to show what you’ve learned in earlier lessons. The directions for the activity are on the board.

Get ready to follow the steps.

Step 1 is to **Think**. You’ll get 1 minute to think about the directions on the board on your own. Think about a time in your life when you felt scared.

Here we go. Think about something you experienced that was scary. You have 1 minute.

**Assign** partners. **Direct** students to take out blank paper and lined paper.

Step 2 is to **Pair**. You’ll have 5 minutes to work with your partner to share ideas about the topic. Then, decide who will sketch the picture of when you felt scared and who will write about the feelings you shared with Wendy or Waldo.

Here we go. One person should sketch and one person should write. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I’ll call on pairs of students to share their work with the rest of the class.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



**10 minutes**

**IWB**

**Teacher Materials:**  
Informational Text  
Passage  
Point of View

**Student Materials:**  
Informational Text  
Passage  
Point of View

## Part D: Informational Text

### Activity 1 Distinguish Point of View

Time to complete your point of view chart based on the informational text passage that we'll read today.

**Prepare** copies of the informational text passage. **Have** students read the informational text passage (or one of your choice) that includes an issue with multiple points of view. **Model** how to complete the Examining Point of View form. **Have** students complete the Examining Point of View form when they are finished reading their book. **Guide** students as needed. **Have** students share both their points of view with the class as time permits.

# Lesson 86

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form and 2-Word Map; Reading *Textbook B*

**Student:** Copy of 1-Vocabulary Self-Reflection Form and 2-Word Map; Reading *Textbook B*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form  
Word Map

### Student Materials:

Vocabulary Self-Reflection Form  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. The four words for this week are **scuba**, **surface**, **panic**, and **instructor**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **scuba**. The definition of **scuba** is "tools for breathing underwater." What's the definition of **scuba**? *Tools for breathing underwater.*

What word means "tools for breathing underwater"? *Scuba.*

Use the Word Map to write the word, the definition, and a sentence for **scuba**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for scuba. **Guide** as needed. **Discuss** how you would wear scuba gear.



**Discuss** scuba as it relates to Reading *Textbook B* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "the best"? *Premium.*



10 minutes

**Teacher Materials:**  
Reading *Textbook B*

**Student Materials:**  
Reading *Textbook B*

## Part B: Comprehension Strategies

### Activity 1 Comprehension Monitoring: Mental Imaging with Narrative Text—A During-Reading Strategy



**Direct** students to Lesson 85, page 70 of Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

In earlier lessons, you practiced a strategy called mental imaging to help you understand what you read. Remember, when you use mental imaging with narrative text, you can make pictures in your mind of the characters, setting, and actions in the plot to help you understand the story better.

Mental imaging is like watching a movie of the story in your mind. What's mental imaging like? *Watching a movie of the story in your mind.*

In the last lesson, you read "Darla's Fear." You're going to work with a partner to practice mental imaging. Take turns reading aloud short passages from the story. Readers, describe to your partner what you're picturing in your mind. Listeners, while your partner is describing his or her picture, think about your own picture of that passage. It's okay to see the same picture or a different picture. Remember, this is how you personally are connecting to the text.

**Monitor** students as they take turns reading aloud passages from the story and describing the pictures in their minds.

What kinds of mental imaging did you see when you read "Darla's Fear?" What was the same? What was different? (Student responses.)

**Discuss** findings.



5 minutes

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 87

## Materials

**Teacher:** 2-Word Map and 12-Compare-Contrast Venn Diagram; Reading *Textbook A* and Reading *Textbook B*

**Student:** Copy of 2-Word Map; 12-Compare-Contrast Venn Diagram; Reading *Textbook A* and Reading *Textbook B*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

Show Word Map. Elicit responses to questions. Guide as needed.

Today's vocabulary word is **surface**. The definition of **surface** is "top."

What's the definition of **surface**? *Top.*

What word means "top"? *Surface.*

Use the Word Map to write the word, the definition, and a sentence for **surface**.

Monitor students as they complete Word, Definition, and Sentence boxes on Word Map for surface. Guide as needed. Discuss different types of surfaces (for example, water, desks).



Discuss surface as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

Elicit response to question. Guide as needed.

What word means "tools for breathing underwater"? *Scuba.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook A*  
Reading *Textbook B*  
Compare-Contrast Venn Diagram

**Student Materials:**  
Reading *Textbook A*  
Reading *Textbook B*  
Compare-Contrast Venn Diagram

## Part B: Comprehension Strategies

### Activity 1 Compare-Contrast Venn Diagram: Identify Text-to-Text Connections—An After-Reading Strategy



Direct students to Lesson 61, page 304 of Reading *Textbook A* and Lesson 86, page 76 of Reading *Textbook B*.

Elicit responses to questions. Guide as needed.

You make text-to-text connections when you think about other stories you know to help you understand what you read. When do you make text-to-text connections? (Idea: When you think about other stories you know to help you understand what you read.)

To make text-to-text connections, we think about how the stories are the same and how they're different. How do we make text-to-text connections? (Idea: We think about how the stories are the same and how they're different.)

In the last lesson, you read, "Getting Ready to Dive." Today, you'll use your Compare-Contrast Venn Diagram to help you think about how "Getting Ready to Dive" and "Io" are the same and how they're different.

**Guide** students as they write the titles on Compare-Contrast Venn Diagram.

**Guide** students as they look back at pictures and text to identify similarities and differences.

**Guide** students as they write similarities and differences on Compare-Contrast Venn Diagram. [Same—Wendy and Darla are both getting ready to explore new places, both have to wear special suits, and both suits have air tanks; Different—Wendy will explore Io, Darla will explore the deep sea, Wendy is excited, and Darla is nervous.]

**Share** findings, if time allows.

**What did you find that was the same? What did you find that was different?** (Student responses.)



**5 minutes**

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



# Lesson 88

## Materials

**Teacher:** 2-Word Map; 12-Compare-Contrast Venn Diagram; Reading *Textbook A* and Reading *Textbook B*

**Student:** Copy of 2-Word Map; 12-Compare-Contrast Venn Diagram; Reading *Textbook A* and Reading *Textbook B*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, Sentence, and Synonym

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **panic**. The definition of **panic** is "a sudden feeling of great fear." What's the definition of **panic**? *A sudden feeling of great fear.*

What word means "sudden feeling of great fear"? *Panic.*

Use the Word Map to write the word, the definition, and a sentence for **panic**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for panic. **Guide** as needed.

Now that you've done the "Word," "Definition," and "Sentence" boxes, I am going to tell you some synonyms for the word **panic**. They include **fear**, **alarm**, and **scare**. We're going to fill in the "Synonym" box on our Word Maps for **panic**.

**Guide** students as you both complete "Synonym" box on Word Map.

**Write** synonym on Word Map for panic. **Discuss** other synonyms for panic.



**Discuss** panic as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "top"? *Surface.*



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook A*

Reading *Textbook B*

Compare-Contrast Venn Diagram

**Student Materials:**

Reading *Textbook A*

Reading *Textbook B*

Compare-Contrast Venn Diagram

## Part B: Comprehension Strategies

### Activity 1 Compare-Contrast Venn Diagram: Identify Text-to-Text Connections—An After-Reading Strategy



**Direct** students to Lesson 63, page 313 of Reading *Textbook A* and Lesson 87, page 80 of Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

**When do you make text-to-text connections?** (Idea: *When you think about other stories you know to help you understand what you read.*)

**How do we make text-to-text connections?** (Idea: *We think about how the stories are the same and how they're different.*)

In the last lesson, you read, "An Underwater World." Today, you'll use your Compare-Contrast Venn Diagram to help you think about how "An Underwater World" and "A Trip to the Volcano" are the same and how they're different.

**Guide** students as they write the titles on Compare-Contrast Venn Diagram.

**Guide** students as they look back at pictures and text to identify similarities and differences.

**Guide** students as they write similarities and differences on Compare-Contrast Venn Diagram. [Same—Wendy and Darla both have to think about how much oxygen they are using, both are exploring places that are very cold, both are weightless, and both are with a partner; Different—Wendy is on land, Darla is underwater, Wendy is with her friend, and Darla is with her sister.]

**What did you find that was the same? What did you find that was different?** (Student responses.)

**Share** findings, if time allows.



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 89

## Materials

**Teacher:** 2-Word Map; 12-Compare-Contrast Venn Diagram; Reading *Textbook A* and Reading *Textbook B*

**Student:** Copy of 2-Word Map; 12-Compare-Contrast Venn Diagram; Reading *Textbook A* and Reading *Textbook B*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

Show Word Map. Elicit responses to questions. Guide as needed.

Today's vocabulary word is **instructor**. The definition of **instructor** is "a person who teaches." What's the definition of **instructor**? *A person who teaches.*

What word means "a person who teaches"? *Instructor.*

Use the Word Map to write the word, the definition, and a sentence for **instructor**.

Monitor students as they complete Word, Definition, and Sentence boxes on Word Map for instructor. Guide as needed. Discuss synonyms for instructor (for example, teacher, trainer, tutor).



Discuss instructor as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

Elicit response to question. Guide as needed.

What word means "a sudden feeling of great fear"? *Panic.*



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook A*

Reading *Textbook B*

Compare-Contrast Venn Diagram

**Student Materials:**

Reading *Textbook A*

Reading *Textbook B*

Compare-Contrast Venn Diagram

## Part B: Comprehension Strategies

### Activity 1 Compare-Contrast Venn Diagram: Identify Text-to-Text Connections—An After-Reading Strategy



**Direct** students to Lesson 21, page 105 of Reading *Textbook A* and Lesson 88, page 86 of Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

**When do you make text-to-text connections?** (Idea: *When you think about other stories you know to help you understand what you read.*)

**How do we make text-to-text connections?** (Idea: *We think about how the stories are the same and how they're different.*)

In the last lesson, you read, “An Emergency.” Today, you’ll use your Compare-Contrast Venn Diagram on your own to help you think about how “An Emergency” and “The Killer Whales Wait” are the same and how they’re different.

**Monitor** students as they write the titles on Compare-Contrast Venn Diagram.

**Monitor** students as they look back at pictures and text to identify similarities and differences.

**Monitor** students as they write similarities and differences on Compare-Contrast Venn Diagram. [Same—Darla, Julie, Oomoo, and Oolak are all in great danger, all are away from anyone who can help, Darla and Oomoo are both going to have to help save a family member, both stories take place in the ocean, and both stories have dangerous sea creatures; Different—Darla and Julie are under the water, Oomoo and Oolak are floating on an ice chunk, Darla has to save her sister, Oomoo has to save her brother, Darla and Julie are threatened by barracudas, and Oomoo and Oolak are threatened by a killer whale.]

**What did you find that was the same? What did you find that was different?** (Student responses.)

**Share** findings, if time allows.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 90

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, Lesson 90: 4-Cover-Copy-Compare Chart, and 2-Word Maps (Completed for Lessons 86–89), Writing Prompts, 7-My Writing Checklist

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, Lesson 90: 4-Cover-Copy-Compare Chart, and 2-Word Maps (Completed for Lessons 86–89); Reading *Textbook B*, Copy of 7-My Writing Checklist, Lined paper



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 86–89).

Today you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell the word to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 90: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the words **scuba**, **surface**, **panic**, and **instructor**.

**Guide** students as they complete Lesson 90: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 86 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.



10 minutes

IWB

**Student Materials:**

Lined paper

## Part B: Comprehension Strategies

Display on IWB or write directions on the board. Read or explain directions. Clarify as needed.

**Directions:** Write one or two sentences describing something you've done that other people may consider brave. Use at least one of your vocabulary words from your vocabulary file or folder when you write these sentences. Write one or two sentences describing something other people have done that you consider brave. Use at least one of your vocabulary words from your vocabulary file or folder when you write these sentences.

### Activity 1 Think-Pair-Share—Analyze Knowledge (Level 4 of Bloom's Taxonomy)

Discuss the steps in Think-Pair-Share. Guide as needed.

You're going to use the Think-Pair-Share strategy to show what you've learned in earlier lessons. The directions for the activity are on the board.

Get ready to follow the steps.

Step 1 is to **Think**. You'll get 1 minute to think about the topic on your own. You should think of something you've done that others would consider brave.

Here we go. Think about being brave. You have 1 minute.

Assign partners. Direct students to take out lined paper.

Step 2 is to **Pair**. You'll have 5 minutes to work with your partner to share ideas about the topic. You'll need to decide who will write about how you've been brave and who will write about another person being brave. Remember to use at least one of your vocabulary words in your answers.

Here we go. Each person will write one or two sentences. You have 5 minutes.

Call on as many pairs to share as time allows.

Step 3 is to **Share**. I'll call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



10 minutes

IWB

**Teacher Materials:**  
Writing Prompts  
My Writing Checklist

**Student Materials:**  
Lined Paper  
My Writing Checklist

## Part D: Writing/Language Arts

### Activity 1 Write and Use Parts of Speech and Conventions

Time to write using a writing prompt based on the stories we've been reading.

**Assign** student partners. **Distribute** lined paper to students. **Display** writing prompts and have students choose one to write about or assign a writing prompt of your choice.

**Review** parts of speech and punctuation as well as the writing checklist with students.

**Tell** students to write one to two paragraphs (minimum of four sentences per paragraph) on their own to answer the writing prompt. **Tell** them to use their writing checklist (first column labeled "Did I use them?") to ensure they include important

parts of speech or punctuation in their writing. **Tell** students which parts of speech or punctuation to focus on, if you wish. **Model** what it means to answer a writing prompt and to use the writing checklist during and after the writing process, as needed.

**Monitor** and guide students as needed. **Model** what it means to have a neighbor look over his or her neighbor's writing and to complete the writing checklist (second column labeled "Did my neighbor use them?"), as needed. **Have** students share what they wrote as time permits.

Writing Prompt 1	Writing Prompt 2	Writing Prompt 3
Of all the animals Waldo had, which one was your favorite? Why?	Have you ever been afraid to do something like Darla? What was it and what did you do about it?	Would you ever like to go scuba diving? Tell me why this would be fun to do.



# Lesson 91

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, and 13-Concept Map; thesaurus, Reading *Textbook B*

**Student:** Copy of 1-Vocabulary Self-Reflection Form and 2-Word Map; Reading *Textbook B*; file or notebook



13 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

Thesaurus

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. The four words for this week are **eager**, **avoid**, **examination**, and **limp**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Review of Synonyms and More About Antonyms

**Elicit** responses to questions. **Guide** as needed.

Last week, we learned about **synonyms** and why they're used. **Synonyms** are "words that have the same meaning." What are **synonyms**? *Words that have the same meaning.*

What are "words that have the same meaning" called? *Synonyms.*

Synonyms make our speaking, reading, and writing more interesting and give us different ways to say the same thing. Now, we're going to learn more about **antonyms**. **Antonyms** are "words that have the opposite meaning." What are **antonyms**? *Words that have the opposite meaning.*

What are "words that have the opposite meaning" called? *Antonyms.*

Antonyms give us another way of saying "opposite." Not all words have an antonym, and some words have more than one. For example, the **antonym**, or **opposite**, of **hot** is **cold**. The **antonym**, or **opposite**, of **fast** is **slow**. The antonym, or opposite, of **big** is **little**, or **small**. The **antonym**, or **opposite**, of **begin** is **end**, **stop**, or **finish**. Antonyms are used to help describe things and give us another way of saying "opposite."

### Activity 3 Word Map—Word, Definition, Sentence, and Antonym

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **eager**. The definition of **eager** is "showing a strong interest." What's the definition of **eager**? *Showing a strong interest.*

What word means "showing a strong interest"? *Eager.*

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for eager. **Guide** as needed.

Use the Word Map to write the word, the definition, and a sentence for **eager**.

Now that you've done the "Word," "Definition," and "Sentence" boxes, I am going to tell you some antonyms for the word **eager**. They are **unenthusiastic**, **dreading**, and **unwilling**. We can also use a thesaurus to find antonyms of words. Remember, a thesaurus is a book of words and their synonyms and antonyms. Remember, not all words have an antonym and some, like **eager**, have more than one. Watch as I fill in the "Antonym" box on my Word Map for **eager**.

**Model** think-aloud for how to complete the Antonym box on Word Map for eager.

**Write** antonym on Word Map for eager.

#### Sample Wording for Think-Aloud

After looking in a thesaurus, I know that **unenthusiastic**, **dreading**, and **unwilling** are antonyms or the opposite of **eager**. I'll write one of those in the box labeled "Antonym" on my Word Map. I'm going to write **unenthusiastic**. Now, I have a word to use that means the opposite of **eager**. Instead of saying, "He wasn't **eager** to clean his room," I can say, "He was **unenthusiastic** about cleaning his room." **Antonyms** are "words that have the opposite meaning." They give us another way of saying "opposite."

**Discuss** other antonyms for eager.



**Discuss** eager as it relates to Reading *Textbook B* activities during the lesson.

### Activity 4 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "a person who teaches"? *Instructor.*



10 minutes

IWB

**Teacher Materials:**

Concept Map

Reading *Textbook B*

**Student Materials:**

Reading *Textbook B*

## Part B: Comprehension Strategies

### Activity 1 Introduce Concept Map: Identify Title, Topic, and Supporting Details of Expository Text—An After-Reading Strategy



**Direct** students to Lesson 84, page 63 in Reading *Textbook B*.

In earlier lessons, you used an Expository Summary Map to help you organize your thoughts about a topic so that you could understand what you read. The information in your Expository Summary Map included the title, topic, purpose for reading, and supporting details.

**Elicit** responses to questions. **Guide** as needed.

What's the title? (Idea: *The name of the passage.*)

What's the topic? (Idea: *What the passage is mostly about.*)

What's the purpose for reading expository text? (Idea: *To learn about a topic.*)

Supporting details are facts that help support the topic. What are supporting details? *Facts that help support the topic.*

**Show** Concept Map.

Today, you're going to learn how to use a Concept Map. A Concept Map is a tool for organizing information about a topic. What's a Concept Map? *A tool for organizing information about a topic.*

The information in your Concept Map includes the title, topic, supporting details, and a summary. What information is included in your Concept Map? *Title, topic, supporting details, and a summary.*

A summary is a retelling of the most important details in a passage. What is a summary? *A retelling of the most important details in a passage.*

In an earlier lesson, you read "Facts about Coral." I'm going to fill in the title, topic, and supporting details on my Concept Map for "Facts about Coral."

**Model** think-aloud for identifying title, topic, and supporting details.

## Sample Wording for Think-Aloud

First, I'll write "Facts about Coral" in the box labeled "Title" on my Concept Map. Then, I'll ask myself, "Who or what is this passage mostly about?" As I look at the title and pictures and skim the text, I can see that the passage is mostly telling me facts about coral. So, I'll write "Facts about coral" in the box labeled "Topic." Now, I'll look for the important facts or supporting details about coral. I'll look back at the text and ask myself some questions. The most important question is, "Do these details tell me more about the topic?" There are quite a few facts here, but some of the facts seem to be more important than others. They are facts I would be sure to tell somebody if they asked me about coral. In the box labeled, "Supporting Details," I'll write, "Coral live in warm ocean water," "There are more than 20 different kinds of coral," "Underwater hills covered with coral are called coral reefs," "Coral reefs are made up of the skeletons of tiny animals," "Coral don't swim around; they stay in one place," and "Coral reefs are easy to destroy but take many years to grow back." There are a few more facts, but these seem to be the most important supporting details.

**Model** looking back at title and pictures and skimming the text to identify title, topic, and supporting details. **Model** writing title, topic, and supporting details on Concept Map.

In the next lesson, I'll sort my supporting details into groups and write a summary of "Facts about Coral" on my Concept Map.

**Save** Concept Map for use in Lesson 92.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 92

## Materials

**Teacher:** 2-Word Map; 13-Concept Map (Partially completed in Lesson 91); Reading *Textbook B*

**Student:** Copy of 2-Word Map; Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Antonym Review

**Elicit** responses to questions. **Guide** as needed.

Yesterday, we learned more about **antonyms**. **Antonyms** are “words that have the opposite meaning.” What are **antonyms**? *Words that have the opposite meaning.*

What are “words that have the opposite meaning” called? *Antonyms.*

We find **synonyms** and **antonyms** in a thesaurus. Where do we find **synonyms** and **antonyms**? *In a thesaurus.*

Antonyms are used to help describe things and give us another way of saying “opposite.”

### Activity 2 Word Map—Word, Definition, Sentence, and Antonym

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today’s vocabulary word is **avoid**. The definition of **avoid** is “to keep away from.” What’s the definition of **avoid**? *To keep away from.*

What word means “to keep away from”? *Avoid.*

Use the Word Map to write the word, the definition, and a sentence for **avoid**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for avoid. **Guide** as needed.

Now that you’ve done the “Word,” “Definition,” and “Sentence” boxes, I am going to tell you some antonyms for the word **avoid**. They include **invite**, **face**, and **follow**. Watch as I fill in the “Antonym” box on my Word Map for **avoid**.

**Model** how to complete the Antonym box on Word Map for avoid.

**Write** antonym on Word Map for avoid. **Discuss** other antonyms for avoid.



**Discuss** avoid as it relates to Reading *Textbook B* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means “showing a strong interest”? *Eager.*



10 minutes

IWB

**Teacher Materials:**

Concept Map

Reading *Textbook B*

**Student Materials:**

Reading *Textbook B*

## Part B: Comprehension Strategies

### Activity 1 Concept Map: Group Similar Details and Summarize Expository Text—An After-Reading Strategy



**Direct** students to Lesson 84, page 63 in Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

A **Concept Map** is a tool for organizing information about a topic. What's a **Concept Map**? *A tool for organizing information about a topic.*

The information in your **Concept Map** includes the title, topic, supporting details, and a summary. What information is included in your **Concept Map**? *Title, topic, supporting details, and a summary.*

A **summary** is a retelling of the most important details in a passage. What is a **summary**? *A retelling of the most important details in a passage.*

**Show** **Concept Map** (Partially completed in Lesson 91).

In the last lesson, I filled in the title, topic, and supporting details on my **Concept Map** for “Facts About Coral.” Today, I’m going to sort my supporting details into groups and write a summary for “Facts About Coral.”

**Model** think-aloud for summarizing passage.

### Sample Wording for Think-Aloud

I filled in the supporting details in the last lesson, so I'll use them to write my summary. I need to think about which details tell about the same thing. First, I'll sort the details into groups by putting numbers next to them to show which group they're in. I see there are two groups—one group tells about coral and the other group tells about coral reefs. I'll number the details about coral with a **1** and the details about coral reefs with a **2**. Next, I'll ask myself, “What are the details about coral?” I'll put a **1** next to these details: “Coral live in warm ocean water;” “There are more than 20 different kinds of coral,” and “Coral don't swim around; they stay in one place.” Now, I'll ask myself, “What are the details about coral reefs?” I'll put a **2** next to these details: “Underwater hills covered with coral are called coral reefs;” “Coral reefs are made up of the skeletons of tiny animals;” and “Coral reefs are easy to destroy but take many years to grow back.” I'll try to combine the details labeled **1** into a few sentences. I'll write, “Coral are tiny animals that live in the same place in warm ocean water. There are 20 different kinds;” in the box labeled “Summary.” Last, I'll try to combine the details labeled **2** into a few sentences. I'll write “Coral reefs are underwater hills made of the skeletons of coral. They are easy to destroy but take many years to grow back;” in the box labeled “Summary.”

**Model** looking back at Concept Map to sort supporting details into similar groups.

Summarizing is a way to retell the most important facts in a passage. It also helps you to remember important details about a topic because you don't have to remember as many words. You'll practice summarizing in upcoming lessons.



**5 minutes**

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 93

## Materials

**Teacher:** 2-Word Map and 13-Concept Map; Reading *Textbook B*

**Student:** Copy of 2-Word Map; Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **examination**. The definition of **examination** is "looking at something very closely." What's the definition of **examination**?  
*Looking at something very closely.*

What word means "looking at something very closely"? *Examination.*

Use the Word Map to write the word, the definition, and a sentence for **examination**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for examination. **Guide** as needed. **Discuss** types of examinations (for example, physical, dental, veterinarian.).



**Discuss** examination as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

What word means "to keep away from"? *Avoid.*

**Elicit** response to question. **Guide** as needed.



10 minutes

IWB

**Teacher Materials:**  
Concept Map  
Reading *Textbook B*

**Student Materials:**  
Reading *Textbook B*

## Part B: Comprehension Strategies

### Activity 1 Concept Map: Identify Title, Topic, and Supporting Details of Expository Text—An After-Reading Strategy



**Direct** students to Lesson 89, page 91 in Reading *Textbook B*.

**Show** Concept Map. **Elicit** responses to questions. **Guide** as needed.

A Concept Map is a tool for organizing information about a topic. What's a Concept Map? *A tool for organizing information about a topic.*



The information in your Concept Map includes the title, topic, supporting details, and a summary. What information is included in your Concept Map?  
*Title, topic, supporting details, and a summary.*

A summary is a retelling of the most important details in a passage. What is a summary?  
*A retelling of the most important details in a passage.*

**Model** looking back at title and pictures and skimming the text to identify the title, topic, and supporting details.

In an earlier lesson, you read “Facts About the Iditarod.” I’m going to fill in the title, topic, and supporting details on my Concept Map.

**Model** writing the title, topic, and supporting details on Concept Map. [Topic—Facts about the Iditarod; Supporting Details—Every March, a sled dog race that goes from Anchorage, Alaska, to Nome, Alaska; over 1100 miles long; a musher drives a team of sled dogs; mushers drive the sleds by shouting commands at the dogs; as many as 16 dogs pull the sleds; some sleds have only 12 or 14 dogs; and the race takes about 10 days.]

In the next lesson, I’ll sort the details into groups and write a summary of “Facts About the Iditarod” on my Concept Map.

**Save** Concept Map for use in Lesson 94.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 94

## Materials

**Teacher:** 2-Word Map and 13-Concept Map (Partially completed in Lesson 93);  
Reading *Textbook B*

**Student:** Copy of 2-Word Map; Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, Sentence, and Multiple Meaning

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **limp**. The word **limp** means "to walk in a slow, uneven way." What's the definition of **limp**? *To walk in a slow, uneven way.*

What word means "to walk in a slow, uneven way"? *Limp.*

Use the Word Map to write the word, the definition, and a sentence for **limp**. **Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for limp. **Guide** as needed.

**Limp** is a **multiple meaning** word. **Multiple meaning** words are "words that have many meanings depending on how they are used in a sentence." I'll say two sentences with the word **limp**. Then, I'll tell you what **limp** means in each sentence. Sentence 1: After I broke my leg, I had to **limp** until I was better. Sentence 2: The rag was **limp** after using it all day. In Sentence 1, the word **limp** means "to walk in a slow, uneven way." In Sentence 2, the word **limp** means "not hard." Since **limp** has multiple meanings, I need to see how it was used in a sentence before I could determine the correct meaning. We know that **limp** can mean "to walk in a slow, uneven way." **Limp** can also mean "not hard." What word means "to walk in a slow, uneven way"? *Limp.*

What word also means "not hard"? *Limp.*

**Limp** has multiple meanings. It's a word that has many meanings depending on how it's used in a sentence. Use your Word Map to write an additional definition and sentence for **limp**.

**Monitor** students as they complete Additional Definition and Sentence boxes on Word Map. **Discuss** antonyms for both meanings of limp.



**Discuss** limp as it relates to Reading *Textbook B* activities during the lesson.

## Activity 2 Vocabulary Review

Elicit response to question. Guide as needed.

What word means “looking at something very closely”? *Examination.*



10 minutes

IWB

**Teacher Materials:**

Concept Map

Reading *Textbook B*

**Student Materials:**

Reading *Textbook B*

## Part B: Comprehension Strategies

### Activity 1 Concept Map: Group Similar Details and Summarize Expository Text—An After-Reading Strategy



**Direct** students to Lesson 91, page 100 of Reading *Textbook B*.

A Concept Map is a tool for organizing information about a topic. What’s a Concept Map? *A tool for organizing information about a topic.*

The information in your Concept Map includes the title, topic, supporting details, and a summary. What information is included in your Concept Map? *Title, topic, supporting details, and a summary.*

A summary is a retelling of the most important details in a passage. What is a summary? *A retelling of the most important details in a passage.*

**Show** Concept Map (Partially completed in Lesson 93).

In the last lesson, I filled in the title, topic, and supporting details on my Concept Map for “Facts About the Iditarod.” Today, I’m going to sort the supporting details into groups and write a summary for “Facts about the Iditarod.” First, I’ll sort the details into groups.

**Model** looking back at Concept Map to sort supporting details into similar groups.  
[Examples of Fact Groups—(1): What is the Iditarod?—A sled dog race that goes from Anchorage, Alaska, to Nome, Alaska, over 1100 miles long, and takes about 10 days; (2): What are mushers?—A musher drives a team of sled dogs, mushers drive the sleds by shouting commands at the dogs, and 12 to 16 dogs pull the sleds.]

Now, I’ll combine my groups of details into sentences to write my summary for “Facts about the Iditarod.”

**Model** writing summary on Concept Map (Partially completed in Lesson 93).  
[Example of a summary—The Iditarod is a sled dog race that goes from Anchorage to Nome every March. It’s over 1100 miles and lasts about 10 days. A musher drives a team of 12 to 16 sled dogs by shouting commands at them.]

Summarizing is a way to retell the most important facts in a passage. It also helps you to remember important details about a topic because you don't have to remember as many words. In the next lesson, you'll practice filling out a Concept Map.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### **Activity 1 Partner Reading**

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 95

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, Lesson 95: 4-Cover-Copy-Compare Chart, and 2-Word Maps (Completed for Lessons 91–94), 5-Vocabulary Acquisition and Use

**Student:** File or folder for Vocabulary Self-Reflection Form, Lesson 95: 4-Cover-Copy-Compare Chart, and 2-Word Maps (Completed for Lessons 91–94), Copy of 5-Vocabulary Acquisition and Use, lined paper, Reading *Textbook B*; file or notebook



10 minutes

IWB

### Teacher Materials:

Word Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

### Student Materials:

Word Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form, Word Maps (Completed for Lessons 91–94).

You're going to use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word or prefix, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 95: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for **eager**, **avoid**, **examination**, and **limp**.

**Guide** students as they complete Lesson 95: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 91 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.

## Activity 4 Vocabulary Acquisition and Use

**Display** Vocabulary Acquisition and Use. **Have** students work with a neighbor to complete Vocabulary Acquisition and Use.

Today's vocabulary words are \_\_\_\_ and \_\_\_\_ [and \_\_\_\_ and \_\_\_\_].

Vocabulary words: **question** and **speculate**; **inquire** and **ask**

Write the words on the lines provided. Then write the words in the boxes based on whether you think each word is less/smaller or more/larger than the other word. Below the boxes, write why you think word 1 is less/smaller and word 2 is more/larger than word 1.

**Repeat** for words 3 and 4. **Have** students share what they wrote. **Discuss** examples of how these words might be used.



10 minutes

IWB

**Student Materials:**

Lined paper

## Part B: Comprehension Strategies

**Display** on IWB or **write** directions on the board. **Read** or **explain** directions. **Clarify** as needed.

**Directions:** Imagine being able to interview Chad to ask him questions about the Iditarod. Write one or two questions that you would ask him about his sled dogs. Write one or two questions that you would ask about how he feels when he's racing.

### Activity 1 Think-Pair-Share—Apply Knowledge (Level 3 of Bloom's Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You're going to use the Think-Pair-Share strategy to show what you've learned in earlier lessons. The directions for the activity are on the board.

Step 1 is to **Think**. You'll get 1 minute to think about the directions on the board on your own. Think about what you would ask Chad about his dogs and how he feels when he races.

Here we go. Think about the questions you would ask. You have 1 minute.

**Assign** partners. **Direct** students to take out lined paper.

Step 2 is to **Pair**. You'll have 5 minutes to work with your partner to share ideas about the topic. Then, decide who will write one or two questions about Chad's sled dogs and who will write one or two questions about how Chad feels when he races.

Here we go. Each person should write one or two sentences. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to Share. I'll call on pairs of students to share their work with the rest of the class.



**5 minutes**

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 96

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, and 13-Concept Map; Reading *Textbook B*

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map, and 13-Concept Map; Reading *Textbook B*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. The four words for this week are **weary**, **route**, **collapsed**, and **arrangements**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, Sentence, and Antonym

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **weary**. The definition of **weary** is "needs sleep." What's the definition of **weary**? *Needs sleep.*

What word means "needs sleep"? *Weary.*

Use the Word Map to write the word, the definition, and a sentence for **weary**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for weary. **Guide** as needed.

Now that you've done the "Word," "Definition," and "Sentence" boxes, I am going to tell you some antonyms for the word **weary**. They're **energetic**, **fresh**, and **lively**. We're going to fill in the "Antonym" box on our Word Maps for **weary**.

**Guide** students as you both complete Antonym box on Word Map for weary.

**Write** antonym on Word Map for weary. **Discuss** other antonyms for weary.



**Discuss** weary as it relates to Reading *Textbook B* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to walk in a slow, uneven way" or "not hard"? *Limp.*





10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Concept Map

**Student Materials:**

Reading *Textbook B*

Concept Map

## Part B: Comprehension Strategies

### Activity 1 Concept Map: Identify Title, Topic, and Supporting Details of Expository Text—An After-Reading Strategy



**Direct** students to Lesson 91, page 100 of Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

**Remember, a Concept Map is a tool for organizing information about a topic. What's a Concept Map? A tool for organizing information about a topic.**

The information in your Concept Map includes the title, topic, supporting details, and a summary. What information is included in your Concept Map? *Title, topic, supporting details, and a summary.*

A summary is a retelling of the most important details in a passage. What is a summary? *A retelling of the most important details in a passage.*

**Show** Concept Map. **Provide** a copy of Concept Map to each student.

In an earlier lesson, you read "Sled-Dog Teams." Today, you're going to fill in the title, topic, and supporting details on your Concept Map. Remember to look back at the title and pictures and skim the text to help you fill in your map.

**Guide** students as they look back at the title and pictures and skim the text to identify the title, topic, and supporting details.

**Guide** students as they write the title, topic, and supporting details on Concept Map. [Topic—facts about sled dog teams; Supporting Details—Most sled dog teams have an even number of dogs; team can't be more than 16 dogs; lead dogs in the front must be very smart and good leaders; swing dogs just behind lead dogs must be very fast and good followers; wheel dogs closest to the sled must be very strong to get sled unstuck; dogs harnessed to tug lines; tug lines connected to gang line; and gang line runs down the middle and is attached to sled.]

In the next lesson, you'll sort your supporting details into groups to make writing your summary easier.

**Collect** Concept Map for use in Lesson 97.



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 97

## Materials

**Teacher:** 2-Word Map and 13-Concept Map (Partially completed in Lesson 96); Reading *Textbook B*

**Student:** Copy of 2-Word Map and 13-Concept Map (Partially completed in Lesson 96); Reading *Textbook B*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
*Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **route**. The definition of **route** is "a path between two places." What's the definition of **route**? *A path between two places.*

What word means "a path between two places"? *Route.*

Use the Word Map to write the word, the definition, and a sentence for **route**. **Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for route. **Guide** as needed. **Discuss** examples of routes.



**Discuss** route as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "needs sleep"? *Weary.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Concept Map

**Student Materials:**  
Reading *Textbook B*  
Concept Map

## Part B: Comprehension Strategies

### Activity 1 Concept Map: Group Similar Details—An After-Reading Strategy



**Direct** students to Lesson 91, page 100 of Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

What's a Concept Map? *A tool for organizing information about a topic.*

What information is included in your Concept Map? *Title, topic, supporting details, and a summary.*

What is a summary? *A retelling of the most important details in a passage.*

**Give** students Concept Map (Partially completed in Lesson 96). **Assign** partners. **Write** fact groups on the board.

In the last lesson, you filled in the title, topic, and supporting details on your Concept Map for “Sled-Dog Teams.” Today, you’re going to work in pairs to sort your supporting details into groups.

I’ll tell you the three groups you’ll use for your supporting details: **1** What are sled-dog teams?; **2** Sled-dog jobs; and **3** How do dogs pull the sled? All of your supporting details should be sorted into these groups by putting the group number next to the fact.

**Guide** students as they work in pairs to sort supporting details into groups. [Examples of Fact Groups: (1)—Most sled-dog teams have an even number of dogs; team can’t be more than 16 dogs; (2)—lead dogs in the front, must be very smart and good leaders; swing dogs just behind lead dogs must be very fast and good followers; and wheel dogs closest to the sled must be very strong to get sled unstuck; (3)—dogs harnessed to tug lines; tug lines connected to gang line; and gang line runs down the middle and is attached to sled.]

In the next lesson, you’ll write a summary for “Sled-Dog Teams” on your Concept Map.

**Collect** Concept Map for use in Lesson 98.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### **Activity 1 Partner Reading**

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 98

## Materials

**Teacher:** 2-Word Map and 13-Concept Map (Partially completed in Lesson 97); Reading *Textbook B*

**Student:** Copy of 2-Word Map and 13-Concept Map (Partially completed in Lesson 97); Reading *Textbook B*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **collapsed**. The definition of **collapsed** is "fell down suddenly." What's the definition of **collapsed**? *Fell down suddenly.*

What word means "fell down suddenly"? *Collapsed.*

Use the Word Map to write the word, the definition, and a sentence for **collapsed**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for collapsed. **Guide** as needed. **Discuss** examples of things that might collapse.



**Discuss** collapsed as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "needs sleep"? *Weary.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Concept Map

**Student Materials:**  
Reading *Textbook B*  
Concept Map

## Part B: Comprehension Strategies

### Activity 1 Concept Map: Summarize Expository Text—An After-Reading Strategy



**Direct** students to Lesson 91, page 100 of Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

What's a Concept Map? *A tool for organizing information about a topic.*

What information is included in your Concept Map? *Title, topic, supporting details, and a summary.*

What's a summary? *A retelling of the most important details in a passage.*

**Give** students Concept Map (Partially completed in Lesson 97). **Assign** same partners from Lesson 97.

In the last lesson, you worked in pairs to sort your supporting details into groups for “Sled-Dog Teams.” Today, you’ll work in pairs to write a summary of the passage on your Concept Maps. You can write the summary together, but you should each write the summary on your own maps.

**Guide** students as they work in pairs to write a summary on Concept Map (Partially completed in Lesson 97).

[Example of a Summary—Sled dogs work in teams of 12–16 and are harnessed together by tug lines. The dogs have special jobs. Lead dogs are very smart so they are at the front. Swing dogs are fast so they are right behind the lead dogs. Wheel dogs are strong so they are closest to the sled.]

Let’s talk about what you’ve written for summaries. Remember, your summaries will probably all sound a bit different. That’s okay as long as you include the most important facts in the passage. (Student responses.)

**Discuss** findings if time allows.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### **Activity 1** Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 99

## Materials

**Teacher:** 2-Word Map and 13-Concept Map; Reading *Textbook B*

**Student:** Copy of 2-Word Map and 13-Concept Map; Reading *Textbook B*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **arrangements**. The definition of **arrangements** is "planning that's done early." What's the definition of **arrangements**?  
*Planning that's done early.*

What word means "planning that's done early"? *Arrangements*

Use the Word Map to write the word, the definition, and a sentence for **arrangements**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for arrangements. **Guide** as needed. **Discuss** reasons why you make arrangements.



**Discuss** arrangements as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to fall down suddenly"? *Collapsed.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Concept Map

**Student Materials:**  
Reading *Textbook B*  
Concept Map

## Part B: Comprehension Strategies

### Activity 1 Concept Map: Identify Title, Topic, and Supporting Details of Expository Text—An After-Reading Strategy



**Direct** students to Lesson 92, page 105 of Reading *Textbook B*.

**Show** Concept Map. **Provide** a copy of Concept Map to each student. **Elicit** responses to questions. **Guide** as needed.

In an earlier lesson, you read "Booties." Today, you're going to fill in the title, topic, and supporting details on your Concept Map. Remember to look back at the title and pictures and skim the text to help you fill in your map.

**Guide** students as they look back at the title and pictures and skim the text to identify the title, topic, and supporting details.

**Guide** the students as they write the title, topic, and supporting details on Concept Map. [Topic—sled dog booties; Supporting Details—Iditarod rules say all dogs must wear booties; mushers must carry extra booties; mushers sometimes carry more than 1000 pairs of booties; used for protecting the dogs’ feet; used to keep dogs from slipping; can’t be too tight; can’t be too loose; and sometimes they wear them with special cream to keep their pads soft.]

Remember, a Concept Map is a tool for organizing information about a topic. *What’s a Concept Map? A tool for organizing information about a topic.*

You’ll sort your supporting details into groups in an upcoming lesson.

**Collect** Concept Map for use in Lesson 101.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### **Activity 1** Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 100

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, Lesson 100: 4-Cover-Copy-Compare Chart, and 2-Word Maps (Completed for Lessons 96–99); Writing Prompts, 7-My Writing Checklist

**Student:** File or folder for Vocabulary Self-Reflection Form, Lesson 100: 4-Cover-Copy-Compare Chart, and 2-Word Maps (Completed for Lessons 96–99); blank paper; lined paper; Reading *Textbook B*, Copy of 7-My Writing Checklist, Lined paper



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 96–99).

Today, you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 100: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the words **weary**, **route**, **collapsed**, and **arrangements**.

**Guide** students as they complete Lesson 100: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 96 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.





10 minutes

IWB

**Student Materials:**

- Lined paper
- Blank paper

## Part B: Comprehension Strategies

Display on IWB or write directions on the board. **Read** or **explain** directions. Clarify as needed.

**Directions:** Draw a brief sketch to advertise the Iditarod. Write one or two sentences to convince people that they shouldn't miss seeing the big race. Use at least one vocabulary word from your vocabulary file or folder when you write these sentences.

### Activity 1 Think-Pair-Share—Analyze Knowledge (Level 4 of Bloom's Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You're going to use the Think-Pair-Share strategy to show what you've learned in earlier lessons. The directions for the activity are on the board.

Get ready to follow the steps.

Step 1 is to **Think**. You'll get 1 minute to think about the topic on your own. You should think about the excitement of the Iditarod and how you can convince people to travel to Alaska to see it.

Here we go. Think about the excitement of the race. You have 1 minute.

**Assign** partners. **Direct** students to take out blank paper and lined paper.

Step 2 is to **Pair**. You'll have 5 minutes to work with your partner to share ideas about the topic. You'll need to decide who will draw a brief sketch to advertise the race and who will write one or two sentences to convince people to come. Remember to use at least one of your vocabulary words in your answers.

Here we go. One person should draw and one person should write. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I'll call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**

- Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



10 minutes

### IWB

**Teacher Materials:**

- Writing Prompts
- My Writing Checklist

**Student Materials:**

- Lined Paper
- My Writing Checklist

## Part D: Writing/Language Arts

### Activity 1 Write and Use Parts of Speech and Conventions

Time to write using a writing prompt based on the stories we've been reading.

**Assign** student partners. **Distribute** lined paper to students. **Display** writing prompts and have students choose one to write about or assign a writing prompt of your choice.

**Review** parts of speech and punctuation as well as the writing checklist with students.

**Tell** students to write one to two paragraphs (minimum of four sentences per paragraph) on their own to answer the writing prompt. **Tell** them to use their writing checklist (first column labeled "Did I use them?") to ensure they include important parts of speech or punctuation in their writing. **Tell** students which parts of speech or punctuation to focus on, if you wish. **Model** what it means to answer a writing prompt and to use the writing checklist during and after the writing process, as needed.

**Monitor** and guide students as needed. **Model** what it means to have a neighbor look over his or her neighbor's writing and to complete the writing checklist (second column labeled "Did my neighbor use them?"), as needed. **Have** students share what they wrote as time permits.

Writing Prompt 1	Writing Prompt 2	Writing Prompt 3
Would you rather go scuba diving or run a dog-sled team in Alaska? Why?	Why do you think running dog-sled teams could be dangerous?	Would you rather ride on a dog sled or on a snowmobile? Why?

# Lesson 101

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 6-Prefix Map, and 13-Concept Map (Partially completed in Lesson 99); Reading *Textbook B*

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 6-Prefix Map, and 13-Concept Map (Partially completed in Lesson 99); Reading *Textbook B*; file or notebook



13 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Prefix Map

### Student Materials:

Vocabulary Self-Reflection Form

Prefix Map

Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. The four words for this week are the prefix **d-i-s**, **velocity**, **swooped**, and **dull**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Prefix Review (*un-*, *re-*, *im-*, *in-*, *ir-*, and *il-*) and Prefix Introduction: *dis-*

**Elicit** responses to questions. **Guide** as needed.

We've already learned about the prefixes **u-n**, **r-e**, **i-m**, **i-n**, **i-r**, and **i-l**. What do **u-n** and **i-m**, **i-n**, **i-r**, and **i-l** mean? *Not.*

What prefixes mean "not"? (Idea: *Un-*, *im-*, *in-*, *ir-*, and *il-*.)

You use the prefix **i-r** only before words that start with what letter? *R.*

You use the prefix **i-l** only before words that start with what letter? *L.*

What does **r-e** mean? *Again.*

What prefix means "again"? *Re-*.

Today, you'll learn another **prefix**. Remember, a **prefix** is "a word part added to the beginning of a word that changes its meaning." The new prefix is **d-i-s**. **D-i-s** means "not." What does the prefix **d-i-s** mean? *Not.*

**D-i-s** has the same meaning as **u-n**, **i-m**, **i-n**, **i-r**, and **i-l**. What do the prefixes **u-n**, **i-m**, **i-n**, **i-r**, **i-l**, and **d-i-s** mean? *Not.*

What prefixes mean "not"? (Idea: *Un-*, *im-*, *in-*, *ir-*, *il-*, and *dis-*.)

**Dishonest**. **Dishonest** means **not** honest. **Discontinue**. **Discontinue** means to **not** continue. **Disagree**. What does **disagree** mean? *To not agree.*

The prefix **d-i-s** can also mean **a lack of**. What can the prefix **d-i-s** also mean? *A lack of.*

**Discomfort.** Discomfort means a **lack of** comfort. **Disrespect.** Disrespect means a **lack of** respect. **Distrust.** What does **distrust** mean? *A lack of trust.*

Adding the prefix **d-i-s** to the beginning of a word changes the word's meaning. It's important to remember that for **d-i-s** to really be a prefix, you must still have a real word if you remove **d-i-s** from the word. For example, if you remove the letters "dis" from the word **disk**, you have "k" which isn't a word. This means that the "dis" in **disk** isn't a **prefix**.

### Activity 3 Prefix Map

**Show** Prefix Map. **Monitor** students as they complete Prefix, Definition, Sample Words, and Sentence for dis-.

You'll use the Prefix Map to write the prefix, its definitions, sample words, and a sentence using one of the sample words for the prefix **d-i-s**.

**Discuss** examples of other words that use dis-. **Save** Prefix Map and put in file or folder.



**Discuss** dis- as it relates to Reading *Textbook B* activities during the lesson.

### Activity 4 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "planning that's done early"? *Arrangements.*



7 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Concept Map

**Student Materials:**

Reading *Textbook B*

Concept Map

## Part B: Comprehension Strategies

### Activity 1 Concept Map: Group Similar Details—An After-Reading Strategy



**Direct** students to Lesson 92, page 105 in Reading *Textbook B*.

**Show** Concept Map. **Elicit** responses to questions. **Guide** as needed.

**Remember**, a concept map is a tool for organizing information about a topic. What's a concept map? *A tool for organizing information about a topic.*

What information is included in your Concept Map? (Idea: *Title, topic, supporting details, and a summary.*)

A summary is a retelling of the most important details in a passage. What is a summary? *A retelling of the most important details in a passage.*

**Give** students Concept Map (Partially completed in Lesson 99). **Assign** partners.

In the last lesson, you filled in the title, topic, and supporting details on your Concept Map for "Sled-Dog Teams." Today, you're going to work in pairs to sort your supporting details into groups.

**Write** fact groups on the board.

I'll tell you the three groups you'll use for your supporting details: **1)** Iditarod rules about booties; **2)** Uses of booties; and **3)** How do dogs wear booties? All of your supporting details should be sorted into these groups by putting the group number next to the fact.

**Guide** students as they work in pairs to sort supporting details into groups.  
[Examples of Fact Groups—(1) All dogs must wear booties; mushers must carry extra booties; and mushers sometimes carry more than 1000 pairs of booties; (2) Used for protecting the dogs’ feet; and used to keep dogs from slipping; (3) Can’t be too tight; can’t be too loose; and sometimes they wear them with special cream to keep their pads soft.]

In the next lesson, you’ll write a summary for “Sled-Dog Teams” on your Concept Map.

**Collect** Concept Map for use in Lesson 102.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### **Activity 1** Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 102

## Materials

**Teacher:** 2-Word Map and 13-Concept Map (Partially completed in Lesson 101); Reading *Textbook B*

**Student:** Copy of 2-Word Map and 13-Concept Map (Partially completed in Lesson 101); Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **velocity**. The definition of **velocity** is "speed."  
What's the definition of **velocity**? *Speed.*

What word means "speed"? *Velocity.*

Use the Word Map to write the word, the definition, and a sentence for **velocity**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for velocity. **Guide** as needed. **Discuss** the meaning of velocity.



**Discuss** velocity as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary/Prefix Review

**Elicit** response to question. **Guide** as needed.

What does the prefix **d-i-s** mean? *Not.*

What prefixes mean "not"? (Idea: *Un-, im-, in-, ir-, il-, and dis-*.)

What can the prefix **d-i-s** also mean? *A lack of.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Concept Map

**Student Materials:**  
Reading *Textbook B*  
Concept Map

## Part B: Comprehension Strategies

### Activity 1 Concept Map: Summarize Expository Text—An After-Reading Strategy



**Direct** students to Lesson 92, page 105 in Reading *Textbook B*. **Elicit** responses to questions. **Guide** as needed.

**What is a summary?** *A retelling of the most important details in a passage.*

Summarizing also helps you to remember important details about a topic because you don't have to remember as many words.

**Give** students Concept Map (Partially completed in Lesson 101). **Assign** same partners from Lesson 101.

In the last lesson, you worked in pairs to sort your supporting details into groups for "Booties." Today, you'll work in pairs to write a summary of the passage on your Concept Maps. You can write the summary together, but you should each write the summary on your own maps.

**Guide** students as they work in pairs to write a summary on Concept Map (Partially completed in Lesson 101).

[Example of a summary—In the Iditarod, all dogs must wear booties to protect their feet. Musher have to carry more than 1000 pairs of booties. The booties have to fit just right and can be worn with special cream to keep the dogs' pads soft.]

**Discuss** findings, if time allows.

Let's talk about what you've written for summaries. Remember, your summaries will probably all sound a bit different. That's okay as long as you include the most important facts in the passage. (Student responses.)



5 minutes

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 103

## Materials

**Teacher:** 2-Word Map and 13-Concept Map; Reading *Textbook B*

**Student:** Copy of 2-Word Map and 13-Concept Map; Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **swooped**. The definition of **swooped** is "moved in fast." What's the definition of **swooped**? *Moved in fast.*

What word means "moved in fast"? *Swooped.*

Use the Word Map to write the word, the definition, and a sentence for **swooped**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for swooped. **Guide** as needed. **Discuss** how things swoop.



**Discuss** swooped as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "speed"? *Velocity.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Concept Map

**Student Materials:**  
Reading *Textbook B*  
Concept Map

## Part B: Comprehension Strategies

### Activity 1 Concept Map: Identify Title, Topic, and Supporting Details of Expository Text—An After-Reading Strategy



**Direct** students to Lesson 98, page 137 in Reading *Textbook B*.

**Show** Concept Map. **Provide** a copy of Concept Map to each student.

**Remember**, a Concept Map helps you organize information about a topic.

In an earlier lesson, you read "Rest Periods." You're going to fill in the title, topic, and supporting details on your Concept Map on your own. Remember to look back at the title and pictures and skim the text to help you fill in your map.

**Monitor** students as they look back at title and pictures and skim the text to identify title, topic, and supporting details.



**Monitor** students as they write the title, topic, and supporting details on Concept Map. [Topic—Iditarod rules about rest periods; Supporting Details—Must take one 24-hour rest at one of the checkpoints; must take two 8-hour rests at two other checkpoints; rule was made because a lot of dogs died during first years of the race; dogs died from injury, starvation, and working too hard; and two or three dogs still die each year.]

**Assign** pairs of students to work together if time allows. **Monitor** as students work in pairs to share Concept Maps if time allows.

Share your Concept Map with a partner. See whether you have similar or different information.

**Discuss** findings if time allows.

What did we find out as we shared our Concept Maps? What was the same? What was different? (Student responses.)

In the next lesson, you'll sort your supporting details into groups to make writing your summary easier.

**Collect** Concept Maps for use in Lesson 104.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### **Activity 1** Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 104

## Materials

**Teacher:** 2-Word Map and 13-Concept Map (Partially completed in Lesson 103); Reading *Textbook B*

**Student:** Copy of 2-Word Map and 13-Concept Map (Partially completed in Lesson 103); Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, Sentence and Synonym

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **dull**. The definition of **dull** is "boring." What's the definition of **dull**? *Boring.*

What word means "boring"? *Dull.*

Use the Word Map to write the word, the definition, and a sentence for **dull**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for dull. **Guide** as needed.

Now that you've done the "Word," "Definition," and "Sentence" boxes, I am going to tell you some synonyms for the word **dull**. They include: uninteresting, plain, and routine. We're going to fill in the "Synonym" box on our Word Maps for **dull**.

**Guide** students as you both complete "Synonym" box on Word Map. **Write** synonym on Word Map for dull. **Discuss** other synonyms for dull.



**Discuss** dull as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "moved in fast"? *Swooped.*



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Concept Map

**Student Materials:**

Reading *Textbook B*

Concept Map

## Part B: Comprehension Strategies

### Activity 1 Concept Map: Group Similar Details and Summarize Expository Text—An After-Reading Strategy



**Direct** students to Lesson 103, page 137 of Reading *Textbook B*. **Elicit** response to question. **Guide** as needed.

**What is a summary?** *A retelling of the most important details in a passage.*

Remember, summarizing helps you to remember important details about a topic because you don't have to remember as many words.

**Give** students Concept Map (Partially completed in Lesson 103).

In the last lesson, you filled in the title, topic, and supporting details on your Concept Map for "Rest Periods." Today, you're going to sort the supporting details into groups and write a summary on your own. First, sort your supporting details into groups.

**Monitor** students as they look back at Concept Map to sort supporting details into similar groups.

[Examples of Fact Groups—(1) Iditarod rules—Must take one 24-hour rest at one of the checkpoints; must take two 8-hour rests at two other checkpoints; (2) Why rest periods?—Rule was made because a lot of dogs died during first years of the race; dogs died from injury, starvation and working too hard; two or three dogs still die each year.]

Now, write your summaries by combining each group into one or two sentences.

**Monitor** students as they write summary on Concept Map.

[Example of a Summary—Iditarod rules require one 24-hour rest period and two 8-hour rest periods. The rule was made because so many dogs died from injury, starvation, and working too hard. Even with the rest requirements, two or three dogs still die each year.]



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 105

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 6-Prefix Map (Completed in Lesson 101), 2-Word Maps (Completed for Lessons 102–104), and Lesson 105: 4-Cover-Copy-Compare Chart; Reading *Textbook B*, 5-Vocabulary Acquisition and Use, 9-Point of View, Informational Text Passage

**Student:** File or folder of Vocabulary Self-Reflection Form, 6-Prefix Map (Completed in Lesson 101), 2-Word Maps (Completed for Lessons 102–104), and Lesson 105: 4-Cover-Copy-Compare Chart; Copy of 5-Vocabulary Acquisition and Use, lined paper; Reading *Textbook B*; file or notebook, Informational Text Passage, Copy of 9-Point of View



10 minutes

IWB

### Teacher Materials:

Word Map

Prefix Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

### Student Materials:

Word Map

Prefix Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form, Word Maps (Completed for Lessons 102–104), and Prefix Map (Completed for Lesson 101).

You're going to use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word or prefix, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 105: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the prefix **d-i-s**, **velocity**, **swooped**, and **dull**.

**Guide** students as they complete Lesson 105: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 101 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form.

**Review** difficult words.

### Activity 4 Vocabulary Acquisition and Use

**Display** Vocabulary Acquisition and Use. **Have** students work with a neighbor to complete Vocabulary Acquisition and Use.

Today's vocabulary words are \_\_\_\_ and \_\_\_\_ [and \_\_\_\_ and \_\_\_\_].

Vocabulary words: **notice** and **perceive**; **wonder** and **suspect**

Write the words on the lines provided. Then write the words in the boxes based on whether you think each word is less/smaller or more/larger than the other word. Below the boxes, write why you think word 1 is less/smaller and word 2 is more/larger than word 1.

**Repeat** for words 3 and 4. **Have** students share what they wrote. **Discuss** examples of how these words might be used.



10 minutes

IWB

**Student Materials:**  
Lined paper

## Part B: Comprehension Strategies

**Display** on IWB or **write** directions on the board. **Read** or **explain** directions. **Clarify** as needed.

**Directions:** Write one or two rules that you would change in the Iditarod. For each rule that you would change, write at least one or two sentences explaining why you would change it.

### Activity 1 Think-Pair-Share—Apply Knowledge (Level 3 of Bloom’s Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You’re going to use the Think-Pair-Share strategy to show what you’ve learned in earlier lessons. The directions for the activity are on the board.

Step 1 is to **Think**. You’ll get 1 minute to think about the directions on the board on your own. Think about what rules you would change in the Iditarod and why.

Here we go. Think about the rules you would change. You have 1 minute.

**Assign** partners. **Direct** students to take out lined paper.

Step 2 is to **Pair**. You’ll have 5 minutes to work with your partner to share ideas about the topic. Then, decide who will write one or two rules that you would change and who will write one or two sentences for each rule explaining why you would change it.

Here we go. Each person should write one or two sentences. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I’ll call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



10 minutes

IWB

**Teacher Materials:**

Informational Text  
Passage

Point of View

**Student Materials:**

Informational Text  
Passage

Point of View

## Part D: Informational Text

### Activity 1 Distinguish Point of View

Time to complete your point of view chart based on the informational text passage that we'll read today.

**Prepare** copies of the informational text passage. **Have** students read the informational text passage (or one of your choice) that includes an issue with multiple points of view.

**Model** how to complete the Examining Point of View form. **Have** students complete the Examining Point of View form when they are finished reading their book. **Guide** students as needed. **Have** students share both their points of view with the class as time permits.

# Lesson 106

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, and 14-Summary Map; Reading *Textbook B*

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map, and 14-Summary Map; Reading *Textbook B*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form  
Word Map

### Student Materials:

Vocabulary Self-Reflection Form  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. The four words for this week are **approaching**, **hesitated**, **blush**, and **shrink**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, Sentence, and Antonym

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **approaching**. The word **approaching** means "coming in closer." What's the definition of **approaching**? *Coming in closer.*

What word means "coming in closer"? *Approaching.*

Use the Word Map to write the word, the definition, and a sentence for **approaching**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for approaching. **Guide** as needed.

Now that you've done the "Word," "Definition," and "Sentence" boxes, I am going to tell you some antonyms for the word **approaching**. They include **away**, **distant**, and **far**. We're going to fill in the "Antonym" box on our Word Maps for **approaching**.

**Guide** students as you both complete "Antonym" box on Word Map. **Write** antonym on Word Map for approaching. **Discuss** other antonyms for approaching.



**Discuss** approaching as it relates to Reading *Textbook B* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "boring"? *Dull.*



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Summary Map

**Student Materials:**

Reading *Textbook B*

Summary Map

## Part B: Comprehension Strategies

### Activity 1 Introduce Summary Map: Identify Title, Characters, and Setting in Narrative Text—An After-Reading Strategy



**Direct** students to Lesson 105, page 171 of Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

In earlier lessons, you used a Narrative Story Map to help you organize your thoughts, so that you could understand what you read. What information did your Narrative Story map include? (Ideas: *The title, characters, setting, prediction, and plot.*)

You can also use your Narrative Story Map to help you remember and summarize important details about the plot. What does the plot include? (Ideas: *The problem, events, and ending or resolution that take place in the story.*)

Remember, the problem is introduced at the beginning of the story. When is the problem introduced? *At the beginning of the story.*

Events are things that happen in a story that lead to the ending or resolution of the problem. What are events? *Things that happen in a story that lead to the ending or resolution of the problem.*

The resolution is how a problem in a story is solved. What is the resolution? *How a problem in a story is solved.*

Remember, some stories end without the problem being solved. Your Narrative Story Map helps you remember how the story ends.

In earlier lessons, you learned how to summarize expository text. Today, you're going to learn how to use a Summary Map for narrative text. A Summary Map is a tool for helping you to remember and summarize important details about the plot. What's a Summary Map? *A tool for helping you to remember and summarize important details about the plot.*

What's a summary? *A retelling of the most important details in a passage.*

**Show** Summary Map.

The information in your Summary Map includes the title, characters, setting, plot, and summary. What information is included in your Summary Map? *The title, characters, setting, plot, and summary.*

In an earlier lesson, you read "Al Learns About Matter." Today, you'll fill in the title, characters, and setting on your Summary Map for "Al Learns About Matter." Remember to look at the title and pictures and skim the text to help you fill in your Summary Map.

**Monitor** students as they write title, characters, and setting on Summary Map.



**Write** the title, characters, and setting on Summary Map.

[Characters—Al and the old man; Setting—the store on Anywhere Street, after school.]

In the next lesson, you'll fill in the plot and summarize the story on your Summary Map.

**Collect** Summary Map for use in Lesson 107.



**5 minutes**

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 107

## Materials

**Teacher:** 2-Word Map and 14-Summary Map (Partially completed in Lesson 106); Reading *Textbook B*

**Student:** Copy of 2-Word Map and 14-Summary Map (Partially completed in Lesson 106); Reading *Textbook B*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, Sentence, and Antonym

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **hesitated**. The definition of **hesitated** is "to wait because of feeling unsure." What's the definition of **hesitated**? *To wait because of feeling unsure.*

What word means "to wait because of feeling unsure"? *Hesitated.*

Use the Word Map to write the word, the definition, and a sentence for **hesitated**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for hesitated. **Guide** as needed.

Now that you've done the "Word," "Definition," and "Sentence" boxes, I am going to tell you some antonyms for the word **hesitated**. They include **go ahead, proceed, and be certain**. Fill in the "Antonym" box on your Word Map with one antonym for **hesitated**. When you're done, quickly tell your neighbor our vocabulary word and the antonym you chose for **hesitated**.

**Monitor** students as they complete "Antonym" box on Word Map for hesitated.

**Discuss** times students have hesitated about something.



**Discuss** hesitated as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "coming in closer"? *Approaching.*



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Summary Map

**Student Materials:**

Reading *Textbook B*

Summary Map

## Part B: Comprehension Strategies

### Activity 1 Summary Map: Identify Problem, Major Events, and Ending/Resolution in Narrative Text—An After-Reading Strategy



**Direct** students to Lesson 105, page 171 of Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

*A summary map is a tool for helping you to remember and summarize important details about the plot. What's a summary map? A tool for helping you to remember and summarize important details about the plot.*

**Show** Summary Map (Partially completed in Lesson 106). **Distribute** copy of Summary Map.

*In the last lesson, you filled in the title, characters, and setting on your Summary Map for "Al Learns about Matter." Today, you'll fill in the problem, major events, and ending or resolution on your Summary Map.*

**Monitor** students as they write the problem, major events, and ending/resolution on Summary Map (Partially completed in Lesson 106).

**Write** problem, major events, and ending/resolution on Summary Map (Partially completed in Lesson 106).

[Problem—Al wants to learn about matter; Major Events—The old man tells Al the rule about the three forms of matter; the old man turns a frying pan from solid to liquid to gas; Al and the old man fly into the sun; a rock turns to gas in the old man's hand because the sun is so hot; they went to a field where the old man filled a bottle with air; Ending/Resolution—Al and the old man were heading to a large planet in space with the bottle of air.]

**Point** to the box labeled "Summary" on Summary Map.

*In the next lesson, I'll show you how I write a summary for "Al Learns about Matter" on my Summary Map.*



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

*It's time for partner reading.*

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 108

## Materials

**Teacher:** 2-Word Map and 14-Summary Map (Partially completed in Lesson 107);  
Reading *Textbook B*

**Student:** Copy of 2-Word Map; Reading *Textbook B*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, Sentence, and Synonym

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **blush**. The definition of **blush** is "to become red in the face." What's the definition of **blush**? *To become red in the face.*

What word means "to become red in the face"? *Blush.*

Use the Word Map to write the word, the definition, and a sentence for **blush**. **Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for blush. **Guide** as needed.

Now that you've done the "Word," "Definition," and "Sentence" boxes, I am going to tell you some synonyms for the word **blush**. They include **flush**, **turn red**, and **embarrassed**. Fill in the "Synonym" box on your Word Map with one synonym for **blush**. When you're done, quickly tell your neighbor our vocabulary word and the synonym you chose for **blush**.

**Monitor** students as they complete "Synonym" box on Word Map for blush. **Discuss** times students might blush.



**Discuss** blush as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to wait because of feeling unsure"? *Hesitated.*



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Summary Map

**Student Materials:**

Reading *Textbook B*

## Part B: Comprehension Strategies

### Activity 1 Summary Map: Summarize Narrative Text—An After-Reading Strategy



**Direct** students to Lesson 105, page 171 of Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

A summary map is a tool for helping you to remember and summarize important details about the plot. What's a summary map? A tool for helping you to remember and summarize important details about the plot.

**Show** Summary Map (Partially completed in Lesson 107).

In the last lesson, you filled in the problem, major events, and ending or resolution on your Summary Map for “Al Learns about Matter.” In earlier lessons, you’ve written summaries for expository text. Today, I’ll show you how I fill in the summary for narrative text on my Summary Map.

**Model** think-aloud for writing summary on Summary Map (Partially completed in Lesson 107).

### Sample Wording for Think-Aloud

First, I need to write about the title, characters, and setting. I’ll write, “In the story, ‘Al Learns about Matter,’ Al and the old man meet in the store on Anywhere Street to talk about matter,” in the box labeled “Summary” on my Summary Map. I filled in details of the plot in the last lesson, so I’ll use them to write my summary. I need to go from the beginning to the middle to the end of the story. I included the problem in my first sentence, so I need to start summarizing the major events now. I’ll try to combine the major events into a few sentences. I’ll write, “After telling Al the rule about the three forms of matter, the old man shows Al examples of the rule. First, the old man changes a frying pan from solid to liquid to gas. Next, they go inside the sun where a rock turns to gas because the sun is so hot. After that, they go to a field where the old man fills a bottle with air.” Last, I’ll write the ending, “The story ends with Al and the old man heading to a large planet in space with the bottle of air to see how the air changes.”

**Model** looking back at Summary Map (Partially completed in Lesson 107) to summarize plot.

You’ll practice writing a summary in upcoming lessons.



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 109

## Materials

**Teacher:** 2-Word Map and 14-Summary Map; Reading *Textbook B*

**Student:** Copy of 2-Word Map and 14-Summary Map; Reading *Textbook B*; file or notebook



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **shrink**. The definition of **shrink** is "to become smaller." What's the definition of **shrink**? *To become smaller.*

What word means "to become smaller"? *Shrink.*

Use the Word Map to write the word, the definition, and a sentence for **shrink**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for shrink. **Guide** as needed. **Discuss** things that can shrink.



**Discuss** shrink as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to become red in the face"? *Blush.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Summary Map

**Student Materials:**  
Reading *Textbook B*  
Summary Map

## Part B: Comprehension Strategies

### Activity 1 Summary Map: Identify Title, Characters, Setting, and Plot in Narrative Text—An After-Reading Strategy



**Direct** students to Lesson 108, page 186 of Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

**Remember**, a summary map is a tool for helping you to remember and summarize important details about the plot. What's a summary map? *A tool for helping you to remember and summarize important details about the plot.*

**Show** Summary Map and distribute a copy to students. **Monitor** students as they write title, characters, setting, and plot on Summary Map.

**In the last lesson**, you read, "Al Takes Another Test." Today, you'll fill in the title, characters, setting, and plot on your Summary Map on your own.

**Write** the title, characters, setting, and plot on Summary Map.

[Characters—Al, the old man, Angela, Al’s teacher, and Al’s class; Setting—the store on Anywhere Street, Al’s house, and Al’s school, across one evening and the next day; Problem—Al didn’t pass his last test, so can’t go on any more trips; Events—Al returns to the store to try taking the test about matter again, he passes it and the old man invites him to come back the next day, Al chooses not to stay up late with his sister, Al teaches his class about matter, and Al goes back to the store; Ending/Resolution—Al asks to learn about molecules.]

You’ll write a summary for “Al Takes Another Test” in an upcoming lesson.

**Collect** Summary Map for use in Lesson 111.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 110

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Maps (Completed for Lessons 106–109), and Lesson 110: 4-Cover-Copy-Compare Chart, Writing Prompts, 7-My Writing Checklist

**Student:** File or folder for Vocabulary Self-Reflection Form, 2-Word Maps (Completed for Lessons 106–109), and Lesson 110: 4-Cover-Copy-Compare Chart; Reading *Textbook B*, Copy of 7-My Writing Checklist, Lined paper



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 106–109).

Today you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 110: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the words **approaching**, **hesitated**, **blush**, and **shrink**.

**Guide** students as they complete Lesson 110: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 106 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.





10 minutes

**Student Materials:**  
Lined paper

## Part B: Comprehension Strategies

Display on IWB or write directions on the board. Read or explain directions. Clarify as needed.

**Directions:** Write one or two sentences that tell what might have happened if Al had decided to stay up late again with Angela to watch another movie instead going to bed. Write one or two sentences comparing a decision that you made that was like Al's decision to be more responsible for himself. Remember to use at least one vocabulary word from your vocabulary file or folder in these sentences.

### Activity 1 Think-Pair-Share—Analyze Knowledge (Level 4 of Bloom's Taxonomy)

Discuss the steps in Think-Pair-Share. Guide as needed.

You're going to use the Think-Pair-Share strategy to show what you've learned in earlier lessons. The directions for the activity are on the board.

Get ready to follow the steps.

Step 1 is to **Think**. You'll get 1 minute to think about the topic on your own. You should think about how Al's life may have been changed if he had made a different decision.

Here we go. Think about Al's decision. You have 1 minute.

Assign partners. Direct students to take out lined paper.

Step 2 is to **Pair**. You'll have 5 minutes to work with your partner to share ideas about the topic. You'll need to decide who will write one or two sentences about Al's decision and who will write one or two sentences comparing Al's decision to a responsible decision that you made. Remember to use at least one of your vocabulary words in your answers.

Here we go. Each person should write one or two sentences. You have 5 minutes.

Call on as many pairs to share as time allows.

Step 3 is to **Share**. I'll call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



Conduct after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

Direct students to the story of the day. Assign student partners as Partner 1 and Partner 2. Monitor partner reading. Guide as needed.



10 minutes

### IWB

**Teacher Materials:**

Writing Prompts

My Writing Checklist

**Student Materials:**

Lined Paper

My Writing Checklist

## Part D: Writing/Language Arts

### Activity 1 Write and Use Parts of Speech and Conventions

Time to write using a writing prompt based on the stories we've been reading.

**Assign** student partners. **Distribute** lined paper to students. **Display** writing prompts and have students choose one to write about or assign a writing prompt of your choice.

**Review** parts of speech and punctuation as well as the writing checklist with students.

**Tell** students to write one to two paragraphs (minimum of four sentences per paragraph) on their own to answer the writing prompt. **Tell** them to use their writing checklist (first column labeled "Did I use them?") to ensure they include important parts of speech or punctuation in their writing. **Tell** students which parts of speech or punctuation to focus on, if you wish. **Model** what it means to answer a writing prompt and to use the writing checklist during and after the writing process, as needed.

**Monitor** and guide students as needed. **Model** what it means to have a neighbor look over his or her neighbor's writing and to complete the writing checklist (second column labeled "Did my neighbor use them?"), as needed. **Have** students share what they wrote as time permits.

Writing Prompt 1	Writing Prompt 2	Writing Prompt 3
Why do you think students like AI do not like school very much? What can teachers do to help change that?	Would you rather fly in a jet plane or drive a racecar? Why?	If you were as big as a grain of sand, what could happen to you?

# Lesson 111

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 6-Prefix Map, and 14-Summary Map (Partially completed in Lesson 109); Reading *Textbook B*

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 6-Prefix Map, and 14-Summary Map (Partially completed in Lesson 109); Reading *Textbook B*; file or notebook



13 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Prefix Map

### Student Materials:

Vocabulary Self-Reflection Form

Prefix Map

Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. The four words for this week are the prefixes **e-n** and **e-m**, **rapid**, **expression**, and **glancing**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Prefix Review (*un-*, *re-*, *im-*, *in-*, *ir-*, *il-*, and *dis-*) and Prefix Introduction: *en-* and *em-*

**Elicit** responses to questions. **Guide** as needed.

We've already learned about the prefixes **u-n**, **r-e**, **i-m**, **i-n**, **i-r**, **i-l** and **d-i-s**. What do **u-n**, **r-e**, **i-m**, **i-n**, **i-r**, **i-l** and **d-i-s** mean? *Not.*

What prefixes mean **not**? (Idea: *Un-*, *im-*, *in-*, *ir-*, *il-*, and *dis-*.)

What can the prefix **d-i-s** also mean? *A lack of.*

You use the prefix **i-r** only before words that start with what letter? *R.*

You use the prefix **i-l** only before words that start with what letter? *L.*

What does **r-e** mean? *Again.*

What prefix means "again"? *Re-*.

Today, you'll learn two more **prefixes**. Remember, a **prefix** is "a word part added to the beginning of a word that changes the word's meaning." The new prefixes are **e-n** and **e-m**. **E-n** and **e-m** mean "to cause to be." What do the prefixes **e-n** and **e-m** mean? *To cause to be.*

What prefixes mean "to cause to be"? *En- and em-*.

**Endanger.** **Endanger** means **to cause to be** in danger. **Enclose.** **Enclose** means **to cause to be** closed in. **Embattle.** **Embattle** means **to cause to be** in battle. **Enlarge.** What does **enlarge** mean? *To cause to be larger.*

The prefixes **e-n** and **e-m** can also mean “to put in or on.” What can the prefixes **e-n** and **e-m** also mean? *To put in or on.*

**Enlist** means **to put on** a list. **Empower**. **Empower** means **to put in** power. **Encircle**. What does **encircle** mean? *To put in a circle.*

I have a rule to help you use the prefix **e-m**. The rule is: **Use the prefix e-m only before words that start with the letters “b,” “m,” or “p.”** So, you use the prefix **e-m** only before words that start with what letters? *B, m, or p.*

Adding the prefix **e-n** and **e-m** to the beginning of a word changes the word’s meaning. It’s important to remember that for **e-n** and **e-m** to really be prefixes, you must still have a real word if you remove **e-n** or **e-m** from the word. For example, if you remove the letters “en” from the word **enter**, you have “ter,” which isn’t a word. This means that the “en” in **enter** isn’t a **prefix**.

### Activity 3 Prefix Map

**Show** Prefix Map.

You’ll use the Prefix Map to write the prefix, its definitions, sample words, and a sentence using one of the sample words for the prefixes **e-n** and **e-m**.

**Monitor** students as they complete Prefix, Definition, Sample Words, and Sentence boxes on Prefix Map. **Discuss** examples of other words that use en- or em-.



**Discuss** em- and en- as it relates to Reading *Textbook B* activities during the lesson.

**Save** Prefix Map and put in file or folder.

### Activity 4 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means “to become smaller”? *Shrink.*



7 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Summary Map

**Student Materials:**

Reading *Textbook B*

Summary Map

## Part B: Comprehension Strategies

### Activity 1 Summary Map: Summarize Narrative Text—An After-Reading Strategy



**Direct** students to Lesson 108, page 186 in Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

**Remember**, a summary map is a tool for helping you to remember and summarize important details about the plot. What’s a summary map? *A tool for helping you remember and summarize important details about the plot.*

What information is included in your Summary Map? (Idea: *Title, characters, setting, plot, and a summary.*)

What’s a summary? (Idea: *A retelling of the most important details in a passage.*)

**Give** students Summary Map (Partially completed in Lesson 109).

In the last lesson, you filled in the title, characters, setting, and plot on your Summary Map for “Al Takes Another Test.” In earlier lessons, you learned how to write a summary using expository text on your Concept Map. Today, you’ll work in pairs to write a summary using narrative text on your Summary Map. You can write a summary together, but you should each write the summary on your own maps.

**Guide** students as they work in pairs to write a summary on Summary Map (Partially completed in Lesson 109).

[Example of a Summary—In the story, “Al Takes Another Test,” Al didn’t pass his test on matter, so he couldn’t go on any more trips. Al earned another trip by passing the test the second time. That night, Al went to bed early so he would be ready for his trip to learn about molecules.]



**5 minutes**

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 112

## Materials

**Teacher:** 2-Word Map and 14-Summary Map; Reading *Textbook B*

**Student:** Copy of 2-Word Map and 14-Summary Map; Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **rapid**. The definition of **rapid** is "fast." What's the definition of **rapid**? *Fast.*

What word means "fast"? *Rapid.*

Use the Word Map to write the word, the definition, and a sentence for **rapid**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for rapid. **Guide** as needed. **Discuss** antonyms for rapid.



**Discuss** rapid as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary/Prefix Review

**Elicit** response to question. **Guide** as needed.

What do the prefixes **e-n** and **e-m** mean? *To cause to be.*

What can the prefixes **e-n** and **e-m** also mean? *To put in or on.*

You use the prefix **e-m** only before words that start with what letters? *B, m, or p.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Summary Map

**Student Materials:**  
Reading *Textbook B*  
Summary Map

## Part B: Comprehension Strategies

### Activity 1 Summary Map: Identify Title, Characters, Setting, and Plot in Narrative Text—An After-Reading Strategy



**Direct** students to Lesson 111, page 198 in Reading *Textbook B*.

**Show** Summary Map. **Give** students a copy of Summary Map.

In the last lesson, you read "Al Learns More About Molecules." Today, you'll fill in the title, characters, setting, and plot on your Summary Map on your own. Remember to look back at the title and pictures and skim the text to help you fill in your map.

**Monitor** students as they look back at title and pictures and skim the text to identify the title, characters, setting, and plot. **Monitor** students as they write the title, characters, setting, and plot on Summary Map.

**Write** the title, characters, setting, and plot on Summary Map.

[Characters—Al and the old man; Setting—the store on Anywhere Street, after school; Problem—Al doesn't know what molecules do when they get colder; Major Events—The molecules in the grain of sand stopped moving because they were so cold, Al and the old man shrunk to the same size as the molecules, Al saw what a sand molecule looked like close up, the sand molecule began to vibrate very quickly as it got hotter, then it turned from solid to liquid to steam; Ending/Resolution—Al knows he will pass his next test about molecules.]

**Discuss** findings if time allows.

Let's talk about what you've written for plot. Remember, your answers will probably all sound a bit different. That's okay as long as you include the most important information in the passage. (Student responses.)

**Collect** Summary Map for use in Lesson 113.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### **Activity 1** Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 113

## Materials

**Teacher:** 2-Word Map and 14-Summary Map (Partially completed in Lesson 112); Reading *Textbook B*

**Student:** Copy of 2-Word Map and 14-Summary Map (Partially completed in Lesson 112); Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **expression**. The definition of **expression** is "a look that shows feelings." What's the definition of **expression**? *A look that shows feelings.*

What word means "a look that shows feelings"? *Expression.*

Use the Word Map to write the word, the definition, and a sentence for **expression**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for expression. **Guide** as needed. **Discuss** different expressions.



**Discuss** expression as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "fast"? *Rapid.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Summary Map

**Student Materials:**  
Reading *Textbook B*  
Summary Map

## Part B: Comprehension Strategies

### Activity 1 Summary Map: Summarize Narrative Text—An After-Reading Strategy



**Direct** students to Lesson 111, page 198 in Reading *Textbook B*.

What's a summary? (Idea: *A retelling of the most important details in a passage.*)

**Give** students Summary Map (Partially completed in Lesson 112).

In the last lesson, you filled in the title, characters, setting, and plot on your Summary Map for "Al Learns More About Molecules." Today, you'll write a summary on your Summary Map on your own. Remember to include the title, characters, and setting. Then, think about the beginning, middle, and end so you include the problem, major events, and ending or resolution in your summary.



**Monitor** students as they look back at Summary Map (Partially completed in Lesson 112) to summarize the story.

**Monitor** students as they write summary on Summary Map (Partially completed in Lesson 112).

[Example of a Summary—In the story, “Al Learns More About Molecules,” the old man takes Al on a trip to find out what molecules do when they get colder. They shrunk to the size of a molecule of sand and watched as the sand molecule went from cold to hot and from solid to liquid to steam. After this trip, Al was sure he would pass his next test about molecules.]

**Assign** pairs of students to work together if time allows. **Monitor** as students work in pairs to share Concept Maps if time allows.

Share your Summary Map with a partner. See whether you have similar or different information.

What did we find out as we shared our Summary Maps? What was the same? What was different? (Student responses.)

**Discuss** findings if time allows.



**5 minutes**

**Student Materials:**

Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 114

## Materials

**Teacher:** 14-Summary Map and 2-Word Map; Reading *Textbook B*

**Student:** Copy of 14-Summary Map and 2-Word Map; Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **glancing**. The definition of **glancing** is "taking a quick look." What's the definition of **glancing**? *Taking a quick look.*

What word means "taking a quick look"? *Glancing.*

Use the Word Map to write the word, the definition, and a sentence for **glancing**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for glancing. **Guide** as needed. **Discuss** antonyms for glancing.



**Discuss** glancing as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "a look that shows feelings"? *Expression.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Summary Map

**Student Materials:**  
Reading *Textbook B*  
Summary Map

## Part B: Comprehension Strategies

### Activity 1 Summary Map: Identify Title, Characters, Setting, and Plot in Narrative Text—An After-Reading Strategy



**Direct** students to Lesson 113, page 208 in Reading *Textbook B*.

**Show** and **provide** Summary Map.

In the last lesson, you read, "Angela Meets the Old Man." Today, you'll fill in the title, characters, setting, and plot on your Summary Map on your own. Remember to look back at the title and pictures and skim the text to help you fill in your map.

**Monitor** students as they look back at the title and pictures and skim the text to identify the title, characters, setting, and plot. **Monitor** students as they write the title, characters, setting, and plot on Summary Map.

**Write** the title, characters, setting, and plot on Summary Map.

[Characters—Al, Angela, and the old man; Setting—the store on Anywhere Street, after supper; Problem—Al wants to tell Angela about the old man; Major Events—Al convinces Angela to go to the store with him after school the next day, Al takes Angela to the store and introduces her to the old man, Angela is afraid and wants to go home; Ending/Resolution—Al and Angela find themselves in Africa with the old man.]

**Discuss** findings if time allows.

Let's talk about what you've written for plot. Remember, your answers will probably all sound a bit different. That's okay as long as you include the most important information in the passage. (Student responses.)

**Collect** Summary Map for use in Lesson 116.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 115

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 6-Prefix Map (Completed in Lesson 111), 2-Word Maps (Completed for Lessons 112–114), and Lesson 115: 4-Cover-Copy-Compare Chart; 5-Vocabulary Acquisition and Use

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, 6-Prefix Map (Completed in Lesson 111), 2-Word Maps (Completed for Lessons 112–114), and Lesson 115: 4-Cover-Copy-Compare Chart; Copy of 5-Vocabulary Acquisition and Use, blank paper; lined paper, Reading *Textbook B*; file or notebook



10 minutes

IWB

### Teacher Materials:

Word Map

Prefix Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

### Student Materials:

Word Map

Prefix Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form, Word Maps (Completed for Lessons 112–114), and Prefix Map (Completed for Lesson 111).

You're going to use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word or prefix, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 115: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the prefixes **e-n** and **e-m**, **rapid**, **expression**, and **glancing**.

**Guide** students as they complete Lesson 115: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 111 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.

### Activity 4 Vocabulary Acquisition and Use

**Display** Vocabulary Acquisition and Use. **Have** students work with a neighbor to complete Vocabulary Acquisition and Use.

Today's vocabulary words are \_\_\_\_ and \_\_\_\_ [and \_\_\_\_ and \_\_\_\_].

Vocabulary words: **certainty** and **doubt**; **curiosity** and **wonder**

Write the words on the lines provided. Then write the words in the boxes based on whether you think each word is less/smaller or more/larger than the other word. Below the boxes, write why you think word 1 is less/smaller and word 2 is more/larger than word 1.

**Repeat** for words 3 and 4. **Have** students share what they wrote. **Discuss** examples of how these words might be used.



10 minutes

IWB

**Student Materials:**

Lined paper

Blank paper

## Part B: Comprehension Strategies

**Display** on IWB or **write** directions on the board. **Read** or **explain** directions. **Clarify** as needed.

**Directions:** Draw a quick sketch of where you would go if you could go anywhere and see anything. Write one or two sentences describing why you would make that choice.

### Activity 1 Think-Pair-Share—Apply Knowledge (Level 3 of Bloom’s Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You’re going to use the Think-Pair-Share strategy to show what you’ve learned in earlier lessons. The directions for the activity are on the board.

Step 1 is to **Think**. You’ll get 1 minute to think about the directions on the board on your own. Think about where you would go if you were given a chance like Al and Angela.

Here we go. Think about where you would go. You have 1 minute.

**Assign** partners. **Direct** students to take out blank paper and lined paper.

Step 2 is to **Pair**. You’ll have 5 minutes to work with your partner to share ideas about the topic. Then, decide who will draw a quick sketch and who will write one or two sentences explaining why you would make that choice.

Here we go. One person should draw and one person should write. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I’ll call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 116

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, and 14-Summary Map (Partially completed in Lesson 114); Reading *Textbook B*

**Student:** 1-Vocabulary Self-Reflection Form, 2-Word Map, and 14-Summary Map (Partially completed in Lesson 114); Reading *Textbook B*; file or notebook



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. The four words for this week are **transparent**, **familiar**, **speck**, and **compact**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, Sentence, and Antonym

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **transparent**. The word **transparent** means "easily seen through." What's the definition of **transparent**? *Easily seen through.*

What word means "easily seen through"? *Transparent.*

Use the Word Map to write the word, the definition, and a sentence for **transparent**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for transparent. **Guide** as needed.

Now that you've done the "Word," "Definition," and "Sentence" boxes, I am going to tell you some **synonyms** for the word **transparent**. They include: **clear**, **sheer**, and **see-through**. Fill in the "Synonym" box on your Word Map for **transparent**. When you're done, quickly tell your neighbor our vocabulary word and the **synonym** you chose for **transparent**.

**Monitor** students as they complete "Synonym" box on Word Map. **Discuss** antonyms for transparent.



**Discuss** transparent as it relates to Reading *Textbook B* activities during the lesson.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "taking a quick look"? *Glancing.*



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Summary Map

**Student Materials:**

Reading *Textbook B*

Summary Map

## Part B: Comprehension Strategies

### Activity 1 Summary Map: Summarize Narrative Text—An After-Reading Strategy



**Direct** students to Lesson 113, page 208 of Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

**What's a summary?** (Idea: *A retelling of the most important details in a passage.*)

**Give** students Summary Map (Partially completed in Lesson 114).

In the last lesson, you filled in the title, characters, setting, and plot on your Summary Map for “Angela Meets the Old Man.” Today, you’ll write a summary on your Summary Map on your own. Remember to include the title, characters, and setting. Then, think about the beginning, middle, and end so you include the problem, major events, and ending or resolution in your summary.

**Monitor** students as they look back at Summary Map (Partially completed in Lesson 114) to summarize the story. **Monitor** students as they write the summary on Summary Map (Partially completed in Lesson 114).

[Example of a Summary—In the story, “Angela Meets the Old Man,” Al convinces Angela to meet the old man and go on a trip with them. When Angela meets the old man, she is scared and wants to go home. Instead, they all end up in Africa.]

**Assign** pairs of students to work together if time allows. **Monitor** as students work in pairs to share Concept Maps if time allows.

**Share your Summary Map with a partner.** See whether you have similar or different information.

**Discuss** findings if time allows.

**What did we find out as we shared our Summary Maps? What was the same? What was different?** (Student responses.)



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 117

## Materials

**Teacher:** 11-Cause and Effect Map and 2-Word Map; Reading *Textbook B*

**Student:** Copy of 11-Cause and Effect Map and 2-Word Map; Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, Sentence, and Antonym

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **familiar**. The definition of **familiar** is "well-known." What's the definition of **familiar**? *Well-known.*

What word means "well-known"? *Familiar.*

Use the Word Map to write the word, the definition, and a sentence for **familiar**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for familiar. **Guide** as needed.

Now that you've done the "Word," "Definition," and "Sentence" boxes, I am going to tell you some antonyms for the word **familiar**. They include **strange, unfamiliar, and alien**. Fill in the "Antonym" box on your Word Map with one antonym for **familiar**. When you're done, quickly tell your neighbor our vocabulary word and the antonym you chose for **familiar**.

**Monitor** students as they complete Antonym box on Word Map for familiar.

**Discuss** synonyms for familiar.



**Discuss** familiar as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "easily seen through"? *Transparent.*





10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*  
Cause and Effect Map

**Student Materials:**

Reading *Textbook B*  
Cause and Effect Map

## Part B: Comprehension Strategies

### Activity 1 Review Cause and Effect Relationships—A During-Reading Strategy



**Direct** students to Lesson 116, page 224 of Reading *Textbook B*.

**Show** Cause and Effect Map. **Elicit** responses to questions. **Guide** as needed.

In earlier lessons, you learned how to identify cause and effect relationships. Identifying cause and effect will help you understand what you read.

Cause means to make something happen. What does cause mean? *To make something happen.*

An effect is what happens. What's an effect? *What happens.*

**Assign** partners. **Give** students copy of Cause and Effect Map.

In the last lesson, you read, "Al and Angela Go to the Bottom of the Ocean." Today, you'll work in pairs to fill out your Cause and Effect Map for "Al and Angela Go to the Bottom of the Ocean." Remember to look at pictures and text to help you fill in your map.

**Guide** students as they work in pairs to look at the pictures and the text to identify two cause and effect relationships.

**Guide** students as they work in pairs to write two cause and effect relationships on Cause and Effect Map.

**Write** examples of two cause and effect relationships on Cause and Effect Map.

[Examples of Cause and Effect Relationships—killer whales swam away fast after hearing warning signal, killer whales avoid danger; divers go to the surface too fast, they can get the bends.]

**Show** examples on Cause and Effect Map.

I'll show you my Cause and Effect Map. Let's talk about what you've written for cause and effect. Remember, your answers will probably sound a bit different. That's okay as long as you have identified cause and effect relationships.

**Discuss** findings.



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 118

## Materials

**Teacher:** 11-Cause and Effect Map, 2-Word Map; Reading *Textbook B*

**Student:** Copy of 11-Cause and Effect Map, 2-Word Map; Reading *Textbook B*; file or folder



10 minutes

IWB

### Teacher Materials:

Word Map

### Student Materials:

Word Map

Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, Sentence, and Synonym

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **speck**. The definition of **speck** is "very small mark or spot." What's the definition of **speck**? *A very small mark or spot.*

What word means "very small mark or spot"? *Speck.*

Use the Word Map to write the word, the definition, and a sentence for **speck**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for speck. **Guide** as needed. **Discuss** how small a speck is.



**Discuss** speck as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "well-known"? *Familiar.*



10 minutes

IWB

### Teacher Materials:

Reading *Textbook B*

Cause and Effect Map

### Student Materials:

Reading *Textbook B*

Cause and Effect Map

## Part B: Comprehension Strategies

### Activity 1 Review Cause and Effect Relationships—A During-Reading Strategy



**Direct** students to Lesson 117, page 231 of Reading *Textbook B*.

**Show** Cause and Effect Map. **Give** students Cause and Effect Map. **Elicit** responses to questions. **Guide** as needed.

**Remember**, identifying cause and effect helps you to understand what you're reading.

What does cause mean? *To make something happen.*

What's an effect? *What happens.*

In the last lesson, you read, “A Test About the Ocean.” Today, you’ll fill out your Cause and Effect Map for “A Test About the Ocean” on your own. Remember to look at pictures and text to help you fill in your map.

**Monitor** students as they look at the pictures and the text to identify two cause and effect relationships.

**Monitor** students as they write two cause and effect relationships on Cause and Effect Map.

[Examples of Cause and Effect Relationships—Al and Angela pass their test, they can go anywhere and see anything; a squid takes in water and blows it out fast, the squid moves forward.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Cause and Effect Maps.

Share your Cause and Effect Map with a partner. See whether you have similar or different information.

What did we find out as we shared our Cause and Effect Maps? What was the same? What was different? (Student responses.)

**Discuss** findings.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### **Activity 1** Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 119

## Materials

**Teacher:** 2-Word Map; Reading *Textbook B*

**Student:** Copy of 2-Word Map; Reading *Textbook B*; file or folder



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **compact**. The definition of **compact** is "closely packed together." What's the definition of **compact**? *Closely packed together.*

What word means "closely packed together"? *Compact.*

Use the Word Map to write the word, the definition, and a sentence for **compact**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for compact. **Guide** as needed. **Discuss** antonyms for compact.



**Discuss** compact as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "very small mark or spot"? *Speck.*



10 minutes

**Teacher Materials:**  
Reading *Textbook B*

**Student Materials:**  
Reading *Textbook B*

## Part B: Comprehension Strategies

### Activity 1 Comprehension Monitoring: Mental Imaging with Narrative Text—A During-Reading Strategy



**Direct** students to Lesson 118, page 238 of Reading *Textbook B*.

**Elicit** response to question. **Guide** as needed.

In earlier lessons, you practiced a strategy called mental imaging to help you understand what you read. Remember, when you use mental imaging with narrative text, you can make pictures in your mind of the characters, setting, and actions in the plot to help you understand the story better.

Mental imaging is like watching a movie of the story in your mind. What's mental imaging like? *Watching a movie of the story in your mind.*

In the last lesson, you read “Angela and Al See Our Galaxy.” Today, you’re going to work with a partner to practice mental imaging. Take turns reading aloud short passages from the story. Readers, describe to your partner what you’re picturing in your mind. Listeners, while your partner is describing his or her picture, think about your own picture of that passage. It’s okay to see the same picture or a different picture. Remember, this is how you personally are connecting to the text.

**Monitor** students as they take turns reading aloud passages from the story and describing the pictures in their minds.

What kinds of mental imaging did you see when you read “Angela and Al See Our Galaxy?” What was the same? What was different? (Student responses.)

**Discuss** findings.



**5 minutes**

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 120

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Maps (Completed for Lessons 116–119), and Lesson 120: 4-Cover-Copy-Compare Chart; Writing Prompts, 7-My Writing Checklist

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, 2-Word Maps (Completed for Lessons 116–119), and Lesson 120: 4-Cover-Copy-Compare Chart; Reading *Textbook B*, Copy of 7-My Writing Checklist, Lined paper



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 116–119).

Today you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 120: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the words **transparent**, **familiar**, **speck**, and **compact**.

**Guide** students as they complete Lesson 120: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 116 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.



10 minutes

IWB

**Student Materials:**  
Lined paper

## Part B: Comprehension Strategies

Display on IWB or write directions on the board. **Read** or **explain** directions. Clarify as needed.

**Directions:** Imagine being able to interview the old man. Write one or two questions you would like to ask him. For each question, write what you think the old man's answer would be. Remember to use at least one vocabulary word from your vocabulary file or folder in these sentences.

### Activity 1 Think-Pair-Share—Analyze Knowledge (Level 4 of Bloom's Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You're going to use the Think-Pair-Share strategy to show what you've learned in earlier lessons. The directions for the activity are on the board.

Get ready to follow the steps.

Step 1 is to **Think**. You'll get 1 minute to think about the topic on your own. You should think about what you would like to ask the old man.

Here we go. Think about the questions you would ask. You have 1 minute.

**Assign** partners. **Direct** students to take out lined paper.

Step 2 is to **Pair**. You'll have 5 minutes to work with your partner to share ideas about the topic. You'll need to decide who will write one or two questions and who will write one or two answers. Remember to use at least one of your vocabulary words in your answers.

Here we go. Each person should write one or two sentences. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I'll call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



10 minutes

### IWB

**Teacher Materials:**

- Writing Prompts
- My Writing Checklist

**Student Materials:**

- Lined Paper
- My Writing Checklist

## Part D: Writing/Language Arts

### Activity 1 Write and Use Parts of Speech and Conventions

Time to write using a writing prompt based on the stories we've been reading.

**Assign** student partners. **Distribute** lined paper to students. **Display** writing prompts and have students choose one to write about or assign a writing prompt of your choice. **Review** parts of speech and punctuation as well as the writing checklist with students. **Tell** students to write one to two paragraphs (minimum of four sentences per paragraph) on their own to answer the writing prompt. **Tell** them to use their writing checklist (first column labeled "Did I use them?") to ensure they include important parts of speech or punctuation in their writing. **Tell** students which parts of speech or punctuation to focus on, if you wish. **Model** what it means to answer a writing prompt and to use the writing checklist during and after the writing process, as needed. **Monitor** and guide students as needed. **Model** what it means to have a neighbor look over his or her neighbor's writing and to complete the writing checklist (second column labeled "Did my neighbor use them?"), as needed. **Have** students share what they wrote as time permits.

Writing Prompt 1	Writing Prompt 2	Writing Prompt 3
What is your favorite subject in school? Why?	Say you took a submarine to the bottom of the ocean. Describe what you might see down there, if you have a flashlight, that is.	Tell me about an older person you enjoy talking to and what you talk about when you're with this person.



# Lesson 121

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form and 2-Word Map; Reading *Textbook B*; student dictionary; sticky notes

**Student:** Copy of 1-Vocabulary Self-Reflection Form and 2-Word Map; Reading *Textbook B*; file or notebook



13 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

Student Dictionary

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. The four words for this week are **demonstrating**, **chamber**, **circulate**, and **communication**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **demonstrating**. The definition of **demonstrating** is "showing how to do something." What's the definition of **demonstrating**? *Showing how to do something.*

What word means "showing how to do something"? *Demonstrating.*

Use the Word Map to write the word, the definition, and a sentence for **demonstrating**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for demonstrating. **Guide** as needed. **Discuss** synonyms for demonstrating.



**Discuss** demonstrating as it relates to Reading *Textbook B* activities during the lesson.

### Activity 3 Dictionary Use

**Model** think-aloud for looking up words in dictionary.

Today you'll learn how to use the dictionary. Looking up words in a dictionary will help you learn their meanings. I often look up words in the dictionary to find out what they mean. It helps me understand what I'm reading when I know what all of the words mean. I'll show you how to look up the word **demonstrating**.

#### Sample Wording for Think-Aloud

I'm not sure I understand the meaning of **demonstrating**. I need to look it up in the dictionary. I thumb through the dictionary like this until I come to the section labeled **D**. Then I check the spelling of **demonstrating**. I look up at the tops of the pages in the dictionary and try to get as close to the spelling of **demonstrating** as I can. Watch as I check the tops of the pages. Now I know the word **demonstrating** will be found on one of these two pages, between these two words. I skim the pages of the dictionary like this and find the word **demonstrating**. It looks like **demonstrating** is listed under the word **demonstrate**. I see that the word **demonstrate** is defined as \_\_\_\_\_ (Read definition). This will help me understand the word **demonstrating**.

### Activity 4 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "very small mark or spot"? *Speck*.



7 minutes

#### Teacher Materials:

Reading *Textbook B*

Sticky Notes

#### Student Materials:

Reading *Textbook B*

## Part B: Comprehension Strategies

### Activity 1 Comprehension Monitoring: Rereading—A During-Reading Strategy



**Direct** students to Lesson 119, page 243 in Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

In an earlier lesson, you learned a strategy to use if you have a problem understanding what you read. The strategy is called **rereading**. What's the strategy called? *Rereading*.

You can look back or look ahead at the pictures and text. What can you do?

*Look back or look ahead at the pictures and text.*

Remember, you can use this strategy with expository and narrative text.

In an earlier lesson, you read, "Angela and Al Learn about Muscles." What kind of text is "Angela and Al Learn about Muscles"—expository or narrative?

*Narrative.*

Today, you'll use the rereading strategy to help you understand "Angela and Al Learn about Muscles." As you read, ask yourself questions like, "Am I understanding this?" or "Is there a word that I'm not sure I understand?" What questions will you ask yourself? (Ideas: *Am I understanding this? Is there a word that I'm not sure I understand?*)

**Draw** a large square on the board or IWB to use as a model.

Today, I'll show you how to do the strategy using sticky notes.

**Model** think-aloud for rereading strategy with sticky notes.

### Sample Wording for Think-Aloud

As I'm looking back at the pictures and skimming the passage, I see the first rule about muscles. I see that when a muscle works, it pulls and gets shorter. I'm not really understanding this, so I'll write, "What does it mean that a muscle pulls and gets shorter?" on my sticky note. I'm leaving plenty of room on the bottom of the note for my answer. I know I can look back or look ahead, so I'll try looking back first. No, the answer isn't before the rule. Now, I'll try looking ahead. Here's the answer. I'll write, "When arm lifted weight, muscle on front of arm got shorter and thicker" on the bottom of my sticky note. I have to leave out a few words to fit my answer on the sticky note, but I've made sure to include the most important words. I'll also write, "page 245, paragraphs 1 and 2." That way, I'll know where to look if I get confused about the rule again. I can also help a friend who doesn't understand the rule by showing him or her where I found the answer. I also really needed to look at the pictures, so I could understand this rule better.

**Model** writing question, answer, and reference to text on sticky note model.

You'll practice using the rereading strategy with sticky notes in upcoming lessons.



5 minutes

**Student Materials:**  
Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 122

## Materials

**Teacher:** 11-Cause and Effect Map and 2-Word Map; Reading *Textbook B*; student dictionary

**Student:** Copy of 11-Cause and Effect Map and 2-Word Map; Reading *Textbook B*; file or folder



10 minutes

IWB

### Teacher Materials:

Word Map

Student Dictionary

### Student Materials:

Word Map

Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **chamber**. The definition of **chamber** is "a closed-in space in a body." What's the definition of **chamber**? *A closed-in space in a body.*

What word means "a closed-in space in a body"? *Chamber.*

Use the Word Map to write the word, the definition, and a sentence for **chamber**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for chamber. **Guide** as needed. **Discuss** different kinds of chambers.



**Discuss** chamber as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Dictionary Use

In the last lesson, you learned how to look up the word **demonstrating**. Watch again as I look up the word **chamber**.

Use a dictionary to model looking up the word chamber.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "showing how to do something"? *Demonstrating.*



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*  
Cause and Effect Map

**Student Materials:**

Reading *Textbook B*  
Cause and Effect Map

## Part B: Comprehension Strategies

### Activity 1 Review Cause and Effect Relationships—A During-Reading Strategy



**Direct** students to Lesson 121, page 252 in Reading *Textbook B*.

**Show** Cause and Effect Map. **Give** Cause and Effect Map to students.

**Remember, identifying cause and effect helps you to understand what you're reading.**

**Elicit** responses to questions. **Guide** as needed.

**What does cause mean?** *To make something happen.*

**What's an effect?** *What happens.*

**Monitor** students as they look at the pictures and text to identify two cause and effect relationships.

**Today, you'll fill out your Cause and Effect Map for "Al and Angela Learn about Bones." Remember to look at pictures and text to help you fill in your map.**

**Monitor** students as they write two cause and effect relationships on Cause and Effect Map.

[Examples of Cause and Effect Relationships—the old man removed bones from the man's legs, the man bent and fell over; something hits the brain in a certain place, the man would never see again.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Cause and Effect Maps.

**Share your Cause and Effect Map with a partner. See whether you have similar or different information.**

**Discuss** findings.

**What did we find out as we shared our Cause and Effect Maps? What was the same? What was different?** (Student responses.)



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

**It's time for partner reading.**

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 123

## Materials

**Teacher:** 11-Cause and Effect Map and 2-Word Map; Reading *Textbook B*; student dictionary

**Student:** Copy of 11-Cause and Effect Map and 2-Word Map; Reading *Textbook B*; file or folder; student dictionary



10 minutes

IWB

### Teacher Materials:

Word Map

Student Dictionary

### Student Materials:

Word Map

Student Dictionary

Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **circulate**. The definition of **circulate** is "to move in a circle." What's the definition of **circulate**? *To move in a circle.*

What word means "to move in a circle"? *Circulate.*

Use the Word Map to write the word, the definition, and a sentence for **circulate**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for circulate. **Guide** as needed. **Discuss** revolve and *rotate* as synonyms for circulate.



**Discuss** circulate as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Dictionary Use

**Guide** as needed.

In the last lesson, you learned how to look up the word **chamber**. Now let's use our dictionaries to look up the word **circulate** together.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "a closed-in space in a body"? *Chamber.*



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*  
Cause and Effect Map

**Student Materials:**

Reading *Textbook B*  
Cause and Effect Map

## Part B: Comprehension Strategies

### Activity 1 Identify Cause and Effect Relationships—A During-Reading Strategy



**Direct** students to Lesson 122, page 256 in Reading *Textbook B*.

**Show** Cause and Effect Map. **Give** Cause and Effect Map to students. **Elicit** responses to questions. **Guide** as needed.

**What does cause mean?** *To make something happen.*

**What's an effect?** *What happens.*

Today, you'll fill out your Cause and Effect Map for "Angela and Al Learn about the Heart." Remember to look at pictures and text to help you fill in your map.

**Monitor** students as they look at the pictures and text to identify two cause and effect relationships.

**Monitor** students as they write the cause and effect relationships on Cause and Effect Map.

[Examples of Cause and Effect Relationships—when the heart pumps, the blood in the blood vessels moves; each time new blood is pushed into the tube, all the other blood must move forward to make room for the new blood.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Cause and Effect Maps.

**Share your Cause and Effect Map with a partner. See whether you have similar or different information.**

**Discuss** findings.

**What did we find out as we shared our Cause and Effect Maps? What was the same? What was different?** (Student responses.)



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 124

## Materials

**Teacher:** 2-Word Map; Reading *Textbook B*; student dictionary

**Student:** Copy of 2-Word Map; sticky notes; Reading *Textbook B*; file or folder; student dictionary



10 minutes

IWB

### Teacher Materials:

Word Map

Student Dictionary

### Student Materials:

Word Map

Student Dictionary

Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **communication**. The definition of **communication** is "making information known." What's the definition of **communication**? *Making information known.*

What word means "making information known"? *Communication.*

Use the Word Map to write the word, the definition, and a sentence for **communication**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for communication. **Guide** as needed. **Discuss** ways of communication.



**Discuss** communication as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Dictionary Use

**Guide** as needed.

Let's use our dictionaries to look up the word **communication** together.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to move in a circle"? *Circulate.*





10 minutes

**Teacher Materials:**

Reading *Textbook B*

**Student Materials:**

Reading *Textbook B*

Sticky notes

## Part B: Comprehension Strategies

### Activity 1 Comprehension Monitoring: Rereading—A During-Reading Strategy



**Direct** students to Lesson 123, page 261 in Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

Today, you'll practice using the rereading strategy to help you understand "Al and Angela Follow Blood through the Body." What can you do when you use rereading? (Idea: Look back or look ahead at pictures and text.)

What questions will you ask yourself? (Ideas: Am I understanding this? Is there a word that I'm not sure I understand?)

**Give** students sticky notes. **Model** as needed.

You'll practice rereading using sticky notes today. Remember, as you look back at the passage, write questions you have on a sticky note. Then, look back or look ahead at pictures and text to find the answer to your question. Write the answer to your question on the sticky note and the page number and paragraph number where you found the answer. Be ready to tell us where you found your answer.

**Monitor** students as they use sticky notes.

Let's talk about some of the questions you had as you looked back at "Al and Angela Follow Blood through the Body." Where did you find the answers? (Student responses.)

**Discuss** questions students had as they read and where they found their answers.



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 125

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Maps (Completed for Lessons 121–124), and Lesson 125: 4-Cover-Copy-Compare Chart; 5-Vocabulary Acquisition and Use, 9-Point of View, Informational Text Passage

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, 2-Word Maps (Completed for Lessons 121–124), and Lesson 125: 4-Cover-Copy-Compare Chart; Copy of 5-Vocabulary Acquisition and Use, lined paper, Reading *Textbook B*; file or notebook, Informational Text Passage, Copy of 9-Point of View



10 minutes

IWB

### Teacher Materials:

Word Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

### Student Materials:

Word Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for: Vocabulary Self-Reflection Form, Word Maps (Completed for Lessons 121–124).

You're going to use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word or prefix, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 125: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the vocabulary words **demonstrating**, **chamber**, **circulate**, and **communication**.

**Guide** students as they complete Lesson 125: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 121 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.

## Activity 4 Vocabulary Acquisition and Use

**Display** Vocabulary Acquisition and Use. **Have** students work with a neighbor to complete Vocabulary Acquisition and Use.

Today's vocabulary words are \_\_\_\_ and \_\_\_\_ [and \_\_\_\_ and \_\_\_\_].

Vocabulary words: **hunch** and **guess**; **law** and **hypothesis**

Write the words on the lines provided. Then write the words in the boxes based on whether you think each word is less/smaller or more/larger than the other word. Below the boxes, write why you think word 1 is less/smaller and word 2 is more/larger than word 1.

**Repeat** for words 3 and 4. **Have** students share what they wrote. **Discuss** examples of how these words might be used.



10 minutes

IWB

**Student Materials:**

Lined paper

## Part B: Comprehension Strategies

**Display** on IWB or **write** directions on the board. **Read** or **explain** directions. **Clarify** as needed.

**Directions:** Write one or two facts that you have learned about the body. For each fact you choose, write one or two sentences describing how you would teach the fact to somebody else.

### Activity 1 Think-Pair-Share—Apply Knowledge (Level 3 of Bloom's Taxonomy)



**Direct** students to look back at Lessons 119–125, pages 243–275 in Reading *Textbook B*.

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You're going to use the Think-Pair-Share strategy to show what you've learned in earlier lessons. The directions for the activity are on the board. You may need to look back at your textbook.

Step 1 is to **Think**. You'll get 1 minute to think about the directions on the board on your own. Think about one or two of the most interesting facts you've learned about the body.

Here we go. Think about what you've learned. You have 1 minute.

**Assign** partners. **Direct** students to take out lined paper.

Step 2 is to **Pair**. You'll have 5 minutes to work with your partner to share ideas about the topic. Then, decide who will write one or two facts and who will write one or two sentences describing how you would teach each fact to somebody else.

Here we go. One person should write one or two facts and then the other person write one or two sentences. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I'll call on pairs of students to share their work with the rest of the class.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



**10 minutes**

**IWB**

**Teacher Materials:**  
Informational Text  
Passage  
Point of View

**Student Materials:**  
Informational Text  
Passage  
Point of View

## Part D: Informational Text

### Activity 1 Distinguish Point of View

Time to complete your point of view chart based on the informational text passage that we'll read today.

**Prepare** copies of the informational text passage. **Have** students read the informational text passage (or one of your choice) that includes an issue with multiple points of view. **Model** how to complete the Examining Point of View form. **Have** students complete the Examining Point of View form when they are finished reading their book. **Guide** students as needed. **Have** students share both their points of view with the class as time permits.

# Lesson 126

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 6-Prefix Map, and 11-Cause and Effect Map;  
**Student:** Copy of 1-Vocabulary Self-Reflection Form, 6-Prefix Map, and 11-Cause and Effect Map; Reading *Textbook B*; file or notebook



13 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form  
Prefix Map

### Student Materials:

Vocabulary Self-Reflection Form  
Prefix Map  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. The four words for this week are the prefix **n-o-n**, **spiral**, **discussed**, and **flunk**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Prefix Review (*un-*, *re-*, *im-*, *in-*, *ir-*, *il-*, *dis-*, *en-*, and *em-*) and Prefix Introduction: *non-*

**Elicit** responses to questions. **Guide** as needed.

We've already learned about the prefixes **u-n**, **r-e**, **i-m**, **i-n**, **i-r**, **i-l**, **d-i-s**, **e-n**, and **e-m**. What does **r-e** mean? *Again*.

What prefix means "again"? *Re-*.

What do **u-n**, **i-m**, **i-n**, **i-r**, **i-l**, and **d-i-s** mean? *Not*.

What prefixes mean "not"? (Idea: *Un-*, *im-*, *in-*, *ir-*, *il-*, and *dis-*.)

What can the prefix **d-i-s** also mean? *A lack of*.

You use the prefix **i-r** only before words that start with what letter? *R*.

You use the prefix **i-l** only before words that start with what letter? *L*.

What do the prefixes **e-n** and **e-m** mean? *To cause to be*.

What prefixes mean "to cause to be"? *En-* and *em-*.

What can the prefixes **e-n** and **e-m** also mean? *To put in or on*.

You use the prefix **e-m** only before words that start with what letters? *B, m, or p*.

Today, you'll learn another **prefix**. The new prefix is **n-o-n**. **N-o-n** means "not." What does the prefix **n-o-n** mean? *Not*.

**N-o-n** has the same meaning as **u-n**, **i-m**, **i-n**, **i-r**, **i-l**, and **d-i-s**. What do the prefixes **u-n**, **i-m**, **i-n**, **i-r**, **i-l**, **d-i-s**, and **n-o-n** mean? *Not.*

What prefixes mean “not”? (Idea: *un-, im-, in-, ir-, il-, dis, and non-*.)

**Non**returnable. **Non**returnable means **not** returnable. **Non**drying. **Non**drying means **not** drying. **Non**stop. What does **non**stop mean? (Idea: *Not stopping.*)

Adding the prefix **n-o-n** to the beginning of a word changes the word’s meaning. It’s important to remember that for **n-o-n** to really be a prefix, you must still have a real word if you remove **non-** from the word. For example, if you remove the letters “non” from the word **none**, you have “e” which isn’t a word. This means that the “non” in **none** isn’t a **prefix**.

### Activity 3 Prefix Map

**Show** Prefix Map. **Monitor** students as they complete Prefix, Definition, Sample Words, and Sentence boxes on Prefix Map.

You’ll use the Prefix Map to write the prefix, its definition, sample words, and a sentence using one of the sample words for the prefixes **n-o-n**.

**Discuss** examples of other words that use non-. **Save** Prefix Map and put in file or folder.



**Discuss** non- as it relates to Reading *Textbook B* activities during the lesson.

### Activity 4 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means “making information known”? *Communication.*



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Cause and Effect Map

**Student Materials:**

Reading *Textbook B*

Cause and Effect Map

## Part B: Comprehension Strategies

### Activity 1 Identify Cause and Effect Relationships—A During-Reading Strategy



**Direct** students to Lesson 124, page 266 in Reading *Textbook B*.

**Show** Cause and Effect Map. **Give** Cause and Effect Map to students. **Elicit** responses to questions. **Guide** as needed.

What does cause mean? *To make something happen.*

What’s an effect? *What happens.*

Today, you'll fill out your Cause and Effect Map for "Angela and Al Learn about Nerves." Remember to look at pictures and text to help you fill in your map.

**Monitor** students as they look at the pictures and text to identify two cause and effect relationships.

**Monitor** students as they write two cause and effect relationships on Cause and Effect Map.

[Examples of Cause and Effect Relationships—when the man feels something, a message is sent to his brain; if the nerve is cut, the brain doesn't get any messages.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Cause and Effect Maps.

Share your Cause and Effect Map with a partner. See whether you have similar or different information.

**Discuss** findings.

What did we find out as we shared our Cause and Effect Maps? What was the same? What was different? (Student responses.)



**5 minutes**

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 127

## Materials

**Teacher:** 2-Word Map and 15-Fact Tracker; Reading *Textbook B*

**Student:** Copy of 2-Word Map; Reading *Textbook B*; file or folder; student dictionary



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Student Dictionary  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **spiral**. The definition of **spiral** is "a curve that goes around and around." What's the definition of **spiral**? *A curve that goes around and around.*

What word means "a curve that goes around and around"? *Spiral.*

Use the Word Map to write the word, the definition, and a sentence for **spiral**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for spiral. **Guide** as needed. **Draw** what a spiral looks like on board.



**Discuss** spiral as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Dictionary Use

**Guide** as needed.

Now you'll look up the word **spiral** in the dictionary on your own.

### Activity 3 Vocabulary/Prefix Review

**Elicit** response to question. **Guide** as needed.

What does the prefix **n-o-n** mean? *Not.*

What prefixes mean "not"? (Idea: *un-, im-, in-, ir-, il-, dis, and non-*.)





10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Fact Tracker

**Student Materials:**

Reading *Textbook B*

## Part B: Comprehension Strategies

### Activity 1 Distinguish Fact from Fiction—A During-Reading Strategy



**Direct** students to Lesson 125, page 273 of Reading *Textbook B*.

**Show** Fact Tracker. **Elicit** responses to questions. **Guide** as needed.

When you read, it's important to know if what you're reading is fact or fiction. Knowing the difference between fact and fiction helps you understand what you're reading.

A fact is something that is true. What's a fact? *Something that is true.*

Fiction is something that's not true. What's fiction? *Something that's not true.*

Remember, narrative text sometimes include facts or true information about a topic. The "Al and Angela" stories are great examples of this. It's important that you know the difference between fact and fiction in stories like these.

When you need to know if what you're reading is fact or fiction, you can use what you already know about a topic and then ask yourself, "Could this really have happened the way it's described?"

Today, I'm going to show you how I fill in my "Fact Tracker" to keep track of the differences between fact and fiction for, "Al and Angela Learn about the Brain."

**Model** think-aloud for distinguishing fact from fiction.

#### Sample Wording for Think-Aloud

I'm going to skim the text to find facts, but I'm also going to look for things that I know couldn't really have happened the way they're described. The very first sentence tells me that Al, Angela, and the old man were in the human body looking at nerves. I know this couldn't really have happened, so I'll write, "Al, Angela, and the old man were in the human body" in the row labeled "Fiction" on my Fact Tracker. Then, I'll write where I found it in the same row, under the words, "Where you found it." I'll write, "273" on the blank next to "Page." Now, I'll keep looking for facts. I'm reading that Angela explains how nerves work in the second paragraph. I use what I already know about nerves to recognize this as a fact. So, I'll write, "One kind of nerve sends the messages to the brain and the other kind of nerve sends messages from the brain to the body," in the row labeled "Fact." Then, I'll write where I found it in the same row, under the words, "Where you found it." I'll write, "273" on the blank next to "Page." That way, if I need to remember the fact, I'll know where to find it. I can also help a friend if he or she needs help understanding the fact.

I'll fill in examples of fact and fiction on my Fact Tracker in the next lesson.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 128

## Materials

**Teacher:** 2-Word Map and 15-Fact Tracker; Reading *Textbook B*

**Student:** Copy of 2-Word Map; Reading *Textbook B*; file or folder; student dictionary



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Student Dictionary  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **discussed**. The definition of **discussed** is "to talk about." What's the definition of **discussed**? *To talk about.*

What word's definition means "to talk about"? *Discussed.*

Use the Word Map to write the word, the definition, and a sentence for **discussed**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for discussed. **Guide** as needed. **Discuss** synonyms for discussed.



**Discuss** discussed as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Dictionary Use

**Guide** as needed.

Now you'll look up the word **discussed** in the dictionary on your own.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word's definition means "a curve that goes around and around"? *Spiral.*



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Fact Tracker

**Student Materials:**

Reading *Textbook B*

## Part B: Comprehension Strategies

### Activity 1 Distinguish Fact from Fiction—A During-Reading Strategy



**Direct** students to Lesson 126, page 278 of Reading *Textbook B*.

**Show** Fact Tracker. **Elicit** responses to questions. **Guide** as needed.

When you read, it's important to know if what you're reading is fact or fiction. Knowing the difference between fact and fiction helps you understand what you're reading. What does knowing the difference between fact and fiction do? *Helps you understand what you're reading.*

A fact is something that is true. What's a fact? *Something that is true.*

Fiction is something that's not true. What's fiction? *Something that's not true.*

**Model** skimming the text to find examples of fact and fiction.

When you need to know whether what you're reading is fact or fiction, you can use what you already know about a topic and then ask yourself, "Could this really have happened the way it's described?"

Today, I'm going to show you how I fill in my "Fact Tracker" to keep track of the difference between fact and fiction for, "Angela and Al Learn about the Eye."

**Model** writing examples of fact and fiction and text references on Fact Tracker.

[Examples of Fact and Text References—Each eye has a great bundle of nerves that goes to the brain, page 279; the pulses from those nerves go to the back of the brain, page 279.]

[Examples of Fiction and Text References—Angela, Al, and the old man moved to the left side of the brain, page 278; then they went inside the big nerve, page 279.]

You'll fill in examples of fact and fiction on your Fact Tracker in the next lesson.



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 129

## Materials

**Teacher:** 2-Word Map and 15-Fact Tracker; Reading *Textbook B*

**Student:** Copy of 2-Word Map and 15-Fact Tracker; Reading *Textbook B*; file or folder; student dictionary



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Student Dictionary  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **flunk**. The definition of **flunk** is "to fail a test."

What's the definition of **flunk**? *To fail a test.*

What word means "to fail a test"? *Flunk.*

Use the Word Map to write the word, the definition, and a sentence for **flunk**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for flunk. **Guide** as needed. **Ask** students how it would feel to flunk.



**Discuss** flunk as it relates to Reading *Textbook B* activities during the lesson.

### Activity 2 Dictionary Use

**Guide** as needed.

Now you'll look up the word **flunk** in the dictionary on your own.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to talk about"? *Discussed.*



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Fact Tracker

**Student Materials:**

Reading *Textbook B*

Fact Tracker

## Part B: Comprehension Strategies

### Activity 1 Distinguish Fact from Fiction—A During-Reading Strategy



**Direct** students to Lesson 127, page 283 of Reading *Textbook B*.

**Show** Fact Tracker. **Give** Fact Tracker to students. **Elicit** responses to questions.

**Guide** as needed.

Knowing the difference between fact and fiction helps you understand what you're reading. What does knowing the difference between fact and fiction do? *Helps you understand what you're reading.*

What's a fact? (Idea: *Something that is true.*)

What's fiction? (Idea: *Something that's not true.*)

Today, you're going to fill in your "Fact Tracker" to keep track of the difference between fact and fiction for, "Al and Angela Learn About the Ear."

**Guide** students as you both skim the text to find examples of fact and fiction.

**Guide** students as you both write examples of fact and fiction and text references on Fact Tracker.

[Examples of Fact and Text References—There are thousands of nerves in the retina, page 283; all the nerves that feel light send a message, page 283.]

[Examples of Fiction and Text References—Angela, Al, and the old man were inside a man's eye, page 283; Al and Angela watched the pictures on the retina for a few minutes, page 284.]

You'll write examples of fact and fiction on your Fact Tracker in upcoming lessons.



**5 minutes**

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 130

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 6-Prefix Map (Completed in Lesson 126), 2-Word Maps (Completed for Lessons 127–129), and Lesson 130: 4-Cover-Copy-Compare Chart; Writing Prompts, 7-My Writing Checklist

**Student:** File or folder 1-Vocabulary Self-Reflection Form, 6-Prefix Map (Completed in Lesson 126), 2-Word Maps (Completed for Lessons 127–129), and Lesson 130: 4-Cover-Copy-Compare Chart; Reading *Textbook B*, Copy of 7-My Writing Checklist, Lined paper, blank paper



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Prefix Map

Word Map

Cover-Copy-Compare Chart

### Student Materials:

Vocabulary Self-Reflection Form

Prefix Map

Word Map

Cover-Copy-Compare Chart

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 127–129), and Prefix Map (Completed for Lesson 126).

Today you'll use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 130: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for the prefix **n-o-n**, **spiral**, **discussed**, and **flunk**.

**Guide** students as they complete Lesson 130: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 126 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.





10 minutes

IWB

**Student Materials:**

Lined paper

Blank paper

## Part B: Comprehension Strategies

Display on IWB or write directions on the board. Read or explain directions. Clarify as needed.

**Directions:** Draw a brief sketch to advertise the store on Anywhere Street. Write one or two sentences to describe what you think might happen if anyone could go to this special store. Use at least one vocabulary word from your vocabulary file or folder when you write these sentences.

### Activity 1 Think-Pair-Share—Analyze Knowledge (Level 4 of Bloom’s Taxonomy)

Discuss the steps in Think-Pair-Share. Guide as needed.

You’re going to use the Think-Pair-Share strategy to show what you’ve learned in earlier lessons. The directions for the activity are on the board.

Get ready to follow the steps.

Step 1 is to **Think**. You’ll get 1 minute to think about the topic on your own. You should think about how you would advertise the store and what might happen if everybody knew about it.

Here we go. Think about the store on Anywhere Street. You have 1 minute.

Assign partners. Direct students to take out blank paper and lined paper.

Step 2 is to **Pair**. You’ll have 5 minutes to work with your partner to share ideas about the topic. You’ll need to decide who will draw the advertisement and who will write about what might happen if everybody knew about the store. Remember to use at least one of your vocabulary words in your answers.

Here we go. One person should draw and one person should write one or two sentences. You have 5 minutes.

Call on as many pairs to share as time allows.

Step 3 is to **Share**. I’ll call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



Conduct after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

Direct students to the story of the day. Assign student partners as Partner 1 and Partner 2. Monitor partner reading. Guide as needed.



10 minutes

### IWB

**Teacher Materials:**

Writing Prompts

My Writing Checklist

**Student Materials:**

Lined Paper

My Writing Checklist

## Part D: Writing/Language Arts

### Activity 1 Write and Use Parts of Speech and Conventions

Time to write using a writing prompt based on the stories we've been reading.

**Assign** student partners. **Distribute** lined paper to students. **Display** writing prompts and have students choose one to write about or assign a writing prompt of your choice.

**Review** parts of speech and punctuation as well as the writing checklist with students.

**Tell** students to write one to two paragraphs (minimum of four sentences per paragraph) on their own to answer the writing prompt. **Tell** them to use their writing checklist (first column labeled "Did I use them?") to ensure they include important parts of speech or punctuation in their writing. **Tell** students which parts of speech or punctuation to focus on, if you wish. **Model** what it means to answer a writing prompt and to use the writing checklist during and after the writing process, as needed.

**Monitor** and guide students as needed. **Model** what it means to have a neighbor look over his or her neighbor's writing and to complete the writing checklist (second column labeled "Did my neighbor use them?"), as needed. **Have** students share what they wrote as time permits.

Writing Prompt 1	Writing Prompt 2	Writing Prompt 3
If you could travel through any part of the body, what part would it be and why?	Would it be more difficult to lose your sight or your hearing? Why?	What does "go anywhere; see anything" mean to you?

# Lesson 131

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, and 14-Summary Map; Reading *Textbook B*

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map, and 14-Summary Map; sticky notes; Reading *Textbook B*; file or notebook; student dictionary



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form  
Word Map

### Student Materials:

Vocabulary Self-Reflection Form  
Word Map  
Student Dictionary  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. The four words for this week are **suspended, distinct, horizon, and waded**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, Sentence, and Multiple Meaning

**Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **suspended**. The definition of **suspended** is "**hanging**." What's the definition of **suspended**? *Hanging*

What word means "hanging"? *Suspended*.

Use the Word Map to write the word, the definition, and a sentence for **suspended**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for suspended. **Guide** as needed.

**Suspended** is a **multiple meaning** word. **Multiple meaning** words are "words that have many meanings depending on how they are used in a sentence." I'll say two sentences with the word **suspended**. Then, I'll tell you what **suspended** means in each sentence. Sentence 1: The fan was **suspended** from the ceiling. Sentence 2: The principal **suspended** the student from school for fighting. In Sentence 1, the word **suspended** means "hanging." In Sentence 2, the word **suspended** means "to take away or stop for a time." Since **suspended** has multiple meanings, I need to see how it was used in a sentence before I could determine the correct meaning. We know that **suspended** can mean "hanging." **Suspended** can also mean "to take away or stop for a time." What word means **hanging**? *Suspended*.

What word also means "to take away or stop for a time"? *Suspended*.

**Suspended** has multiple meanings. It's a word that has many meanings depending on how it's used in a sentence. Use your Word Map to write an additional definition and sentence for **suspended**.

**Monitor** students as they complete Additional Definition and Sentence boxes on Word Map.

**Discuss** definitions for both meanings of suspended.



**Discuss** suspended as it relates to Reading *Textbook B* activities during the lesson.

**Monitor** students as they use dictionary to double-check meaning of suspended as time permits.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.  
What word means "to fail a test"? *Flunk*.



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Summary Map

**Student Materials:**  
Reading *Textbook B*  
Summary Map

## Part B: Comprehension Strategies

### Activity 1 Summary Map: Identify Title, Characters, Setting, and Plot in Narrative Text—An After-Reading Strategy



**Direct** students to Lesson 129, page 296 in Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

**Remember**, a summary map is a tool for helping you to remember and summarize important details about the plot. What's a summary map? *A tool for helping you to remember and summarize important details about the plot.*

The information in your Summary Map includes the title, characters, setting, plot, and summary. What information is included in your Summary Map? *The title, characters, setting, plot, and summary.*

**Show** Summary Map. **Give** Summary Map to students.

In an earlier lesson, you read "Angela and Al Take a Test on the Human Body." Today, on your own, you'll fill in the title, characters, setting, and plot on your Summary Map.

**Monitor** students as they write the title, characters, setting, and plot on Summary Map.

**Write** the title, characters, setting, and plot on Summary Map.

[Characters—Al, his classmates, Al's teacher, Angela, and the old man; Setting—Al's science class, during school and the store on Anywhere Street, after school; Problem—Al has to pass a difficult science test at school; Events—Al took the test and got every question right, Al and Angela walked to the store together after school, Al gave Angela the same test he took and she got all of the answers correct; Ending/Resolution—this time, Al and Angela don't have to take a test at the store to go on their next trip.]

**Assign** pairs of students to work together if time allows. **Monitor** as students work in pairs to share Summary Maps if time allows.

Share your Summary Map with a partner. See whether you have similar or different information.

**Discuss** findings if time allows.

What did we find out as we shared our Summary Maps? What was the same? What was different? (Student responses.)

You'll write a summary for "Angela and Al Take a Test on the Human Body" in the next lesson.

**Collect** Summary Maps for use in Lesson 132.



**5 minutes**

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 132

## Materials

**Teacher:** 2-Word Map and 14-Summary Map (Partially completed in Lesson 131); Reading *Textbook B*

**Student:** Copy of 2-Word Map and 14-Summary Map (Partially completed in Lesson 131); Reading *Textbook B*; file or folder; student dictionary



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Student Dictionary  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed. Today's vocabulary word is **distinct**. The definition of **distinct** is "not the same." What's the definition of **distinct**? *Not the same.*

What word means "not the same"? *Distinct.*

Use the Word Map to write the word, the definition, and a sentence for **distinct**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for distinct. **Guide** as needed. **Discuss** *different* as a synonym for distinct.



**Discuss** distinct as it relates to Reading *Textbook B* activities during the lesson.

**Monitor** students as they use a dictionary to double-check meaning of distinct as time permits.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed. What word means "hanging" or "to take away or stop for a time"? *Suspended.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Summary Map

**Student Materials:**  
Reading *Textbook B*  
Summary Map

## Part B: Comprehension Strategies

### Activity 1 Summary Map: Summarize Narrative Text—An After-Reading Strategy



**Direct** students to Lesson 129, page 296 in Reading *Textbook B*.

**Give** students Summary Map (Partially completed in Lesson 131).

**Elicit** response to question. **Guide** as needed.

What's a summary? (Idea: *A retelling of the most important details in a passage.*)

**Show** Summary Map (Partially completed in Lesson 131). **Give** Summary Map to students.

In the last lesson, you filled in the title, characters, setting, and plot on your Summary Map for “Angela and Al Take a Test on the Human Body.” Today, on your own, you’ll write a summary on your Summary Map.

**Monitor** students as they write a summary on Summary Map (Partially completed in Lesson 131).

[Example of a Summary—In the story, “Angela and Al Take a Test on the Human Body,” Al and Angela both answered every question correctly on a difficult science test from Al’s class. The old man said that they didn’t have to take another test to earn their next trip because they both already passed a test.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Summary Maps.

Share your Summary Map with a partner. See whether you have similar or different information.

**Discuss** findings.

What did we find out as we shared our Summary Maps? What was the same? What was different? (Student responses.)



**5 minutes**

**Student Materials:**  
Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### **Activity 1** Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 133

## Materials

**Teacher:** 2-Word Map and 15-Fact Tracker; Reading *Textbook B*

**Student:** Copy of 2-Word Map and 15-Fact Tracker; Reading *Textbook B*; file or folder; student dictionary



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Student Dictionary  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **horizon**. The definition of **horizon** is "the line where the earth ends and the sky begins." What's the definition of **horizon**?  
*The line where the earth ends and the sky begins.*

What word means "the line where the earth ends and the sky begins"?  
*Horizon.*

Use the Word Map to write the word, the definition, and a sentence for **horizon**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for horizon. **Guide** as needed. **Discuss** facts about a horizon.



**Discuss** horizon as it relates to Reading *Textbook B* activities during the lesson.

**Monitor** students as they use dictionary to double-check meaning of horizon as time permits.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "not the same"? *Distinct.*





10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Fact Tracker

**Student Materials:**

Reading *Textbook B*

Fact Tracker

## Part B: Comprehension Strategies

### Activity 1 Fact Tracker: Distinguish Fact from Fiction—A During-Reading Strategy



**Direct** students to Lesson 131, page 303 in Reading *Textbook B*.

**Show** Fact Tracker. **Give** Fact Tracker to each student. **Elicit** responses to questions.

**Guide** as needed.

Knowing the difference between fact and fiction helps you understand what you're reading. What's a fact? (Idea: *Something that is true.*)

What's fiction? (Idea: *Something that's not true.*)

**Guide** students as you both skim the text to find examples of fact and fiction.

Remember, you can use what you already know about a topic and then ask yourself, "Could this really have happened the way it's described?"

Today, you're going to fill in your "Fact Tracker" to keep track of the difference between fact and fiction for, "Winter at the North Pole."

**Guide** students as you both write examples of fact and fiction and text references on Fact Tracker.

[Examples of Fact and Text References—If you breathe too hard the cold air will freeze your lungs, page 303; When the North Pole tilts away from the sun, it's dark all the time, page 305.]

[Examples of Fiction and Text References—The old man snapped his fingers and Al didn't feel cold anymore, page 303; the old man snapped his fingers and models of the sun and earth appeared, page 304.]



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 134

## Materials

**Teacher:** 2-Word Map and 15-Fact Tracker; Reading *Textbook B*

**Student:** Copy of 2-Word Map and 15-Fact Tracker; Reading *Textbook B*; file or folder; student dictionary



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Student Dictionary  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **waded**. The definition of **waded** is "walked through something." What's the definition of **waded**? *Walked through something.*

What word means "walked through something"? *Waded.*

Use the Word Map to write the word, the definition, and a sentence for **waded**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for waded. **Guide** as needed. **Discuss** where a person might wade.



**Discuss** waded as it relates to Reading *Textbook B* activities during the lesson.

**Monitor** students as they use dictionary to double-check meaning of waded as time permits.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "the line where the earth ends and the sky begins"?  
*Horizon.*



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Fact Checker

**Student Materials:**

Reading *Textbook B*

Fact Checker

## Part B: Comprehension Strategies

### Activity 1 Fact Tracker: Distinguish Fact from Fiction—A During-Reading Strategy



**Direct** students to Lesson 132, page 309 in Reading *Textbook B*.

**Show** Fact Tracker. **Give** Fact Tracker to students. **Elicit** responses to questions.

**Guide** as needed.

**What's a fact?** (Idea: *Something that is true.*)

**What's fiction?** (Idea: *Something that's not true.*)

Remember, you can use what you already know about a topic and then ask yourself, "Could this really have happened the way it's described?"

**Guide** students as you both skim the text to find examples of fact and fiction.

Today, you're going to fill in your "Fact Tracker" to keep track of the difference between fact and fiction for, "Angela and Al Learn about Snowflakes."

**Guide** students as you both write examples of fact and fiction and text references on Fact Tracker.

[Examples of Fact and Text References—No two snowflakes look alike, page 309; There is no land at the North Pole, page 312.]

[Examples of Fiction and Text References—Al watched a snowflake grow to the size of a basketball, page 309; Al, Angela, and the old man were 20 feet below the surface of the snow, page 311.]



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 135

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Maps (Completed for Lessons 131–134), and Lesson 135: 4-Cover-Copy-Compare Chart; 5-Vocabulary Acquisition and Use

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, 2-Word Maps (Completed for Lessons 131–134), and Lesson 135: 4-Cover-Copy-Compare Chart; Copy of 5-Vocabulary Acquisition and Use, blank paper; lined paper, Reading *Textbook B*; file or notebook



10 minutes

IWB

### Teacher Materials:

Word Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

### Student Materials:

Word Map

Vocabulary Self-Reflection Form

Cover-Copy-Compare Chart

Vocabulary Acquisition and Use

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form, Word Maps (Completed for Lessons 131–134).

You're going to use this week's Word Maps to practice and review the four vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word or prefix, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 135: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for **suspended, distinct, horizon, and waded**.

**Guide** students as they complete Lesson 135: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form. **Guide** students as they complete Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 131 to review how well you now know your four vocabulary words. Ask yourself again, "How well do I know this word?"

**Review** difficult words.

## Activity 4 Vocabulary Acquisition and Use

**Display** Vocabulary Acquisition and Use. **Have** students work with a neighbor to complete Vocabulary Acquisition and Use.

Today's vocabulary words are \_\_\_\_ and \_\_\_\_ [and \_\_\_\_ and \_\_\_\_].

Vocabulary words: **truth** and **evidence**; **data** and **feelings**

Write the words on the lines provided. Then write the words in the boxes based on whether you think each word is less/smaller or more/larger than the other word. Below the boxes, write why you think word 1 is less/smaller and word 2 is more/larger than word 1.

**Repeat** for words 3 and 4. **Have** students share what they wrote. **Discuss** examples of how these words might be used.



10 minutes

IWB

### Student Materials:

Lined paper

Blank paper

## Part B: Comprehension Strategies

**Display** on IWB or **write** directions on the board. **Read** or **explain** directions.

**Clarify** as needed.

**Directions:** Draw a quick sketch of what Robert Scott's deserted camp must have looked like when it was discovered.

Imagine you are a survivor from Robert Scott's camp. Write one or two sentences describing how you would feel about being a survivor.

## Activity 1 Think-Pair-Share—Apply Knowledge (Level 3 of Bloom's Taxonomy)



**Direct** students to look back at Lessons 134, page 323 in Reading *Textbook B*.

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You're going to use the Think-Pair-Share strategy to show what you've learned in earlier lessons. The directions for the activity are on the board.

You may need to look back at your textbook.

Step 1 is to **Think**. You'll get 1 minute to think about the directions on the board on your own. Think about how strange it would have been to be a survivor from Robert Scott's camp.

Here we go. Think about Robert Scott's camp. You have 1 minute.

**Assign** partners. **Direct** students to take out blank paper and lined paper. Step 2 is to **Pair**. You'll have 5 minutes to work with your partner to share ideas about the topic. Then, decide who will draw a quick sketch and who will write one or two sentences describing how you would feel about being a survivor in the camp.

Here we go. One person should draw and one person should write. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I'll call on pairs of students to share their work with the rest of the class.



**5 minutes**

**Student Materials:**

Reading *Textbook B*



**Conduct** after the lesson, using the story of the day.

### **Activity 1** Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 136

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Map, and 15-Fact Tracker; Reading *Textbook B*

**Student:** Copy of 1-Vocabulary Self-Reflection Form, 2-Word Map, and 15-Fact Tracker; Reading *Textbook B*; file or notebook; student dictionary



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Student Dictionary

Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll fill out your Vocabulary Self-Reflection Form to help you decide how well you know the vocabulary words you'll learn this week. Since we're going to do a prefix review toward the end of the week, you'll only have three vocabulary words. The three words for this week are **select**, **enemies**, and **era**.

**Monitor** students as they complete "Beginning of Week" column on Vocabulary Self-Reflection Form.

### Activity 2 Word Map—Word, Definition, and Sentence

**Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **select**. The definition of **select** is "to choose from a group." What's the definition of **select**? *To choose from a group.*

What word's definition means "to choose from a group"? *Select.*

Use the Word Map to write the word, the definition, and a sentence for **select**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for select. **Guide** as needed. **Discuss** synonyms for select.



**Discuss** select as it relates to Reading *Textbook B* activities during the lesson.

**Monitor** students as they use dictionary to double-check meaning of select as time permits.

### Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "walked through something"? *Waded.*



10 minutes

IWB

**Teacher Materials:**  
Reading *Textbook B*  
Fact Tracker

**Student Materials:**  
Reading *Textbook B*  
Fact Tracker

## Part B: Comprehension Strategies

### Activity 1 Fact Tracker: Distinguish Fact from Fiction—A During-Reading Strategy



**Direct** students to Lesson 133, page 317 in Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

**What's a fact?** (Idea: *Something that is true.*)

**What's fiction?** (Idea: *Something that's not true.*)

**Show** Fact Tracker and provide students a copy.

**Today, you're going to fill in your "Fact Tracker" to keep track of the difference between fact and fiction for "A Trip to the South Pole."**

**Monitor** students as they skim the text to find examples of fact and fiction.

**Monitor** students as they write examples of fact and fiction and text references on Fact Tracker.

[Examples of Fact and Text References—When the North Pole tilts away from the sun, the South Pole tilts toward the sun, page 317; There is a great mass of land under the South Pole, page 319.]

[Examples of Fiction and Text References—Al, Angela, and the old man were in the dark, cold water below the North Pole, page 317; a model of the sun and the earth appeared in front of them, page 317.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Fact Tracker.

**Share your Fact Tracker with a partner. See whether you have similar or different information.**

**Discuss** findings.

**What did we find out as we shared our Fact Trackers? What was the same?**

**What was different?** (Student responses.)



5 minutes

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

**It's time for partner reading.**

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



# Lesson 137

## Materials

**Teacher:** 2-Word Map; Reading *Textbook B*

**Student:** Copy of 2-Word Map; sticky notes; Reading *Textbook B*; file or folder; student dictionary



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Student Dictionary  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition, and Sentence

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **enemies**. The definition of **enemies** is "animals or people that don't like each other." What's the definition of **enemies**? *Animals or people that don't like each other.*

What word means "animals or people that don't like each other"? *Enemies.*

Use the Word Map to write the word, the definition, and a sentence for **enemies**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for enemies. **Guide** as needed. **Discuss** that people can sometimes be enemies. **Discuss** antonyms for enemies.



**Discuss** enemies as it relates to Reading *Textbook B* activities during the lesson.

**Monitor** students as they use dictionary to double-check meaning of enemies as time permits.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "to choose from a group"? *Select.*



10 minutes

**Teacher Materials:**  
Reading *Textbook B*

**Student Materials:**  
Reading *Textbook B*  
Sticky notes

## Part B: Comprehension Strategies

### Activity 1 Comprehension Monitoring: Rereading—A During-Reading Strategy



**Direct** students to Lesson 133, page 315 in Reading *Textbook B*.

**Elicit** responses to questions. **Guide** as needed.

Today, you'll practice using the rereading strategy to help you understand "The Camera and the Eye." What can you do when you use rereading? (Idea: *Look back or look ahead at pictures and text.*)

What questions will you ask yourself? (Ideas: *Am I understanding this? Is there a word that I'm not sure I understand?*)

Give students sticky notes. **Model** as needed.

You'll practice rereading using sticky notes again. Remember, as you look back at the passage, write down questions you have on a sticky note. Then, look back or look ahead at pictures and text to find the answer to your question. Write the answer to your question on the sticky note and the page number and paragraph number where you found the answer. Be ready to tell us where you found your answer.

**Monitor** students as they use rereading strategy with sticky notes.

Let's talk about some of the questions you had as you looked back at "The Camera and the Eye." Where did you find the answers? (Student responses.)

**Discuss** questions students had as they read and where they found their answers.



**5 minutes**

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 138

## Materials

**Teacher:** 8-Narrative Story Map and 2-Word Map; Reading *Textbook B*

**Student:** Copy of 8-Narrative Story Map and 2-Word Map; Reading *Textbook B*; file or folder; student dictionary



10 minutes

IWB

**Teacher Materials:**  
Word Map

**Student Materials:**  
Word Map  
Student Dictionary  
Reading *Textbook B*

## Part A: Vocabulary Development

### Activity 1 Word Map—Word, Definition Sentence, and Synonym

**Show** Word Map. **Elicit** responses to questions. **Guide** as needed.

Today's vocabulary word is **era**. The definition of **era** is "an important time long ago." What's the definition of **era**? *An important time long ago.*

What word means "an important time long ago"? *Era.*

Use the Word Map to write the word, the definition, and a sentence for **era**.

**Monitor** students as they complete Word, Definition, and Sentence boxes on Word Map for era. **Guide** as needed.

Now that you've done the "Word," "Definition," and "Sentence" boxes, I am going to tell you some synonyms for the word **era**. They include **time, days,** and **age**. Fill in the "Synonym" box on your Word Map for **era**. When you're done, quickly tell your neighbor our vocabulary word and the synonym you chose for **era**.

**Monitor** students as they complete "Synonym" box on Word Map. **Discuss** synonyms for era.



**Discuss** era as it relates to Reading *Textbook B* activities during the lesson.

**Monitor** students as they use dictionary to double-check meaning of era as time permits.

### Activity 2 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means "animals or people that don't like each other"? *Enemies.*



10 minutes

IWB

**Teacher Materials:**

Reading *Textbook B*

Narrative Story Map

**Student Materials:**

Reading *Textbook B*

Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Determine Title, Characters, and Setting, and Make Predictions—A Before-Reading Strategy



**Direct** students to Lesson 138, page 346 of Reading *Textbook B*.

**Show** Narrative Story Map. **Give** students Narrative Story Map. **Elicit** responses to questions. **Guide** as needed.

Remember, your Narrative Story Map helps you to organize your thoughts, so you can understand what you read. What does your Narrative Story Map help you to do? *Organize your thoughts, so you can understand what you read.*

What information is included in your Narrative Story Map? *The title, characters, setting, make and check a prediction, and plot.*

Today, on your Narrative Story Map, you'll write the title, characters, setting, and make a prediction of your own for "Angela and Al Finish Their Last Trip." Remember to look at the title and pictures and skim the text to help you fill out your Narrative Story Map.

**Monitor** students as they write the title, characters, setting, and prediction on Narrative Story Map. **Guide** as needed.

[Characters—Al, Angela, and the old man; Setting—a library on Christmas Eve; Prediction—Al and Angela will get to go on one more trip with the old man.]

**Assign** pairs of students to work together. **Monitor** as students work in pairs to share Narrative Story Maps.

Share your Narrative Story Map with a partner. See whether you have similar or different information.

**Discuss** findings.

What did we find out as we shared our Narrative Story Maps? What was the same? What was different? (Student responses.)

You'll check your prediction and fill in the plot in the next lesson.



5 minutes

**Student Materials:**

Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 139

## Materials

**Teacher:** 6-Prefix Map and 8-Narrative Story Map (Partially completed in Lesson 138); Reading *Textbook B*

**Student:** Copy of 6-Prefix Maps (Completed for *un-*, *re-*, *im-*, *in-*, *ir-*, *il-*, *dis-*, *en-*, *em-*, and *non-*) and 8-Narrative Story Map (Partially completed in Lesson 138); Reading *Textbook B*; file or folder



13 minutes

IWB

**Teacher Materials:**  
Prefix Map

**Student Materials:**  
Prefix Map

## Part A: Vocabulary Development

### Activity 1 Final Prefix Review (*un-*, *re-*, *im-*, *in-*, *ir-*, *il-*, *dis-*, *en-*, *em-*, and *non-*)

Show Prefix Map. Elicit responses to questions. Guide as needed.

We've learned about the prefixes **u-n**, **r-e**, **i-m**, **i-n**, **i-r**, **i-l**, **d-i-s**, **e-n**, **e-m**, and **n-o-n**. A **prefix** is a "word part added to the beginning of a word that changes its meaning." What do we call a "word part added to the beginning of a word that changes its meaning"? *A prefix.*

What does **r-e** mean? *Again.*

What prefix means "again"? *Re-*

What do **u-n**, **i-m**, **i-n**, **i-r**, **i-l**, and **d-i-s** mean? *Not.*

What prefixes mean "not"? (Idea: *Un-*, *im-*, *in-*, *ir-*, *il-*, and *dis-*.)

What can the prefix **d-i-s** also mean? *A lack of.*

What prefix also means "a lack of"? *Dis-*

You use the prefix **i-r** only before words that start with what letter? *R.*

You use the prefix **i-l** only before words that start with what letter? *L.*

What do the prefixes **e-n** and **e-m** mean? *To cause to be.*

What prefixes mean "to cause to be"? *En- and em-*

What can the prefixes **e-n** and **e-m** also mean? *To put in or on.*

What prefix also means "to put in or on"? *En- and em-*

You use the prefix **e-m** only before words that start with what letters? *B, m, or p.*

**N-o-n** means “not.” What does the prefix **n-o-n** mean? *Not.*

**N-o-n** has the same meaning as **u-n, i-m, i-n, i-r, i-l,** and **d-i-s.** What do the prefixes **u-n, i-m, i-n, i-r, i-l, d-i-s,** and **n-o-n** mean? *Not.*

What prefixes mean “not”? (Idea: *un-, im-, in-, ir-, il-, dis,* and *non-*.)

Adding a prefix to the beginning of a word changes the word’s meaning. It’s important to remember that you must still have a real word if you remove the prefix from the word; if not, then the word doesn’t have a prefix.

## Activity 2 Prefix Map Review

**Direct** students to get Prefix Maps (Completed for *un, re-, im-, in-, ir-, il-, dis-, en-, em-,* and *non-*). **Guide** as needed.

Get out your Prefix Maps and briefly look at each of them. Then, choose two Prefix Maps and tell your neighbor the prefixes you chose along with the definitions and sample words.

## Activity 3 Vocabulary Review

**Elicit** response to question. **Guide** as needed.

What word means “an important time long ago”? *Era.*



7 minutes

IWB

### Teacher Materials:

Reading *Textbook B*

Narrative Story Map

### Student Materials:

Reading *Textbook B*

Narrative Story Map

## Part B: Comprehension Strategies

### Activity 1 Narrative Story Map: Check and Revise Predictions and Identify the Problem in a Story—An After-Reading Strategy



**Direct** students to Lesson 138, page 346 of Reading *Textbook B*.

**Give** students Narrative Story Map (Partially completed in Lesson 138).

Today, you’re going to check your prediction for “Angela and Al Finish Their Last Trip” to see whether you were correct, and you’ll write the plot on your Narrative Story Map on your own. Remember to look at the title and pictures and skim the text to help you identify the plot in the story.

**Monitor** students as they check the prediction and write plot on Narrative Story Map.

**Guide** as needed.

[Problem—Al and Angela are in the library with the old man; Major Events—Al and Angela read about dinosaurs and the solar system, Angela and Al realize it’s easier to go on real trips than use their imaginations, suddenly they were back in the store; Ending/Resolution—they said goodbye to the old man and he disappeared.]



**5 minutes**

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It's time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

# Lesson 140

## Materials

**Teacher:** 1-Vocabulary Self-Reflection Form, 2-Word Maps (Completed for Lessons 136–138), and Lesson 140: 4-Cover-Copy-Compare Chart; Writing Prompts, 7-My Writing Checklist

**Student:** File or folder for 1-Vocabulary Self-Reflection Form, 2-Word Maps (Completed for Lessons 136–138), and Lesson 140: 4-Cover-Copy-Compare Chart; Reading *Textbook B*, Copy of 7-My Writing Checklist, Lined paper



10 minutes

IWB

### Teacher Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

### Student Materials:

Vocabulary Self-Reflection Form

Word Map

Cover-Copy-Compare Chart

## Part A: Vocabulary Development

### Activity 1 Word Map Review

**Direct** students to get file or folder for Vocabulary Self-Reflection Form and Word Maps (Completed for Lessons 136–138).

Today you'll use this week's Word Maps to practice and review the three vocabulary words you've been learning. Get out your Word Maps from your file or folder and briefly look at each word, its definition, and sentence. Then, choose a word, definition, and sentence and turn to your neighbor and tell it to him or her. Don't choose the same word as your neighbor.

### Activity 2 Vocabulary Review—Cover-Copy-Compare Chart

**Show** Lesson 140: Cover-Copy-Compare Chart.

It's important to practice using your vocabulary words as much as you can to learn them well. The Cover-Copy-Compare Chart gives you extra practice using your vocabulary words. Use the Cover-Copy-Compare Chart for **select**, **enemies**, and **era**.

**Guide** students as they complete Lesson 140: Cover-Copy-Compare Chart.

### Activity 3 Vocabulary Self-Reflection Form

**Show** Vocabulary Self-Reflection Form.

Today, you'll ask yourself again, "How well do I know this word?" You'll use the "End of Week" column on your Vocabulary Self-Reflection Form from Lesson 136 to review how well you now know your three vocabulary words. Ask yourself again, "How well do I know this word?"

**Guide** students as they complete Vocabulary Self-Reflection Form. **Review** difficult words.





10 minutes

IWB

**Student Materials:**  
Lined paper

## Part B: Comprehension Strategies

Display on IWB or write directions on the board. Read or explain directions. Clarify as needed.

**Directions:** Write one or two sentences describing what you liked most about the AI and Angela stories. Write one or two sentences describing a different ending. Use at least one vocabulary word from your vocabulary file or folder when you write these sentences.

### Activity 1 Think-Pair-Share—Analyze Knowledge (Level 4 of Bloom’s Taxonomy)

**Discuss** the steps in Think-Pair-Share. **Guide** as needed.

You’re going to use the Think-Pair-Share strategy to show what you’ve learned in earlier lessons. The directions for the activity are on the board.

Get ready to follow the steps.

Step 1 is to **Think**. You’ll get 1 minute to think about the topic on your own. You should think about what you liked most about the AI and Angela stories.

Here we go. Think about the stories you just finished reading. You have 1 minute.

**Assign** partners. **Direct** students to take out lined paper.

Step 2 is to **Pair**. You’ll have 5 minutes to work with your partner to share ideas about the topic. You’ll need to decide who will write about what you liked most and who will write a different ending. Remember to use at least one of your vocabulary words in your answers.

Here we go. Each person should write one or two sentences. You have 5 minutes.

**Call** on as many pairs to share as time allows.

Step 3 is to **Share**. I’ll call on pairs of students to share their work with the rest of the class.



5 minutes

**Student Materials:**  
Reading *Textbook B*

## Part C: Fluency Building



**Conduct** after the lesson, using the story of the day.

### Activity 1 Partner Reading

It’s time for partner reading.

**Direct** students to the story of the day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.



10 minutes

IWB

**Teacher Materials:**

- Writing Prompts
- My Writing Checklist

**Student Materials:**

- Lined Paper
- My Writing Checklist

## Part D: Writing/Language Arts

### Activity 1 Write and Use Parts of Speech and Conventions

Time to write using a writing prompt based on the stories we've been reading.

**Assign** student partners. **Distribute** lined paper to students. **Display** writing prompts and have students choose one to write about or assign a writing prompt of your choice.

**Review** parts of speech and punctuation as well as the writing checklist with students.

**Tell** students to write one to two paragraphs (minimum of four sentences per paragraph) on their own to answer the writing prompt. **Tell** them to use their writing checklist (first column labeled "Did I use them?") to ensure they include important parts of speech or punctuation in their writing. **Tell** students which parts of speech or punctuation to focus on, if you wish. **Model** what it means to answer a writing prompt and to use the writing checklist during and after the writing process, as needed.

**Monitor** and guide students as needed. **Model** what it means to have a neighbor look over his or her neighbor's writing and to complete the writing checklist (second column labeled "Did my neighbor use them?"), as needed. **Have** students share what they wrote as time permits.

Writing Prompt 1	Writing Prompt 2	Writing Prompt 3
Would you rather take a trip to the North Pole or the South Pole? Why?	What type of book would you get in the library to read for fun? Why would you get this type of book?	Why do you think people love bookstores so much?

# Appendix A



# 1: Vocabulary Self-Reflection Form

**Word 1:** \_\_\_\_\_

**Ask yourself: How well do I know this word?**

Beginning of Week	End of Week
1. I've never seen it before. _____	1. I've never seen it before. _____
2. I've heard it, but I'm not sure what it means. _____	2. I've heard it, but I'm not sure what it means. _____
3. I think I know what it means. _____	3. I think I know what it means. _____
4. I know what the word means. _____	4. I know what the word means. _____

**Word 2:** \_\_\_\_\_

**Ask yourself: How well do I know this word?**

Beginning of Week	End of Week
1. I've never seen it before. _____	1. I've never seen it before. _____
2. I've heard it, but I'm not sure what it means. _____	2. I've heard it, but I'm not sure what it means. _____
3. I think I know what it means. _____	3. I think I know what it means. _____
4. I know what the word means. _____	4. I know what the word means. _____

**Word 3:** \_\_\_\_\_

**Ask yourself: How well do I know this word?**

Beginning of Week	End of Week
1. I've never seen it before. _____	1. I've never seen it before. _____
2. I've heard it, but I'm not sure what it means. _____	2. I've heard it, but I'm not sure what it means. _____
3. I think I know what it means. _____	3. I think I know what it means. _____
4. I know what the word means. _____	4. I know what the word means. _____

**Word 4:** \_\_\_\_\_

**Ask yourself: How well do I know this word?**

Beginning of Week	End of Week
1. I've never seen it before. _____	1. I've never seen it before. _____
2. I've heard it, but I'm not sure what it means. _____	2. I've heard it, but I'm not sure what it means. _____
3. I think I know what it means. _____	3. I think I know what it means. _____
4. I know what the word means. _____	4. I know what the word means. _____

## 2: Word Map

**Word:**

**Definition:**

**Sentence:**

**Synonym:**

**Antonym:**

**Multiple Meanings?**  
Yes                      No

**Additional Definition:**

**Sentence:**

Name \_\_\_\_\_

Date \_\_\_\_\_

# 3: Expository Summary Map

**Title:** \_\_\_\_\_

**Topic:**



**Purposes for Reading:**



**Supporting Details:**

Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 5): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
a trip	journey		Y   N	Y   N
when animals spend the winter sleeping	hibernation		Y   N	Y   N
the way something points	direction		Y   N	Y   N
something shaped like a ball	sphere		Y   N	Y   N



Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 10): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
not	un-		Y   N	Y   N
to travel over	navigate		Y   N	Y   N
the amount of space between two things	distance		Y   N	Y   N
to move in a circle around something	revolve		Y   N	Y   N

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Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 15): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
not different in any way	ordinary		Y   N	Y   N
to move downward quickly	swoop		Y   N	Y   N
may be dangerous	risky		Y   N	Y   N
very big or huge	enormous		Y   N	Y   N

## 4 (Lesson 20): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
a group <i>or</i> a bag that carries things	pack		Y    N	Y    N
to bend or break under weight <i>or</i> to hook two loose ends together	buckle		Y    N	Y    N
a path of moving water <i>or</i> happening now	current		Y    N	Y    N
scared	frightened		Y    N	Y    N

Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 25): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
to save	rescue		Y   N	Y   N
a sign that harm might happen	threat		Y   N	Y   N
a piece of an animal or plant from long ago	fossil		Y   N	Y   N
water that spins very fast	whirlpool		Y   N	Y   N

## 4 (Lesson 30): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
little space from top to bottom	shallow		Y   N	Y   N
small hard drops of frozen rain	hail		Y   N	Y   N
left without help	stranded		Y   N	Y   N
a group of trees	grove		Y   N	Y   N

Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 35): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
again	re-		Y   N	Y   N
dried animal skin	leather		Y   N	Y   N
to make something move toward something else	attract		Y   N	Y   N
to find <i>or</i> a mark	spot		Y   N	Y   N

## 4 (Lesson 40): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
a building where important things are kept and shown	museum		Y   N	Y   N
something made for the very first time	invention		Y   N	Y   N
to find something people did not know before	discover		Y   N	Y   N
to think of ways to solve problems	brainstorm		Y   N	Y   N

Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 45): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
to figure out	solve		Y   N	Y   N
a line of light <i>or</i> a long piece of wood	beam		Y   N	Y   N
real	authentic		Y   N	Y   N
to understand	realize		Y   N	Y   N



## 4 (Lesson 50): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
a good example of something	model		Y    N	Y    N
a machine or tool	device		Y    N	Y    N
somebody who makes things to sell	manufacturer		Y    N	Y    N
an understanding between people	deal		Y    N	Y    N

Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 55): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
not	im-/in-		Y   N	Y   N
to use carefully	conserve		Y   N	Y   N
parts that move or work together	system		Y   N	Y   N
think about	imagine		Y   N	Y   N

## 4 (Lesson 60): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix/ Idiom	3 Definitions	4 Compare?	5 Correct? If not, fix.
bags and boxes people carry while traveling	baggage		Y   N	Y   N
worried and unable to relax	nervous		Y   N	Y   N
someone who rides along but doesn't drive	passenger		Y   N	Y   N
very hungry	could eat a horse		Y   N	Y   N

Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 65): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
far away	distant		Y   N	Y   N
something that doesn't happen all the time	unusual		Y   N	Y   N
a long trip	voyage		Y   N	Y   N
something that carries people from one place to another	vehicle		Y   N	Y   N

## 4 (Lesson 70): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
a tool that makes things far away look closer	telescope		Y   N	Y   N
a person who teaches animals to do tricks	trainer		Y   N	Y   N
to come together as a group in one place	gathered		Y   N	Y   N
to bother or make unhappy	disturb		Y   N	Y   N

Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 75): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
not	ir-/il-		Y   N	Y   N
smelly	odorous		Y   N	Y   N
extra	spare		Y   N	Y   N
a show in front of people	performance		Y   N	Y   N

## 4 (Lesson 80): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
a total failure <i>or</i> to fall heavily and loudly	flop		Y   N	Y   N
to change and make better	adjust		Y   N	Y   N
a triangle	pyramid		Y   N	Y   N
a movement that gives directions	signal		Y   N	Y   N

Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 85): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
very good	fantastic		Y   N	Y   N
lots of curves or bends	winding		Y   N	Y   N
a raised piece of floor	platform		Y   N	Y   N
the best	premium		Y   N	Y   N

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## 4 (Lesson 90): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
tools for breathing underwater	scuba		Y   N	Y   N
the top	surface		Y   N	Y   N
a sudden feeling of great fear	panic		Y   N	Y   N
a person who teaches	instructor		Y   N	Y   N

Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 95): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
showing a strong interest	eager		Y   N	Y   N
to keep away from	avoid		Y   N	Y   N
looking at something very closely	examination		Y   N	Y   N
to walk in a slow, uneven way or not hard	limp		Y   N	Y   N

## 4 (Lesson 100): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
needs sleep	weary		Y   N	Y   N
a path between two places	route		Y   N	Y   N
to fall down suddenly	collapsed		Y   N	Y   N
planning that's done early	arrangements		Y   N	Y   N

Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 105): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
not <i>or</i> lack of	dis-		Y   N	Y   N
speed	velocity		Y   N	Y   N
to move in fast	swooped		Y   N	Y   N
boring	dull		Y   N	Y   N

## 4 (Lesson 110): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
coming in closer	approaching		Y   N	Y   N
to wait because of feeling unsure	hesitated		Y   N	Y   N
to become red in the face	blush		Y   N	Y   N
to become smaller	shrink		Y   N	Y   N

Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 115): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
to cause to be or to put in or on	en-/em-		Y   N	Y   N
fast	rapid		Y   N	Y   N
a look that shows feelings	expression		Y   N	Y   N
taking a quick look	glancing		Y   N	Y   N

## 4 (Lesson 120): Cover-Copy-Compare Chart

<b>1 Cover/Copy Definition</b>	<b>2 Word/Prefix</b>	<b>3 Definitions</b>	<b>4 Compare?</b>	<b>5 Correct? If not, fix.</b>
easily seen through	transparent		Y   N	Y   N
well-known	familiar		Y   N	Y   N
a very small mark or spot	speck		Y   N	Y   N
closely packed together	compact		Y   N	Y   N

Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 125): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
showing how to do something	demonstrating		Y    N	Y    N
a closed-in space in a body	chamber		Y    N	Y    N
to move in a circle	circulate		Y    N	Y    N
making information known	communication		Y    N	Y    N



## 4 (Lesson 130): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
not	non-		Y   N	Y   N
a curve that goes around and around	spiral		Y   N	Y   N
to talk about	discussed		Y   N	Y   N
to fail a test	flunk		Y   N	Y   N

Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 135): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
hanging <i>or</i> to take away or stop for a time	suspended		Y   N	Y   N
not the same	distinct		Y   N	Y   N
the line where the earth ends and the sky begins	horizon		Y   N	Y   N
to walk through something	waded		Y   N	Y   N

Name \_\_\_\_\_

Date \_\_\_\_\_

## 4 (Lesson 140): Cover-Copy-Compare Chart

1 Cover/Copy Definition	2 Word/Prefix	3 Definitions	4 Compare?	5 Correct? If not, fix.
to choose from a group	select		Y   N	Y   N
animals or people that don't like each other	enemies		Y   N	Y   N
an important time long ago	era		Y   N	Y   N

Name \_\_\_\_\_

Date \_\_\_\_\_

# 5: Vocabulary Acquisition and Use

Words: \_\_\_\_\_

Less/Smaller

More/Larger



**Word 1:**

**Word 2:**

Why do you think Word 1 is less/smaller and Word 2 is more/larger?

---

---

---

---

---

Words: \_\_\_\_\_

Less/Smaller

More/Larger



**Word 3:**

**Word 4:**

Why do you think Word 3 is less/smaller and Word 4 is more/larger?

---

---

---

---

---

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# 6: Prefix Map

**Prefix:**



**Definition:**



**Sample Words:**



**Sentence:**

Name \_\_\_\_\_

Date \_\_\_\_\_

## 7: My Writing Checklist

### Level 3

My Neighbor's Name \_\_\_\_\_

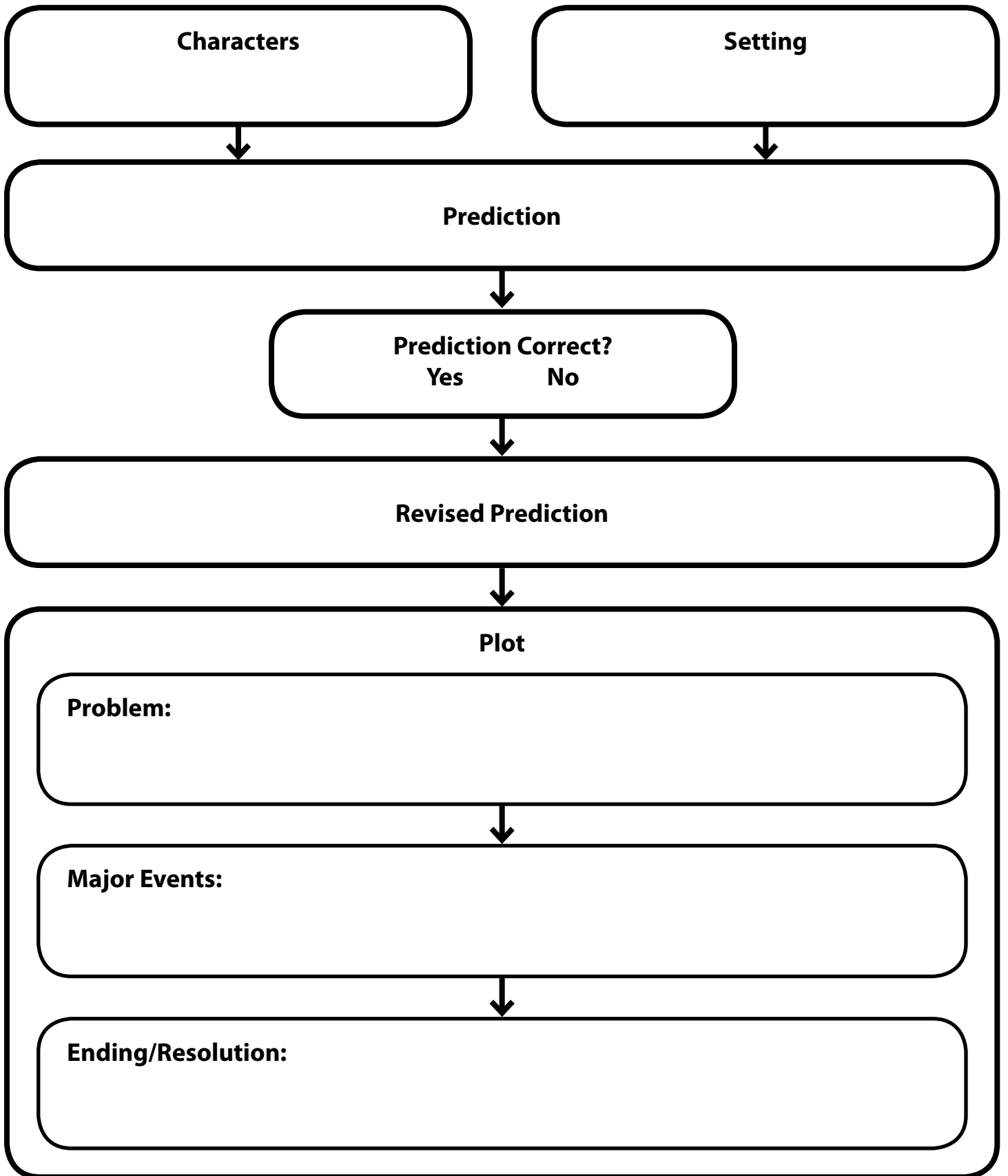
Parts to include:	Did I use them? (circle one)		Did my neighbor use them? (circle one)	
1. Nouns (person, place, thing, names, ownership)	Yes	No	Yes	No
2. Pronouns (he, she, him, her, I, me, my, they, them, their, anyone, everything)	Yes	No	Yes	No
3. Conjunctions (and, but, or, so, because)	Yes	No	Yes	No
4. Determiners (a, an, the)	Yes	No	Yes	No
5. Prepositions (in, on, over, under, during, beyond, toward)	Yes	No	Yes	No
6. Commas (dates, separate words in a series)	Yes	No	Yes	No
7. Collective nouns (group, herd, flock, litter)	Yes	No	Yes	No
8. Reflexive pronouns (myself, ourselves, yourself, himself, herself)	Yes	No	Yes	No
9. Abstract nouns (childhood, dedication, bravery, trustworthiness, curiosity)	Yes	No	Yes	No
10. Coordinating and subordinating conjunctions ( <i>and</i> plus another sentence, <i>or</i> plus another sentence; <i>Because...</i> , <i>Although...</i> , <i>Until...</i> )	Yes	No	Yes	No

Name \_\_\_\_\_

Date \_\_\_\_\_

# 8: Narrative Story Map

**Title:** \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

# 9: Point of View

Book Title \_\_\_\_\_

Author's Point of View (What the Author Thinks)	My Point of View (What I Think)
1.	
2.	



# 10: Idiom Map

**Idiom:**



**Literal Meaning:**



**Figurative Meaning:**



**Write about It:**

# 11: Cause and Effect Map

**Cause:**

**Effect:**



**Cause:**

**Effect:**



**Cause:**

**Effect:**



Name \_\_\_\_\_

Date \_\_\_\_\_

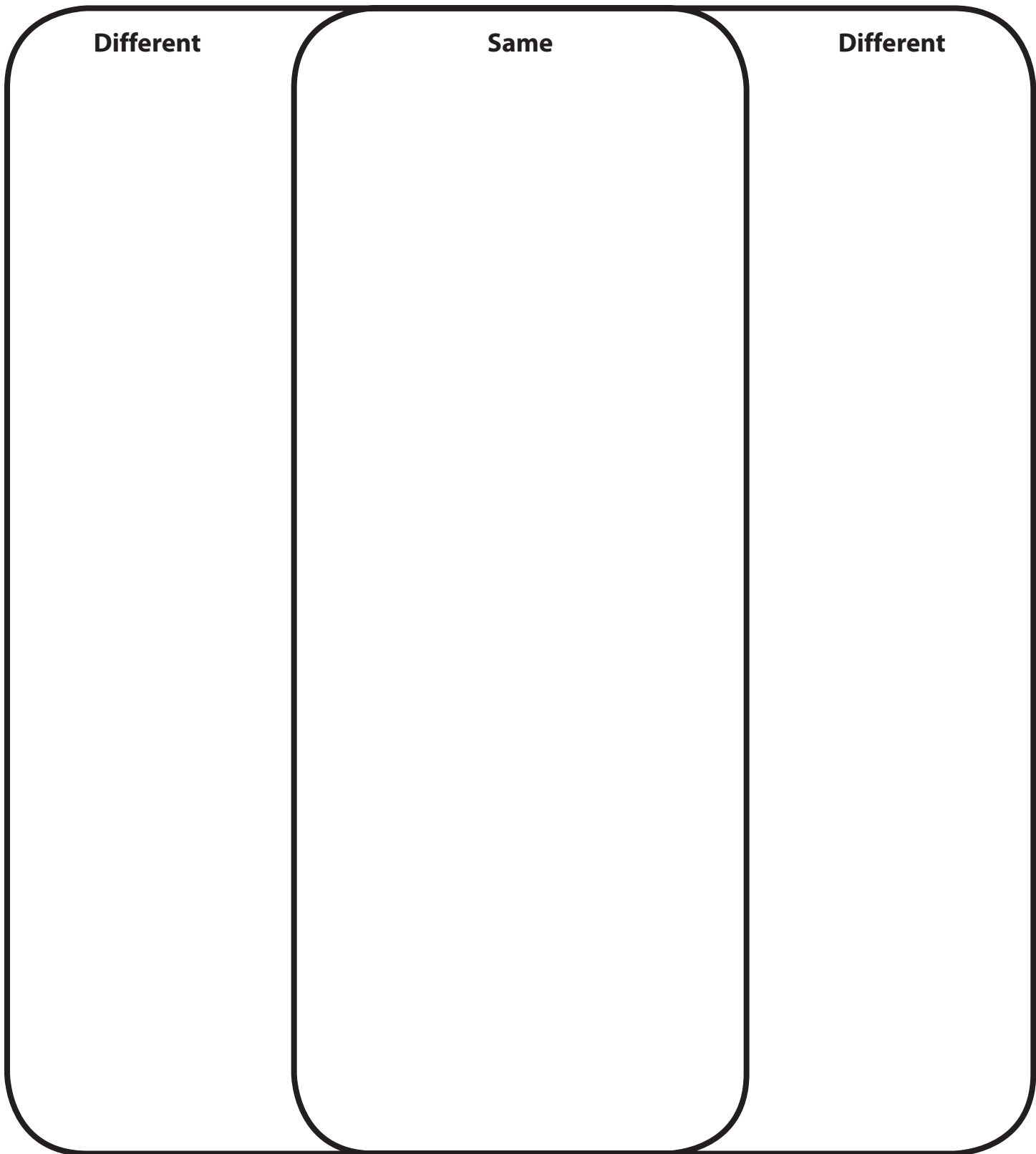
# 12: Compare-Contrast Venn Diagram

\_\_\_\_\_

Story Title

\_\_\_\_\_

Story Title



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Name \_\_\_\_\_

Date \_\_\_\_\_

# 13: Concept Map

**Title:** \_\_\_\_\_

**Topic:**



**Supporting Details:**



**Summary:**

Name \_\_\_\_\_

Date \_\_\_\_\_

# 14: Summary Map

**Title:** \_\_\_\_\_

**Characters**

**Setting**  
**Where:**  
**When:**

**Plot**

**Summary**

# 15: Fact Tracker

<p style="text-align: center;"><b>Fact</b></p> <p><b>What you found:</b></p> <p>1.</p>  <p>2.</p>	<p style="text-align: center;"><b>Reference</b></p> <p><b>Where you found it:</b></p> <p>1. Page _____</p>  <p>2. Page _____</p>
<p style="text-align: center;"><b>Fact</b></p> <p><b>What you found:</b></p> <p>1.</p>  <p>2.</p>	<p style="text-align: center;"><b>Reference</b></p> <p><b>Where you found it:</b></p> <p>1. Page _____</p>  <p>2. Page _____</p>

# Appendix B





Test		
Fluency Checkout (Lesson 10)	Tips for Teachers	Home Connections
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 10 on page 55 in <i>Presentation Book A</i>.</li> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list: Write difficult words on board; place check mark for each day completed correctly; after three consecutive days completed correctly, say “good-bye” to word.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading: Good reader reads until student signals for his or her turn to read.</li> <li>• Use “cold timing” and “hot timing” to improve fluency: First timing is colored on graph in blue (words correct per minute); student reads story three times and then is timed by the teacher; this final timing is graphed in red.</li> <li>• Develop tape of story read by good reader (e.g., at mastery student, adult); have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write three questions from story and answer them to ensure reading for understanding.</li> </ul>
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 10 on page 55 in <i>Presentation Book A</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation (e.g., question mark) when reading with prosody using a model think-aloud (e.g., I see a question mark at the end of this sentence; I’ll raise the tone of my voice at the end of the sentence to sound like I’m asking a question.).</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> </ul>

Test	Tips for Teachers	Home Connections
<p style="text-align: center;"><b>Test</b></p>	<ul style="list-style-type: none"> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<p><b>Test 1</b> (Lesson 10)</p> <p><b>Approaching Mastery</b></p>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher's Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher's Guide</i>) for students who do not meet passing criterion.</li> <li>• See test remedies noted on pages 68–71 of <i>Teacher's Guide</i> as well as Test 1 Firming Table noted on page 56 of <i>Presentation Book A</i>.</li> <li>• Partner with “at mastery” student and review previous lessons and review items in Reading <i>Textbook A</i>.</li> <li>• Partner with “at mastery” student and review Fact Game in <i>Teacher's Guide</i> (see Appendix G).</li> <li>• Implement note-taking study strategy using 2-column note-taking method: left column lists questions, right column lists answers; review notes before test.</li> <li>• Write lesson summaries on index cards as study strategy and review before test.</li> <li>• Review key vocabulary words/terms until firm; write vocabulary words and their definitions on index cards.</li> <li>• Play “Jeopardy-like” game before taking test; student provides answers to questions posed by adult or “at mastery” student.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to reread previous lessons and review items at home, particularly before the test; provide another text to be kept at home for this purpose.</li> <li>• Have students study from notes or index cards before test.</li> <li>• Provide copy of Fact Game questions (see Appendix G of <i>Teacher's Guide</i>) and encourage students to answer and study them before taking test.</li> <li>• Provide vocabulary flash cards for students to take home for additional practice.</li> <li>• Provide page of difficult facts for students to study using “Cover-Copy-Compare” activity: Students cover fact, write fact from memory, compare what they wrote to provided fact, and correct any errors.</li> </ul>
<p><b>At Mastery</b></p>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher's Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher's Guide</i>) for students who meet passing criterion.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review previous lessons and review items in Reading <i>Textbook A</i>.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review Fact Game in <i>Teacher's Guide</i> (see Appendix G).</li> <li>• Have student assist “approaching mastery” or ELL student with note-taking and index card study strategies.</li> <li>• Have student assist with conducting “Jeopardy-like” game.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills (e.g., books on tape, worksheets, books, writing paper, computer).</li> </ul>	

Test	Tips for Teachers	Home Connections
<p><b>ELL</b></p>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Explain key terms in vocabulary sentences by using realia or other visuals (e.g., photograph of a steep, rocky trail), or pantomime (e.g., pantomime being nervous about walking on a dangerous trail).</li> <li>• Add to cognate word wall and cognate journal by introducing the term <i>cognates</i> as “words in two languages that share a similar meaning, spelling, and pronunciation.”</li> <li>• When writing vocabulary words and definitions on index cards, include primary language equivalents when available.</li> <li>• Show related videos with captioning to help student associate printed text to spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Encourage students to take home cognate journal for review and encourage adult at home to add to list when possible.</li> <li>• Encourage adult at home to help students review vocabulary flash cards including primary language equivalents.</li> <li>• Encourage adult at home to turn on television captioning at home.</li> </ul>
<p><b>Test</b></p>		
<p><b>Fluency Checkout</b> (Lesson 15)</p>	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 15 on page 90 in <i>Presentation Book A</i>.</li> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write three questions from story and answer them to ensure reading for understanding.</li> </ul>
<p><b>Approaching Mastery</b></p>		
<p><b>At Mastery</b></p>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 15 on page 90 in <i>Presentation Book A</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	

Test	Tips for Teachers	Home Connections
<p><b>ELL</b></p>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<p><b>Test</b></p>		
<p><b>Fluency Checkout</b> (Lesson 20)</p>	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 20 on pages 114 and 115 in <i>Presentation Book A</i>.</li> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write three questions from story and answer them to ensure reading for understanding.</li> </ul>
<p><b>Approaching Mastery</b></p>		
<p><b>At Mastery</b></p>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 20 on pages 114 and 115 in <i>Presentation Book A</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	

Test	Tips for Teachers	Home Connections
<p><b>ELL</b></p>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<p><b>Test</b></p>		
<p><b>Test 2</b> (Lesson 20) <b>Lesson 20 Assessment</b></p>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher’s Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher’s Guide</i>) for students who do not meet passing criterion.</li> <li>• See test remedies noted on pages 68–71 of <i>Teacher’s Guide</i> as well as Test 2 Firming Table noted on page 115 of <i>Presentation Book A</i>.</li> <li>• Partner with “at mastery” student and review previous lessons and review items in Reading <i>Textbook A</i>.</li> <li>• Partner with “at mastery” student and review Fact Game in <i>Teacher’s Guide</i> (see Appendix G).</li> <li>• Implement note-taking study strategy using 2-column note-taking method.</li> <li>• Write lesson summaries on index cards as study strategy and review before test.</li> <li>• Review key vocabulary words/terms until firm; write vocabulary words and their definitions on index cards.</li> <li>• Play “Jeopardy-like” game before taking test; student provides answers to questions posed by adult or “at mastery” student.</li> <li>• For <b>Lesson 20 Assessment</b>, review assessment story and comprehension questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to reread previous lessons and review items at home, particularly before the test; provide another text to be kept at home for this purpose.</li> <li>• Have students study from notes or index cards before test.</li> <li>• Provide copy of Fact Game questions (see Appendix G of <i>Teacher’s Guide</i>) and encourage students to answer and study them before taking test.</li> <li>• Provide vocabulary flash cards for students to take home for additional practice.</li> <li>• Provide page of difficult facts for students to study using “Cover-Copy-Compare” activity.</li> </ul>
<p><b>Approaching Mastery</b></p>		

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review Fact Game in <i>Teacher’s Guide</i> (see Appendix G).</li> <li>• Have student assist “approaching mastery” or ELL student with note-taking and index card study strategies.</li> <li>• Have student assist with conducting “Jeopardy-like” game.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Explain key terms in vocabulary sentences by using realia, other visuals, or pantomime.</li> <li>• Add to cognate word wall and cognate journal.</li> <li>• When writing vocabulary words and definitions on index cards, include primary language equivalents when available.</li> <li>• Show realia or other visuals to illustrate examples and non-examples (e.g., explain “warm-blooded” by showing pictures of warm-blooded and cold-blooded animals).</li> <li>• Implement web diagram to group facts about key concept (e.g., write “facts about earth” in a circle in center of board, write facts about earth in separate circles surrounding center circle).</li> <li>• Show related videos with captioning to help student associate printed text to spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Encourage students to take home cognate journal for review and encourage adult at home to add to list when possible.</li> <li>• Encourage adult at home to help students review vocabulary flash cards including primary language equivalents.</li> <li>• Encourage adult at home to turn on television captioning at home.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 25)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 25 on pages 140 and 141 in <i>Presentation Book A</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write three questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 25 on pages 140 and 141 in <i>Presentation Book A</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 30)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 30 on pages 163 and 164 in <i>Presentation Book A</i>.</li> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write three questions from story and answer them to ensure reading for understanding.</li> </ul>
<b>Approaching Mastery</b>		

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 30 on pages 163 and 164 in <i>Presentation Book A</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Test 3</b> (Lesson 30)	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher’s Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher’s Guide</i>) for students who do not meet passing criterion.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to reread previous lessons and review items at home, particularly before the test; provide another text to be kept at home for this purpose.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• See test remedies noted on pages 68–71 of <i>Teacher’s Guide</i> as well as Test 3 Firming Table noted on page 164 of <i>Presentation Book A</i>.</li> <li>• Partner with “at mastery” student and review previous lessons and review items in Reading <i>Textbook A</i>.</li> <li>• Partner with “at mastery” student and review Fact Game in <i>Teacher’s Guide</i> (see Appendix G).</li> <li>• Implement note-taking study strategy using 2-column note-taking method.</li> <li>• Write lesson summaries on index cards as study strategy and review before test.</li> <li>• Review key vocabulary words/terms until firm; write vocabulary words and their definitions on index cards.</li> <li>• Play “Jeopardy-like” game before taking test; student provides answers to questions posed by adult or “at mastery” student.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students study from notes or index cards before test.</li> <li>• Provide copy of Fact Game questions (see Appendix G of <i>Teacher’s Guide</i>) and encourage students to answer and study them before taking test.</li> <li>• Provide vocabulary flash cards for students to take home for additional practice.</li> <li>• Provide page of difficult facts for students to study using “Cover-Copy-Compare” activity.</li> </ul>



Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher's Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher's Guide</i>) for students who meet passing criterion.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review previous lessons and review items in Reading <i>Textbook A</i>.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review Fact Game in <i>Teacher's Guide</i> (see Appendix G).</li> <li>• Have student assist “approaching mastery” or ELL student with note-taking and index card study strategies.</li> <li>• Have student assist with conducting “Jeopardy-like” game.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Explain key terms in vocabulary sentences by using realia, other visuals, or pantomime.</li> <li>• Explain key terms in rules by using realia or other visuals (e.g., explain layers in piles by having student stack objects, then have him or her tell what went onto the pile first, second, and so on).</li> <li>• Add to cognate word wall and cognate journal.</li> <li>• When writing vocabulary words and definitions on index cards include primary language equivalents when available.</li> <li>• Show realia or other visuals to illustrate examples and non-examples.</li> <li>• Use web diagram to group facts about key concepts.</li> <li>• Show related videos with captioning to help student associate printed text to spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Encourage students to take home cognate journal for review and encourage adult at home to add to list when possible.</li> <li>• Encourage adult at home to help students review vocabulary flash cards including primary language equivalents.</li> <li>• Encourage adult at home to turn on television captioning at home.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 35)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 35 on page 189 in <i>Presentation Book A</i>.</li> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write three questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 35 on page 189 in <i>Presentation Book A</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 40)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 40 on pages 211 and 212 in <i>Presentation Book A</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write three questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 40 on pages 211 and 212 in <i>Presentation Book A</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Test 4</b> (Lesson 40) <b>Lesson 40 Assessment</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher’s Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher’s Guide</i>) for students who do not meet passing criterion.</li> <li>• See test remedies noted on pages 68–71 of <i>Teacher’s Guide</i> as well as Test 4 Firming Table noted on page 212 of <i>Presentation Book A</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to reread previous lessons and review items at home, particularly before the test; provide another text to be kept at home for this purpose.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and review previous lessons and review items in Reading <i>Textbook A</i>.</li> <li>• Partner with “at mastery” student and review Fact Game in <i>Teacher’s Guide</i> (see Appendix G).</li> <li>• Implement note-taking study strategy.</li> <li>• Write lesson summaries on index cards as study strategy and review before test.</li> <li>• Review key vocabulary words/terms until firm; write vocabulary words and their definitions on index cards.</li> <li>• Play “Jeopardy-like” game before taking test.</li> <li>• For <b>Lesson 40 Assessment</b>, review assessment story and comprehension questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students study from notes or index cards before test.</li> <li>• Provide copy of Fact Game questions (see Appendix G of <i>Teacher’s Guide</i>) and encourage students to answer and study them before taking test.</li> <li>• Provide vocabulary flash cards for students to take home for additional practice.</li> <li>• Provide page of difficult facts for students to study using “Cover-Copy-Compare” activity.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher's Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher's Guide</i>) for students who meet passing criterion.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review previous lessons and review items in Reading <i>Textbook A</i>.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review Fact Game in <i>Teacher's Guide</i> (see Appendix G).</li> <li>• Have student assist “approaching mastery” or ELL student with note-taking and index card study strategies.</li> <li>• Have student assist with conducting “Jeopardy-like game.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Explain key terms in vocabulary sentences by using realia, other visuals, or pantomime.</li> <li>• Explain key terms in rules by using realia or other visuals.</li> <li>• Add to cognate word wall and cognate journal.</li> <li>• When writing vocabulary words and definitions on index cards, include primary language equivalents when available.</li> <li>• Show realia or other visuals to illustrate examples and non-examples.</li> <li>• Use web diagram to group facts about key concepts.</li> <li>• Show related videos with captioning to help student associate printed text to spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Encourage students to take home cognate journal for review and encourage adult at home to add to list when possible.</li> <li>• Encourage adult at home to help students review vocabulary flash cards including primary language equivalents.</li> <li>• Encourage adult at home to turn on television captioning at home.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 45)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 45 on page 236 in <i>Presentation Book A</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write three questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 45 on page 236 in <i>Presentation Book A</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 50)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 50 on pages 260 and 261 in <i>Presentation Book A</i>.</li> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write three questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 50 on pages 260 and 261 in <i>Presentation Book A</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Test 5</b> (Lesson 50)	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher’s Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher’s Guide</i>) for students who do not meet passing criterion.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to reread previous lessons and review items at home, particularly before the test; provide another text to be kept at home for this purpose.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• See test remedies noted on pages 68–71 of <i>Teacher’s Guide</i> as well as Test 5 Firming Table noted on page 261 of <i>Presentation Book A</i>.</li> <li>• Partner with “at mastery” student and review previous lessons and review items in Reading <i>Textbook A</i>.</li> <li>• Partner with “at mastery” student and review Fact Game in <i>Teacher’s Guide</i> (see Appendix G).</li> <li>• Implement note-taking study strategy using 2-column note-taking method.</li> <li>• Write lesson summaries on index cards as study strategy and review before test.</li> <li>• Review key vocabulary words/terms until firm; write vocabulary words and their definitions on index cards.</li> <li>• Play “Jeopardy-like” game before taking test; student provides answers to questions posed by adult or “at mastery” student.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students study from notes or index cards before test.</li> <li>• Provide copy of Fact Game questions (see Appendix G of <i>Teacher’s Guide</i>) and encourage students to answer and study them before taking test.</li> <li>• Provide vocabulary flash cards for students to take home for additional practice.</li> <li>• Provide page of difficult facts for students to study using “Cover-Copy-Compare” activity.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher's Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher's Guide</i>) for students who meet passing criterion.</li> <li>• Have student "be the teacher": Partner with "approaching mastery" or ELL student and review previous lessons and review items in Reading <i>Textbook A</i>.</li> <li>• Have student "be the teacher": Partner with "approaching mastery" or ELL student and review Fact Game in <i>Teacher's Guide</i> (see Appendix G).</li> <li>• Have student assist "approaching mastery" or ELL student with note-taking and index card study strategies.</li> <li>• Have student assist with conducting "Jeopardy-like" game.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See "Tips for Teachers" for "approaching mastery" and "at mastery" students.</li> <li>• Explain key terms in vocabulary sentences by using realia, other visuals, or pantomime.</li> <li>• Explain key terms in rules by using realia or other visuals.</li> <li>• Add to cognate word wall and cognate journal.</li> <li>• When writing vocabulary words and definitions on index cards, include primary language equivalents when available.</li> <li>• Show realia or other visuals to illustrate examples and non-examples.</li> <li>• Use web diagram to group facts about key concepts.</li> <li>• Show related videos with captioning to help student associate printed text to spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• See "Home Connections" for "approaching mastery" and "at mastery" students.</li> <li>• Encourage students to take home cognate journal for review and encourage adult at home to add to list when possible.</li> <li>• Encourage adult at home to help students review vocabulary flash cards including primary language equivalents.</li> <li>• Encourage adult at home to turn on television captioning at home.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 55)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 55 on page 290 in <i>Presentation Book A</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with "at mastery" student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using "good-bye" list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Use "cold timing" and "hot timing" to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write three questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 55 on page 290 in <i>Presentation Book A</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 60)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 60 on pages 312 and 313 in <i>Presentation Book A</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write three questions from story and answer them to ensure reading for understanding.</li> </ul>



Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 60 on pages 312 and 313 in <i>Presentation Book A</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Test 6</b> (Lesson 60) <b>Lesson 60 Assessment</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher’s Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher’s Guide</i>) for students who do not meet passing criterion.</li> <li>• See test remedies noted on pages 68–71 of <i>Teacher’s Guide</i> as well as Test 6 Firming Table noted on page 313 of <i>Presentation Book A</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to reread previous lessons and review items at home, particularly before the test; provide another text to be kept at home for this purpose.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and review previous lessons and review items in Reading <i>Textbook A</i>.</li> <li>• Partner with “at mastery” student and review Fact Game in <i>Teacher’s Guide</i> (see Appendix G).</li> <li>• Implement note-taking study strategy.</li> <li>• Write lesson summaries on index cards as study strategy and review before test.</li> <li>• Review key vocabulary words/terms until firm; write vocabulary words and their definitions on index cards.</li> <li>• Play “Jeopardy-like” game before taking test.</li> <li>• For <b>Lesson 60 Assessment</b>, review assessment story and comprehension questions.</li> <li>• Review country locations and planets until firm.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students study from notes or index cards before test.</li> <li>• Provide copy of Fact Game questions (see Appendix G of <i>Teacher’s Guide</i>) and encourage students to answer and study them before taking test.</li> <li>• Provide vocabulary flash cards for students to take home for additional practice.</li> <li>• Provide page of difficult facts for students to study using “Cover-Copy-Compare” activity.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher's Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher's Guide</i>) for students who meet passing criterion.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review previous lessons and review items in Reading <i>Textbook A</i>.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review Fact Game in <i>Teacher's Guide</i> (see Appendix G).</li> <li>• Have student assist “approaching mastery” or ELL student with note-taking and index card study strategies.</li> <li>• Have student assist with conducting “Jeopardy-like” game.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Explain key terms in vocabulary sentences by using realia, other visuals, or pantomime.</li> <li>• Explain key terms in rules by using realia or other visuals.</li> <li>• Add to cognate word wall and cognate journal.</li> <li>• When writing vocabulary words and definitions on index cards, include primary language equivalents when available.</li> <li>• Show realia or other visuals to illustrate examples and non-examples.</li> <li>• Use web diagram to group facts about key concepts.</li> <li>• Show related videos with captioning to help student associate printed text to spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Encourage students to take home cognate journal for review and encourage adult at home to add to list when possible.</li> <li>• Encourage adult at home to help students review vocabulary flash cards including primary language equivalents.</li> <li>• Encourage adult at home to turn on television captioning at home.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 65)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 65 on pages 336 and 337 in <i>Presentation Book A</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write three questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 65 on pages 336 and 337 in <i>Presentation Book A</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 70)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 70 on pages 359 and 360 in <i>Presentation Book A</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write three questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 70 on pages 359 and 360 in <i>Presentation Book A</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Test 7</b> (Lesson 70)	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher’s Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher’s Guide</i>) for students who do not meet passing criterion.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to reread previous lessons and review items at home, particularly before the test; provide another text to be kept at home for this purpose.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• See test remedies noted on pages 68–71 of <i>Teacher’s Guide</i> as well as Test 7 Firming Table noted on page 360 of <i>Presentation Book A</i>.</li> <li>• Partner with “at mastery” student and review previous lessons and review items in Reading <i>Textbook A</i>.</li> <li>• Partner with “at mastery” student and review Fact Game in <i>Teacher’s Guide</i> (see Appendix G).</li> <li>• Implement note-taking study strategy using 2-column note-taking method.</li> <li>• Write lesson summaries on index cards as study strategy and review before test.</li> <li>• Review key vocabulary words/terms until firm; write vocabulary words and their definitions on index cards.</li> <li>• Play “Jeopardy-like” game before taking test; student provides answers to questions posed by adult or “at mastery” student.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students study from notes or index cards before test.</li> <li>• Provide copy of Fact Game questions (see Appendix G of <i>Teacher’s Guide</i>) and encourage students to answer and study them before taking test.</li> <li>• Provide vocabulary flash cards for students to take home for additional practice.</li> <li>• Provide page of difficult facts for students to study using “Cover-Copy-Compare” activity.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher's Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher's Guide</i>) for students who meet passing criterion.</li> <li>• Have student "be the teacher": Partner with "approaching mastery" or ELL student and review previous lessons and review items in Reading <i>Textbook A</i>.</li> <li>• Have student "be the teacher": Partner with "approaching mastery" or ELL student and review Fact Game in <i>Teacher's Guide</i> (see Appendix G).</li> <li>• Have student assist "approaching mastery" or ELL student with note-taking and index card study strategies.</li> <li>• Have student assist with conducting "Jeopardy-like" game.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See "Tips for Teachers" for "approaching mastery" and "at mastery" students.</li> <li>• Explain key terms in vocabulary sentences by using realia, other visuals, or pantomime.</li> <li>• Explain key terms in rules by using realia or other visuals.</li> <li>• Add to cognate word wall and cognate journal.</li> <li>• When writing vocabulary words and definitions on index cards, include primary language equivalents when available.</li> <li>• Show realia or other visuals to illustrate examples and non-examples.</li> <li>• Use web diagram to group facts about key concepts.</li> <li>• Implement compare-contrast diagram to illustrate similarities and differences (e.g., Earth compared to Jupiter).</li> <li>• Show related videos with captioning to help student associate printed text to spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• See "Home Connections" for "approaching mastery" and "at mastery" students.</li> <li>• Encourage students to take home cognate journal for review and encourage adult at home to add to list when possible.</li> <li>• Encourage adult at home to help students review vocabulary flash cards including primary language equivalents.</li> <li>• Encourage adult at home to turn on television captioning at home.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 75)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 75 on page 29 in <i>Presentation Book B</i>.</li> <li>• Partner with "at mastery" student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using "good-bye" list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Discuss story to ensure reading for understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>
<b>Approaching Mastery</b>		

Test	Tips for Teachers	Home Connections
	<ul style="list-style-type: none"> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 75 on page 29 in <i>Presentation Book B</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 80)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 80 on pages 49 and 50 in <i>Presentation Book B</i>.</li> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>
<b>Approaching Mastery</b>		

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 80 on pages 49 and 50 in <i>Presentation Book B</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Test 8</b> (Lesson 80) <b>Lesson 80 Assessment</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher’s Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher’s Guide</i>) for students who do not meet passing criterion.</li> <li>• See test remedies noted on pages 68–71 of <i>Teacher’s Guide</i> as well as Test 8 Firming Table noted on page 50 of <i>Presentation Book B</i>.</li> <li>• Partner with “at mastery” student and review previous lessons and review items in Reading <i>Textbook B</i>.</li> <li>• Partner with “at mastery” student and review Fact Game in <i>Teacher’s Guide</i> (see Appendix G).</li> <li>• Implement note-taking study strategy.</li> <li>• Write lesson summaries on index cards as study strategy and review before test.</li> <li>• Review key vocabulary words/terms until firm; write vocabulary words and their definitions on index cards.</li> <li>• Play “Jeopardy-like” game before taking test.</li> <li>• Have student make text-to-text, text-to-self, and text-to-world connections.</li> <li>• For <b>Lesson 80 Assessment</b>, review assessment story and comprehension questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to reread previous lessons and review items at home, particularly before the test; provide another text to be kept at home for this purpose.</li> <li>• Have students study from notes or index cards before test.</li> <li>• Provide copy of Fact Game questions (see Appendix G of <i>Teacher’s Guide</i>) and encourage students to answer and study them before taking test.</li> <li>• Provide vocabulary flash cards for students to take home for additional practice.</li> <li>• Provide page of difficult facts for students to study using “Cover-Copy-Compare” activity.</li> </ul>
<b>Approaching Mastery</b>		

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher's Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher's Guide</i>) for students who meet passing criterion.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review previous lessons and review items in Reading <i>Textbook B</i>.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review Fact Game in <i>Teacher's Guide</i> (see Appendix G).</li> <li>• Have student assist “approaching mastery” or ELL student with note-taking and index card study strategies.</li> <li>• Have student assist with conducting “Jeopardy-like” game.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Explain key terms in vocabulary sentences by using realia, other visuals, or pantomime.</li> <li>• Explain key terms in rules by using realia or other visuals.</li> <li>• Add to cognate word wall and cognate journal.</li> <li>• When writing vocabulary words and definitions on index cards, include primary language equivalents when available.</li> <li>• Show realia or other visuals to illustrate examples and non-examples.</li> <li>• Use web diagram to group facts about key concepts.</li> <li>• Use compare-contrast diagram to illustrate similarities and differences.</li> <li>• Show related videos with captioning to help student associate printed text to spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Encourage students to take home cognate journal for review and encourage adult at home to add to list when possible.</li> <li>• Encourage adult at home to help students review vocabulary flash cards including primary language equivalents.</li> <li>• Encourage adult at home to turn on television captioning at home.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 85)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 85 on page 77 in <i>Presentation Book B</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>



Test	Tips for Teachers	Home Connections
	<ul style="list-style-type: none"> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 85 on page 77 in <i>Presentation Book B</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 90)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 90 on pages 102 and 103 in <i>Presentation Book B</i>.</li> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 90 on pages 102 and 103 in <i>Presentation Book B</i>.</li> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 90 on pages 102 and 103 in <i>Presentation Book B</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Test 9</b> (Lesson 90)	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher’s Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher’s Guide</i>) for students who do not meet passing criterion.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to reread previous lessons and review items at home, particularly before the test; provide another text to be kept at home for this purpose.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• See test remedies noted on pages 68–71 of <i>Teacher’s Guide</i> as well as Test 9 Firming Table noted on page 103 of <i>Presentation Book B</i>.</li> <li>• Partner with “at mastery” student and review previous lessons and review items in Reading <i>Textbook B</i>.</li> <li>• Partner with “at mastery” student and review Fact Game in <i>Teacher’s Guide</i> (see Appendix G).</li> <li>• Implement note-taking study strategy using 2-column note-taking method.</li> <li>• Write lesson summaries on index cards as study strategy and review before test.</li> <li>• Review key vocabulary words/terms until firm; write vocabulary words and their definitions on index cards.</li> <li>• Play “Jeopardy-like” game before taking test; student provides answers to questions posed by adult or “at mastery” student.</li> <li>• Have student make text-to-text, text-to-self, and text-to-world connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students study from notes or index cards before test.</li> <li>• Provide copy of Fact Game questions (see Appendix G of <i>Teacher’s Guide</i>) and encourage students to answer and study them before taking test.</li> <li>• Provide vocabulary flash cards for students to take home for additional practice.</li> <li>• Provide page of difficult facts for students to study using “Cover-Copy-Compare” activity.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher's Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher's Guide</i>) for students who meet passing criterion.</li> <li>• Have student "be the teacher": Partner with "approaching mastery" or ELL student and review previous lessons and review items in Reading <i>Textbook B</i>.</li> <li>• Have student "be the teacher": Partner with "approaching mastery" or ELL student and review Fact Game in <i>Teacher's Guide</i> (see Appendix G).</li> <li>• Have student assist "approaching mastery" or ELL student with note-taking and index card study strategies.</li> <li>• Have student assist with conducting "Jeopardy-like" game.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See "Tips for Teachers" for "approaching mastery" and "at mastery" students.</li> <li>• Explain key terms in vocabulary sentences by using realia, other visuals, or pantomime.</li> <li>• Explain key terms in rules by using realia or other visuals.</li> <li>• Add to cognate word wall and cognate journal.</li> <li>• When writing vocabulary words and definitions on index cards, include primary language equivalents when available.</li> <li>• Show realia or other visuals to illustrate examples and non-examples.</li> <li>• Use web diagram to group facts about key concepts.</li> <li>• Use compare-contrast diagram to illustrate similarities and differences.</li> <li>• Show related videos with captioning to help student associate printed text to spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• See "Home Connections" for "approaching mastery" and "at mastery" students.</li> <li>• Encourage students to take home cognate journal for review and encourage adult at home to add to list when possible.</li> <li>• Encourage adult at home to help students review vocabulary flash cards including primary language equivalents.</li> <li>• Encourage adult at home to turn on television captioning at home.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 95)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 95 on page 130 in <i>Presentation Book B</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with "at mastery" student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using "good-bye" list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use "cold timing" and "hot timing" to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 95 on page 130 in <i>Presentation Book B</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 100)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 100 on page 153 in <i>Presentation Book B</i>.</li> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 100 on page 153 in <i>Presentation Book B</i>.</li> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 100 on page 153 in <i>Presentation Book B</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Test 10</b> (Lesson 100) <b>Lesson 100 Assessment</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher’s Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher’s Guide</i>) for students who do not meet passing criterion.</li> <li>• See test remedies noted on pages 68–71 of <i>Teacher’s Guide</i> as well as Test 10 Firming Table noted on page 154 of <i>Presentation Book B</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to reread previous lessons and review items at home, particularly before the test; provide another text to be kept at home for this purpose.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and review previous lessons and review items in Reading <i>Textbook B</i>.</li> <li>• Partner with “at mastery” student and review Fact Game in <i>Teacher’s Guide</i> (see Appendix G).</li> <li>• Implement note-taking study strategy.</li> <li>• Write lesson summaries on index cards as study strategy and review before test.</li> <li>• Review key vocabulary words/terms until firm; write vocabulary words and their definitions on index cards.</li> <li>• Play “Jeopardy-like” game before taking test.</li> <li>• Have student make text-to-text, text-to-self, and text-to-world connections.</li> <li>• For <b>Lesson 100 Assessment</b>, review assessment story and comprehension questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students study from notes or index cards before test.</li> <li>• Provide copy of Fact Game questions (see Appendix G of <i>Teacher’s Guide</i>) and encourage students to answer and study them before taking test.</li> <li>• Provide vocabulary flash cards for students to take home for additional practice.</li> <li>• Provide page of difficult facts for students to study using “Cover-Copy-Compare” activity.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher's Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher's Guide</i>) for students who meet passing criterion.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review previous lessons and review items in Reading <i>Textbook B</i>.</li> <li>• Have student “be the teacher:” Partner with “approaching mastery” or ELL student and review Fact Game in <i>Teacher's Guide</i> (see Appendix G).</li> <li>• Have student assist “approaching mastery” or ELL student with note-taking and index card study strategies.</li> <li>• Have student assist with conducting “Jeopardy-like” game.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Explain key terms in vocabulary sentences by using realia, other visuals, or pantomime.</li> <li>• Explain key terms in rules by using realia or other visuals.</li> <li>• Add to cognate word wall and cognate journal.</li> <li>• When writing vocabulary words and definitions on index cards, include primary language equivalents when available.</li> <li>• Show realia or other visuals to illustrate examples and non-examples.</li> <li>• Use web diagram to group facts about key concepts.</li> <li>• Use compare-contrast diagram to illustrate similarities and differences.</li> <li>• Show related videos with captioning to help student associate printed text to spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Encourage students to take home cognate journal for review and encourage adult at home to add to list when possible.</li> <li>• Encourage adult at home to help students review vocabulary flash cards including primary language equivalents.</li> <li>• Encourage adult at home to turn on television captioning at home.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 105)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 105 on page 176 in <i>Presentation Book B</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
	<ul style="list-style-type: none"> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 105 on page 176 in <i>Presentation Book B</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 110)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 110 on page 195 in <i>Presentation Book B</i>.</li> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>
<b>Approaching Mastery</b>		

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 110 page 195 in <i>Presentation Book B</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Test 11</b> (Lesson 110)	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher’s Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher’s Guide</i>) for students who do not meet passing criterion.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to reread previous lessons and review items at home, particularly before the test; provide another text to be kept at home for this purpose.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• See test remedies noted on pages 68–71 of <i>Teacher’s Guide</i> as well as Test 11 Firming Table noted on page 196 of <i>Presentation Book B</i>.</li> <li>• Partner with “at mastery” student and review previous lessons and review items in Reading <i>Textbook B</i>.</li> <li>• Partner with “at mastery” student and review Fact Game in <i>Teacher’s Guide</i> (see Appendix G).</li> <li>• Implement note-taking study strategy using 2-column note-taking method.</li> <li>• Write lesson summaries on index cards as study strategy and review before test.</li> <li>• Review key vocabulary words/terms until firm; write vocabulary words and their definitions on index cards.</li> <li>• Play “Jeopardy-like” game before taking test; student provides answers to questions posed by adult or “at mastery” student.</li> <li>• Have student make text-to-text, text-to-self, and text-to-world connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students study from notes or index cards before test.</li> <li>• Provide copy of Fact Game questions (see Appendix G of <i>Teacher’s Guide</i>) and encourage students to answer and study them before taking test.</li> <li>• Provide vocabulary flash cards for students to take home for additional practice.</li> <li>• Provide page of difficult facts for students to study using “Cover-Copy-Compare” activity.</li> </ul>



Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher's Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher's Guide</i>) for students who meet passing criterion.</li> <li>• Have student “be the teacher:” Partner with “approaching mastery” or ELL student and review previous lessons and review items in Reading <i>Textbook B</i>.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review Fact Game in <i>Teacher's Guide</i> (see Appendix G).</li> <li>• Have student assist “approaching mastery” or ELL student with note-taking and index card study strategies.</li> <li>• Have student assist with conducting “Jeopardy-like” game.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Explain key terms in vocabulary sentences by using realia, other visuals, or pantomime.</li> <li>• Explain key terms in rules by using realia or other visuals.</li> <li>• Add to cognate word wall and cognate journal.</li> <li>• When writing vocabulary words and definitions on index cards, include primary language equivalents when available.</li> <li>• Show realia or other visuals to illustrate examples and non-examples.</li> <li>• Use web diagram to group facts about key concepts.</li> <li>• Use compare-contrast diagram to illustrate similarities and differences.</li> <li>• Show related videos with captioning to help student associate printed text to spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Encourage students to take home cognate journal for review and encourage adult at home to add to list when possible.</li> <li>• Encourage adult at home to help students review vocabulary flash cards including primary language equivalents.</li> <li>• Encourage adult at home to turn on television captioning at home.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 115)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 115 on pages 219 and 220 in <i>Presentation Book B</i>.</li> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>
<b>Approaching Mastery</b>		

Test	Tips for Teachers	Home Connections
	<ul style="list-style-type: none"> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 115 on pages 219 and 220 in <i>Presentation Book B</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 120)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 120 on page 242 in <i>Presentation Book B</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 120 on page 242 in <i>Presentation Book B</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Test 12</b> (Lesson 120) <b>Lesson 120 Assessment</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher’s Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher’s Guide</i>) for students who do not meet passing criterion.</li> <li>• See test remedies noted on pages 68–71 of <i>Teacher’s Guide</i> as well as Test 12 Firming Table noted on page 243 of <i>Presentation Book B</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to reread previous lessons and review items at home, particularly before the test; provide another text to be kept at home for this purpose.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and review previous lessons and review items in Reading <i>Textbook B</i>.</li> <li>• Partner with “at mastery” student and review Fact Game in <i>Teacher’s Guide</i> (see Appendix G).</li> <li>• Implement note-taking study strategy.</li> <li>• Write lesson summaries on index cards as study strategy and review before test.</li> <li>• Review key vocabulary words/terms until firm; write vocabulary words and their definitions on index cards.</li> <li>• Play “Jeopardy-like” game before taking test.</li> <li>• Have student make text-to-text, text-to-self, and text-to-world connections.</li> <li>• For <b>Lesson 120 Assessment</b>, review assessment story and comprehension questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students study from notes or index cards before test.</li> <li>• Provide copy of Fact Game questions (see Appendix G of <i>Teacher’s Guide</i>) and encourage students to answer and study them before taking test.</li> <li>• Provide vocabulary flash cards for students to take home for additional practice.</li> <li>• Provide page of difficult facts for students to study using “Cover-Copy-Compare” activity.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher's Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher's Guide</i>) for students who meet passing criterion.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review previous lessons and review items in Reading <i>Textbook B</i>.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review Fact Game in <i>Teacher's Guide</i> (see Appendix G).</li> <li>• Have student assist “approaching mastery” or ELL student with note-taking and index card study strategies.</li> <li>• Have student assist with conducting “Jeopardy-like” game.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Explain key terms in vocabulary sentences by using realia, other visuals, or pantomime.</li> <li>• Explain key terms in rules by using realia or other visuals.</li> <li>• Add to cognate word wall and cognate journal.</li> <li>• When writing vocabulary words and definitions on index cards, include primary language equivalents when available.</li> <li>• Show realia or other visuals to illustrate examples and non-examples.</li> <li>• Use web diagram to group facts about key concepts.</li> <li>• Use compare-contrast diagram to illustrate similarities and differences.</li> <li>• Show related videos with captioning to help student associate printed text to spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Encourage students to take home cognate journal for review and encourage adult at home to add to list when possible.</li> <li>• Encourage adult at home to help students review vocabulary flash cards including primary language equivalents.</li> <li>• Encourage adult at home to turn on television captioning at home.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 125)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 125 on page 269 in <i>Presentation Book B</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
	<ul style="list-style-type: none"> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 125 on page 269 in <i>Presentation Book B</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 130)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 130 on page 290 in <i>Presentation Book B</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 130 on page 290 in <i>Presentation Book B</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Test 13</b> (Lesson 130)	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher’s Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher’s Guide</i>) for students who do not meet passing criterion.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to reread previous lessons and review items at home, particularly before the test; provide another text to be kept at home for this purpose.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• See test remedies noted on pages 68–71 of <i>Teacher’s Guide</i> as well as Test 13 Firming Table noted on page 291 of <i>Presentation Book B</i>.</li> <li>• Partner with “at mastery” student and review previous lessons and review items in Reading <i>Textbook B</i>.</li> <li>• Partner with “at mastery” student and review Fact Game in <i>Teacher’s Guide</i> (see Appendix G).</li> <li>• Implement note-taking study strategy using 2-column note-taking method.</li> <li>• Write lesson summaries on index cards as study strategy and review before test.</li> <li>• Review key vocabulary words/terms until firm; write vocabulary words and their definitions on index cards.</li> <li>• Play “Jeopardy-like” game before taking test; student provides answers to questions posed by adult or “at mastery” student.</li> <li>• Have student make text-to-text, text-to-self, and text-to-world connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students study from notes or index cards before test.</li> <li>• Provide copy of Fact Game questions (see Appendix G of <i>Teacher’s Guide</i>) and encourage students to answer and study them before taking test.</li> <li>• Provide vocabulary flash cards for students to take home for additional practice.</li> <li>• Provide page of difficult facts for students to study using “Cover-Copy-Compare” activity.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher's Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher's Guide</i>) for students who meet passing criterion.</li> <li>• Have student "be the teacher": Partner with "approaching mastery" or ELL student and review previous lessons and review items in Reading <i>Textbook B</i>.</li> <li>• Have student "be the teacher": Partner with "approaching mastery" or ELL student and review Fact Game in <i>Teacher's Guide</i> (see Appendix G).</li> <li>• Have student assist "approaching mastery" or ELL student with note-taking and index card study strategies.</li> <li>• Have student assist with conducting "Jeopardy-like" game.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See "Tips for Teachers" for "approaching mastery" and "at mastery" students.</li> <li>• Explain key terms in vocabulary sentences by using realia, other visuals, or pantomime.</li> <li>• Explain key terms in rules by using realia or other visuals.</li> <li>• Add to cognate word wall and cognate journal.</li> <li>• When writing vocabulary words and definitions on index cards, include primary language equivalents when available.</li> <li>• Show realia or other visuals to illustrate examples and non-examples.</li> <li>• Use web diagram to group facts about key concepts.</li> <li>• Use compare-contrast diagram to illustrate similarities and differences.</li> <li>• Show related videos with captioning to help student associate printed text to spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• See "Home Connections" for "approaching mastery" and "at mastery" students.</li> <li>• Encourage students to take home cognate journal for review and encourage adult at home to add to list when possible.</li> <li>• Encourage adult at home to help students review vocabulary flash cards including primary language equivalents.</li> <li>• Encourage adult at home to turn on television captioning at home.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 135)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 135 on pages 316 and 317 in <i>Presentation Book B</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with "at mastery" student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using "good-bye" list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>

Test	Tips for Teachers	Home Connections
	<ul style="list-style-type: none"> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 135 on pages 316 and 317 in <i>Presentation Book B</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Fluency Checkout</b> (Lesson 140)	<ul style="list-style-type: none"> <li>• See guidelines for students who do not read within error or time limit for Lesson 140 on page 334 in <i>Presentation Book B</i>.</li> <li>• Partner with “at mastery” student and have him or her model reading story; have student read story.</li> <li>• Re-teach difficult words using “good-bye” list.</li> <li>• Review finger placement and tracking for sentence reading.</li> <li>• Have adult model reading story; have student read story until firm.</li> <li>• Use paired reading.</li> <li>• Discuss story to ensure reading for understanding.</li> <li>• Use “cold timing” and “hot timing” to improve fluency.</li> <li>• Develop tape of story read by good reader; have student listen to tape and whisper read.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word flash cards for students to take home for additional practice.</li> <li>• Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>• Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>• Have students write five questions from story and answer them to ensure reading for understanding.</li> </ul>
<b>Approaching Mastery</b>		



Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines for students who read within error and time limit for Lesson 140 on page 334 in <i>Presentation Book B</i>.</li> <li>• Partner with “approaching mastery” or ELL student and model reading story; have student read story.</li> <li>• Have student assist “approaching mastery” or ELL student with “cold and hot timings” and repeated readings.</li> <li>• Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Describe and model mouth formations for difficult sounds and words, then guide student while practicing with mirror.</li> <li>• Show student how to recognize punctuation when reading with prosody.</li> <li>• Use role-play to act out how characters must have felt.</li> <li>• Use sentence strips to practice reading sentences in story.</li> <li>• Use primary language equivalents when available and then ask student to say words and sentences in English.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> <li>• Provide audiotape of story; have students listen and track with finger; then read aloud with tape while tracking; then read aloud and track independently; have adult at home review difficult words following independent story reading.</li> <li>• Encourage adult at home to help students practice using primary language equivalents and English words when possible.</li> </ul>
<b>Test</b>		
<b>Test 14</b> (Lesson 140) <b>Lesson 140 Assessment</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher’s Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher’s Guide</i>) for students who do not meet passing criterion.</li> <li>• See test remedies noted on pages 68–71 of <i>Teacher’s Guide</i> as well as Test 14 Firming Table noted on page 335 of <i>Presentation Book B</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to reread previous lessons and review items at home, particularly before the test; provide another text to be kept at home for this purpose.</li> <li>• Have students study from notes or index cards before test.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>• Partner with “at mastery” student and review previous lessons and review items in Reading <i>Textbook B</i>.</li> <li>• Partner with “at mastery” student and review Fact Game in <i>Teacher’s Guide</i> (see Appendix G).</li> <li>• Implement note-taking study strategy.</li> <li>• Write lesson summaries on index cards as study strategy and review before test.</li> <li>• Review key vocabulary words/terms until firm; write vocabulary words and their definitions on index cards.</li> <li>• Play “Jeopardy-like” game before taking test.</li> <li>• Have student make text-to-text, text-to-self, and text-to-world connections.</li> <li>• For <b>Lesson 140 Assessment</b>, review assessment story and comprehension questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide copy of Fact Game questions (see Appendix G of <i>Teacher’s Guide</i>) and encourage students to answer and study them before taking test.</li> <li>• Provide vocabulary flash cards for students to take home for additional practice.</li> <li>• Provide page of difficult facts for students to study using “Cover-Copy-Compare” activity.</li> </ul>

Test	Tips for Teachers	Home Connections
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>• See guidelines noted on Group Summary Chart (see Appendix H of <i>Teacher's Guide</i>) and Test Summary Sheet (see Appendix I of <i>Teacher's Guide</i>) for students who meet passing criterion.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review previous lessons and review items in Reading <i>Textbook B</i>.</li> <li>• Have student “be the teacher”: Partner with “approaching mastery” or ELL student and review Fact Game in <i>Teacher's Guide</i> (see Appendix G).</li> <li>• Have student assist “approaching mastery” or ELL student with note-taking and index card study strategies.</li> <li>• Have student assist with conducting “Jeopardy-like” game.</li> <li>• Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>• See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>• Explain key terms in vocabulary sentences by using realia, other visuals, or pantomime.</li> <li>• Explain key terms in rules by using realia or other visuals.</li> <li>• Add to cognate word wall and cognate journal.</li> <li>• When writing vocabulary words and definitions on index cards, include primary language equivalents when available.</li> <li>• Show realia or other visuals to illustrate examples and non-examples.</li> <li>• Use web diagram to group facts about key concepts.</li> <li>• Use compare-contrast diagram to illustrate similarities and differences.</li> <li>• Show related videos with captioning to help student associate printed text to spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>• Encourage students to take home cognate journal for review and encourage adult at home to add to list when possible.</li> <li>• Encourage adult at home to help students review vocabulary flash cards including primary language equivalents.</li> <li>• Encourage adult at home to turn on television captioning at home.</li> </ul>

# Appendix C



## **Levels of Support for Students with Intellectual Disabilities**

The following table presents helpful tips to help ensure maximum access for students with intellectual disabilities. These suggestions use foundational skills that are clearly linked to the **Reading Mastery** content to aid such students in achieving academic success. These suggestions are provided at three levels of support (from least to most) to allow all learners the opportunity to access learning at the highest possible in program materials.

<b>Levels of Support for Students with Intellectual Disabilities</b> <b>Reading Mastery Signature Edition</b> <b>Grade 3</b>
<b>Level 1 (less support needed): The student will</b>
<ul style="list-style-type: none"><li>• manipulate phonemes in CVC words through addition, deletion, and substitution.</li><li>• identify and segment initial, final, and medial phonemes in CVC/CCVC/CVCC words.</li><li>• blend three to four phonemes to form words.</li><li>• decode words with common long and short vowel CVC/CVC spelling patterns.</li><li>• decode phonetically regular CVC, CCVC/CVCC words.</li><li>• recognize high frequency sight words and contractions.</li><li>• use self-correction.</li><li>• read text with high frequency sight words and phonetically regular words with accuracy.</li><li>• use new vocabulary that is taught directly.</li><li>• use context clues and illustrations.</li><li>• categorize key vocabulary and identify common antonyms.</li><li>• determine word meaning using picture dictionary.</li><li>• identify main ideas, supporting details, and sequence of events.</li><li>• use strategies to repair comprehension.</li><li>• select a variety of fiction and nonfiction materials to listen to or read.</li></ul>
<b>Level 2 (more support needed): The student will</b>
<ul style="list-style-type: none"><li>• produce common sounds associated with 10 or more letters.</li><li>• identify, segment, and blend syllables in familiar words.</li><li>• blend sounds to decode VC/CVC words.</li><li>• recognize high frequency sight words.</li><li>• identify initial and final phonemes in CVC words.</li><li>• use new vocabulary that is taught directly.</li><li>• identify meaning of words paired with pictures.</li><li>• relate new vocabulary to prior knowledge.</li><li>• listen to and talk about stories.</li><li>• identify familiar books that tell stories.</li><li>• identify details such as who, what, and where in read-aloud stories and informational text.</li><li>• identify words that describe people in read-aloud literature.</li><li>• identify characters, setting, and actions in read-aloud stories.</li><li>• select and listen to a variety of fiction and nonfiction materials.</li></ul>

***Level 3 (most support needed): The student will***

- respond to spoken words/gestures/signs/referent objects/pictures/symbols.
- request continuation of a familiar daily task when it has been interrupted.
- use new vocabulary that is taught directly.
- listen to and respond to stories and informational text.
- match objects/pictures/gestures/signs/symbols to tasks in routines.
- seek assistance to clarify meaning of pictures/symbols/gestures/signs/words in activities with prompting.
- respond to patterns of language in read-aloud literature.
- express a preference for familiar read-aloud stories.
- identify familiar people/objects/actions by name as stories are read.
- attend to read-aloud fiction and nonfiction materials.

## Introduction

### *What is SRA Core Lesson Connections?*

*SRA Core Lesson Connections* provides targeted instruction that is related to the skills and information presented in the Reading Strand of the **Reading Mastery Signature Edition** program. Used in conjunction with **Reading Mastery Signature Edition**, *Core Lesson Connections* offers strategic support to master the Common Core State Standards for English Language Arts. Each lesson links with the core daily lesson. Explicit instruction through modeling, guided practice, and independent practice helps students meet the rigorous vocabulary, writing, and comprehension strands of the Common Core State Standards.

*Core Lesson Connections* uses the same teacher-script conventions that appear in **Reading Mastery Signature Edition**. These conventions include what the teacher says, what the teacher does, and what the correct students' responses should be. As with **Reading Mastery**, the teacher calls for group responses, uses clear signals, and employs specific correction procedures. Additionally, teachers deliver key concepts and skills with academic vocabulary practice, graphic organizers, critical writing, and more through interactive whiteboard activities.

### *How do you use Core Lesson Connections?*

There are 140 lessons in Grade 3 *Core Lesson Connections*, aligned with Grade 3 of **Reading Mastery**. Each lesson requires approximately 20 minutes.

The **Reading Mastery Signature Edition** lesson should always take priority when scheduling instruction. The *Core Lesson Connections* activities are designed to enhance and extend the learning of the **Reading Mastery** lesson. Each lesson corresponds with the **Reading Mastery Signature Edition** lesson—for example, Lesson 11 of *Core Lesson Connections* corresponds with Lesson 11 of **Reading Mastery Signature Edition**—Reading Strand.

Some activities are important to conduct **before, during, or after** the **Reading Mastery Signature Edition** program lesson. These activities are specifically identified in the *Core Lesson Connections*. The following suggestions are noted:

- Provide a reading center to display books being read so that students can enjoy them again during free time.
- Choose narrative and informational texts that are appropriate for students in your class. You may want to refer to Appendix B of the Common Core State Standards for a list of exemplar texts for read-aloud selections for specific grade levels. Otherwise, you may choose from your own classroom or school library.
- Review vocabulary words found in context in *Textbooks A, B*.
- Use partner reading with the story of the day to build fluency after the lesson.

*Core Lesson Connections* lessons are divided into major parts or strands. For example, Comprehension Strategies is an important part of the *Core Lesson Connections* for Level 3 and appears as Part B. Each part includes:

- Suggested instructional minutes (top left-hand column),
- Instructional materials for the teacher and student (left-hand column),
- What the teacher does (black type, right-hand column),
- What the teacher says (blue type, right-hand column), and
- What the students say/do (black italic type, right-hand column).

Here's an example from Lesson 2.

## Activity 2 Expository Summary Map: Determine Title and Topic

**Show** Expository Summary Map. **Elicit** responses to questions. **Guide** as needed. Your Expository Summary Map helps you organize your thoughts so that you can understand what you read. Before you read, you'll need to fill in some important information. This information includes the title and topic of the passage. The **title** is the **name** of the passage. What's the title? *The name of the passage.*

An author is the **person who wrote the passage**. He or she gives the passage a name or a title. The title of today's passage is "More Facts about Geese." What's the title of today's passage? *"More Facts about Geese."*

We learned that expository text tells you facts or true information about something. That something is called a **topic**. A topic is what the passage is mostly about. What's a topic? *What the passage is mostly about.*

In the passage, "More Facts about Geese," the topic is geese. It's what the passage is mostly about.

I'll show you how to fill in the title and topic on my Expository Summary Map. **Model** think-aloud for title and topic. **Write** title and topic on Expository Summary Map.

### Sample Wording for Think-Aloud

The title of the first passage is "More Facts about Geese." I'll write the title in the box labeled "Title" like this. (Write it.) The topic of the passage is what the passage is mostly about. I look at the title, the pictures, and I skim the passage like this. I see that the passage is mostly about geese so the topic is geese. I'll write "Geese" in my box labeled "Topic." (Write it.)

Lessons correspond to and enhance instruction found in the **Reading Mastery Signature Edition** program. The lesson example shown above and found in Lesson 2 of the *Core Lesson Connections* presents a before-reading strategy to help students focus on determining title and topic for reading "More Facts about Geese." *Core Lesson Connections* enhances rather than supplants the **Reading Mastery** program.

### What Major Parts Compose Core Lesson Connections?

There are four major parts of *Core Lesson Connections* for Level 3. These include: **vocabulary instruction, comprehension strategies, fluency building, and writing**. Explicit instruction for each of these major parts is based on best practices in reading research (see recommendations provided by Armbruster, Lehr, & Osborn, 2003; Carnine, Silbert, Kame'enui, & Tarver, 2010; National Institute of Child Health & Human Development [NICHD], 2000; Snow, Burns, & Griffin, 1998; and Vaughn & Linan-Thompson, 2004). Skills taught and examples for each part follow.



## Vocabulary Instruction

### Overview

- Daily instruction of specific words found in basic program
- Explicit instruction with modeling, guided practice, and independent practice
- Opportunities for students to develop, use, and apply word knowledge over time, within context, and in different contexts
- Word/word-part awareness through the use of self-reflection forms, maps, word-learning strategies, and practice activities that are engaging, encourage deep processing, and connect word/word-part meaning to prior knowledge
- Study strategies to increase knowledge of words/word parts such as cover-copy-compare

### Skills Taught

- Deriving specific words/word learning strategies with contextual practice
- Using a word/word-part map
- Using vocabulary knowledge self-reflection
- Using study strategies
- Acquisition and use of vocabulary including shades of meaning

## Comprehension Strategies

### Overview

- Daily focus on comprehension strategies applied across lessons so students understand their usefulness
- Explicit instruction with modeling, guided practice, and independent practice
- Stories/passages linked to basic program
- Reading for understanding and constructing meaning from text
- Modeled think-alouds to enhance comprehension through metacognition
- Note-taking to enhance understanding
- Independent strategic learning, engagement, and deep processing of text

### Skills Taught

- Narrative and informational text strategies
- Before-, during-, and after-reading strategies
- Bloom's Taxonomy extension activities (Think-Pair-Share format) with focus on Levels 3 (Apply Knowledge) and 4 (Analyze Knowledge)
- Making connections
- Story grammar
- Reading for purpose
- Predictions
- Story retell
- Graphic organizers
- Activating background knowledge
- Strategy generation
- Compare/contrast for analyzing text
- Cause and effect for analyzing text
- Summarizing
- Comprehension monitoring
- Connections through writing

## Fluency Building

### Overview

- Daily focus on oral reading fluency
- Increased repetitions using basic program stories and partner reading
- Emphasis on prosody and reading for meaning
- Charting and decision making for maximum benefit

### Skills Taught

- Reading with prosody
- Reading with improved fluency
- Reading effectively with a partner

## Writing/Language Arts

### Overview

- Opportunities to make connections between text selections and writing
- Gain mastery of essential conventions

### Skills Taught

- Writing with purpose and connection to text
- Conventions of standard English
- Collaborating effectively with a partner
- Draw evidence and knowledge from the text

### *What Other Components Compose Core Lesson Connections?*

*Core Lesson Connections* includes eight other important sections.

First, a **summary of skills** and **scope and sequence chart** are provided. These charts provide an overview of the skills taught in the program by major part. In a quick glance, teachers can see what skills are taught for each lesson of the program as well as the span of lessons that cover a specific skill.

Second, **graphic organizers** are used to carefully scaffold instruction for comprehension, writing, and phonemic awareness. These organizers also appear as interactive whiteboard activities online via McGraw-Hill's *ConnectED*. Teachers can write on, save, and print the organizers. Interactive whiteboard activities increase student engagement and improve understanding.

Third, **differentiated instruction** appears in *Core Lesson Connections* to help teachers enhance learning for **all** students. Instructional tips provide teachers and parents (called "home connection") with important suggestions to enhance academic success for approaching mastery, at mastery, and ELL students. Teacher and parent tips align with assessments found in the **Reading Mastery** program.

Here is an example from Appendix B.

Test	Tips for Teachers	Home Connections
<b>Fluency Checkout</b> (Lesson 10)	<ul style="list-style-type: none"> <li>See guidelines for students who do not read within error or time limit for Lesson 10 on page 55 in <i>Presentation Book A</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide word flash cards for students to take home for additional practice.</li> </ul>
<b>Approaching Mastery</b>	<ul style="list-style-type: none"> <li>Review finger placement and tracking for sentence reading.</li> <li>Use “cold timing” and “hot timing” to improve fluency: First timing is colored on graph in blue (words correct per minute); student reads story three times and then is timed by the teacher; this final timing is graphed in red.</li> </ul>	<ul style="list-style-type: none"> <li>Have adult at home model reading story; have students listen and track during story reading; have students read story; have adult at home review difficult words following story reading.</li> <li>Have students read story to a pet, stuffed animal, or sibling for extra practice.</li> <li>Have students write three questions from story and answer them to ensure reading for understanding.</li> </ul>
<b>At Mastery</b>	<ul style="list-style-type: none"> <li>See guidelines for students who read within error and time limit for Lesson 10 on page 55 in <i>Presentation Book A</i>.</li> <li>Have student tape him or herself reading story as model for “approaching mastery” or ELL student.</li> <li>Direct student to reading and writing center in classroom to reinforce literacy and writing skills.</li> </ul>	
<b>ELL</b>	<ul style="list-style-type: none"> <li>See “Tips for Teachers” for “approaching mastery” and “at mastery” students.</li> <li>Show student how to recognize punctuation (e.g., question mark) when reading with prosody using a model think-aloud (e.g., I see a question mark at the end of this sentence; I’ll raise the tone of my voice at the end of the sentence to sound like I’m asking a question.).</li> </ul>	<ul style="list-style-type: none"> <li>See “Home Connections” for “approaching mastery” and “at mastery” students.</li> <li>Provide audiotape to use with sentence strips and word flash cards for additional practice; encourage students to practice with mirror at home, as needed.</li> </ul>

Fourth, teachers can access tips to help ensure maximum access for students with intellectual disabilities. These suggestions are linked to the **Reading Mastery** content and provide guidance for three **levels of support** to allow all students the opportunity to access learning with the program materials.

Fifth, teachers can increase their knowledge about fluency building and reading level determination through a **professional development** section. This section provides the latest research on fluency and how to include fluency building through effective instructional activities. Strategies for students who struggle with fluency are also provided.

Sixth, explicit instructional activities for **fluency/paired reading** give teachers the necessary scaffolding to incorporate fluency into the daily lesson. These guidelines incorporate modeling, guided practice, and independent practice so that students read text quickly, accurately, and with expression.

Seventh, a **five-day lesson planning chart** is provided in Appendix F. This chart shows a “week at a glance,” illustrating all major parts of the program and specific skills taught within these parts in groups of five lessons. This chart assists teachers in planning, conducting, and assessing instruction.

Finally, a **correlation to the Common Core State Standards** for English Language Arts is presented. The correlation notes the standards for the specified grade level with detailed notations of how the content of **Reading Mastery Signature Edition** supports the standard.

## References

Armbruster, B., Lehr, F., & Osborn, J. (2003). *Put reading first: The research building blocks of reading instruction: Grades K-3* (2nd ed.). Washington, DC: Center for the Improvement of Early Reading Achievement, National Institute for Literacy, U.S. Department of Education.

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## A. Vocabulary Instruction

1. Explicit Instruction (1–140)
2. Graphic Organizers (1–140)
3. Word Learning Strategies (1–140)
4. Review/Knowledge Check (2–140)
5. Acquisition and Use (5, 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135)

## B. Comprehension Strategies

1. Explicit Instruction (1–140)
2. Expository Text (1–4, 6–9, 11–14, 16–19, 36, 62, 64, 67, 71, 72, 91–94, 96–99, 101–104, 137)
3. Narrative Text (1, 2, 21, 22, 26–29, 31–34, 36–39, 41–44, 46–49, 51–54, 56–59, 61–64, 66, 68, 69, 73, 74, 76–79, 81–84, 86–89, 106–109, 111–114, 116–119, 121–124, 126–129, 131–134, 136, 138, 139)
4. Graphic Organizers (2–4, 6–9, 11–14, 16–19, 21, 22, 24, 26–29, 31–34, 36–39, 41–44, 46–49, 51–54, 56–59, 61–64, 66, 68, 69, 71–74, 76–79, 81–84, 87–89, 91–94, 96–99, 101–104, 106–109, 111–114, 116–118, 122, 123, 126–129, 131–134, 136, 138, 139)
5. Before-Reading Strategies (2–4, 6–9, 11–14, 16, 17, 19, 21–24, 26–29, 31–34, 37, 39, 42–44, 46–49, 52, 54, 57, 59, 62, 64, 68, 81, 138)
6. Bloom’s Taxonomy Extension Activity (every 5<sup>th</sup> lesson through 140)
7. After-Reading Strategies (12–14, 16–19, 32–34, 36, 38, 39, 41–44, 46–49, 51, 53, 56, 58, 61, 63, 66, 69, 82–84, 87–89, 91–94, 96–99, 101–104, 106–109, 111–114, 116, 131, 132, 139)
8. Story Grammar (21, 22, 26–29, 31–34, 36–39, 41–44, 46–49, 51–54, 56–59, 61–64, 66, 68, 69, 81, 82, 106, 107, 109, 111–114, 116, 131, 138, 139)
9. During-Reading Strategies (23, 24, 36, 52, 54, 61, 62, 64, 67, 71–74, 76–78, 81, 86, 117–119, 121–124, 126–129, 133, 134, 136, 137)
10. Comprehension Monitoring (23, 24, 36, 52, 54, 61, 62, 64, 67, 81, 86, 119, 121, 124, 137)
11. Predictions (31–39, 41–44, 46–49, 51–54, 56–59, 61–64, 66, 68, 69, 81, 82, 138, 139)
12. Cause and Effect (71–74, 76–79, 117, 118, 122, 123, 126)
13. Make Connections (83, 84, 87–89)
14. Compare/Contrast (83, 84, 87–89)
15. Summarizing (92, 94, 98, 102, 104, 108, 111, 113, 116, 132)

## C. Fluency Building (1–140)

## D. Writing/Language Arts

1. Distinguish Point of View (25, 45, 65, 85, 105, 125)
2. Write and Use Parts of Speech and Conventions (10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140)

# Scope and Sequence (1-70)

Skills	1-5	6-10	11-15	16-20	21-25
<b>VOCABULARY INSTRUCTION</b>					
Explicit Instruction	√	√	√	√	√
Graphic Organizers	√	√	√	√	√
Word Learning Strategies	√	√	√	√	√
Review/Knowledge Check	•	√	√	√	√
Vocabulary Acquisition and Use	•		•		•
<b>COMPREHENSION STRATEGIES</b>					
Explicit Instruction	√	√	√	√	√
Expository Text	•	•	•	•	
Narrative Text	•				•
Graphic Organizers	√	√	√	√	√
Before Reading Strategies	•	•	•	•	•
Bloom's Taxonomy Extension Activities	•	•	•	•	•
After Reading Strategies			•	•	
Story Grammar					•
During Reading Strategies					•
Comprehension Monitoring					•
Predictions					
Cause and Effect					
Make Connections					
Compare/Contrast					
Summarizing					
<b>FLUENCY BUILDING</b>	√	√	√	√	√
<b>WRITING-LANGUAGE ARTS</b>					
Distinguish Point of View					•
Use Parts of Speech and Convention		•		•	

## Key

√ = skill in every lesson

• = skill in some of the lessons

26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70
√	√	√	√	√	√	√	√	√
√	√	√	√	√	√	√	√	√
√	√	√	√	√	√	√	√	√
√	√	√	√	√	√	√	√	√
	•		•		•		•	
√	√	√	√	√	√	√	√	√
		•					•	•
•	•	•	•	•	•	•	•	•
√	√	√	√	√	√	√	√	√
•	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•	•
		•			•		•	•
		•			•		•	•
	√	•	•	•	•	•	•	•
√	√	√	√	√	√	√	√	√
•		•	•	•		•	•	•

# Scope and Sequence (71-140)

Skills	71-75	76-80	81-85	86-90	91-95
<b>VOCABULARY INSTRUCTION</b>					
Explicit Instruction	√	√	√	√	√
Graphic Organizers	√	√	√	√	√
Word Learning Strategies	√	√	√	√	√
Review/Knowledge Check	√	√	√	√	√
Vocabulary Acquisition and Use	•		•		•
<b>COMPREHENSION STRATEGIES</b>					
Explicit Instruction	√	√	√	√	√
Expository Text	•				•
Narrative Text	•	•	•	•	
Graphic Organizers	√	√	√	√	√
Before Reading Strategies			•		
Bloom's Taxonomy Extension Activities	•	•	•	•	•
After Reading Strategies			•	•	•
Story Grammar			•		
During Reading Strategies	•	•	•	•	
Comprehension Monitoring			•	•	
Predictions			•		
Cause and Effect	•	•			
Make Connections			•	•	
Compare/Contrast			•	•	
Summarizing					•
<b>FLUENCY BUILDING</b>	√	√	√	√	√
<b>WRITING-LANGUAGE ARTS</b>					
Distinguish Point of View			•		
Use Parts of Speech and Convention		•		•	

## Key

√ = skill in every lesson

• = skill in some of the lessons



96-100	101-105	106-110	111-115	116-120	121-125	126-130	131-135	136-140
√	√	√	√	√	√	√	√	√
√	√	√	√	√	√	√	√	√
√	√	√	√	√	√	√	√	√
√	√	√	√	√	√	√	√	√
	•		•		•		•	
√	√	√	√	√	√	√	√	√
•	•							•
		•	•	•	•	•	•	•
√	√	√	√	√	√	√	√	√
								•
•	•	•	•	•	•	•	•	•
•	•	•	•	•			•	•
		•	•	•			•	•
				•	•	•	•	•
				•	•			•
				•	•	•		
•	•	•	•	•			•	
√	√	√	√	√	√	√	√	√
	•				•			
•		•		•		•		•

# Lessons

# Appendix D



# Professional Development

## Fluency Building and Reading Level Determination

### *What is Fluency Building?*

Fluency is the ability to read text quickly, accurately, and with expression (Armbruster et al., 2003; Hasbrouck, 2006; NICHD, 2000). It goes beyond automaticity and fast, effortless reading to include prosody or reading with expression as a critical aspect. Students who know how to read fluently read text smoothly with few, if any, decoding errors; they also read with proper expression, placing vocal emphasis and inflection where needed in the text (e.g., dialogue, punctuation, key words).

### *Why Fluency Building?*

Fluency building is critical because “it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and between the text and their background knowledge” (Armbruster et al., 2003, p. 22).

However, Hasbrouck (2006) notes “fluency is necessary, but not sufficient, for understanding the meaning of text. When children read too slowly or haltingly, the text devolves into a broken string of words and/or phrases; it’s a struggle just to remember what’s been read, much less extract its meaning” (p. 24). Thus, reading programs should focus not only on building fluency but also on building vocabulary and text comprehension strategies to ensure that students read with understanding. *Core Lesson Connections* includes fluency practice as well as vocabulary and comprehension strategies as key aspects of the reading program.

### *Is Fluency Building Included in Core Lesson Connections?*

Yes. Each lesson of *Core Lesson Connections* (starting at Lesson 1) includes **Part C: Fluency Building**. After each *Reading Mastery Signature Edition* program lesson, you will have students reread the story of the day with a partner. This rereading is done orally; repeated oral reading has been shown to substantially improve reading fluency and overall reading achievement (Armbruster et al., 2003; Hasbrouck, 2006; NICHD, 2000). Oral reading with a partner is a key part of *Core Lesson Connections* and takes no more than 5 minutes of instructional time, with long-lasting results. The fluency-building activities in *Core Lesson Connections* are further extensions of the individual fluency checkouts already found in the *Reading Mastery Signature Edition* program.

**Conduct** after the lesson, using the story of the day.

**Direct** students to story of day.

**Assign** student partners as Partner 1 and Partner 2.

**Read or explain** Activity 1.

**Monitor** partner reading.

**Guide** as needed.

## Part C: Fluency Building

### Activity 1 Partner Reading

It’s time for partner reading.

## ***What are Accurate Descriptions of Independent, Instructional, and Frustrational Reading Levels for Individual Students?***

“Fluency develops as a result of many opportunities to practice reading with a high degree of success. Therefore, your students should practice orally rereading text that is reasonably easy for them” (Armbruster et al., 2003, p. 27). Students can encounter three types of text (Katz, Polkoff, & Gurvitz, 2005; Osborn, Lehr, & Hiebert, 2003):

- Independent level text (relatively easy for the reader, with no more than approximately 1 in 20 words difficult for the reader; 95% success or higher; with 90% comprehension).
- Instructional level text (challenging but manageable text for the reader, with no more than approximately 1 in 10 words difficult for the reader; 90% to 94% success; with 75% comprehension).
- Frustrational level text (problematic text for the reader, with more than 1 in 10 words difficult for the reader; less than 90% success; with 50% comprehension).

Most researchers advocate the use of text containing words students know or can decode easily (e.g., Allington, 2002; Armbruster et al., 2003; Hasbrouck, 2006). You can determine if a story or text is appropriate for students to read independently using the following steps:

1. Select a 50–100 word passage from a book that the student has not read previously.
2. Have the student read the passage aloud. Make sure you start at the beginning of a paragraph and avoid paragraphs with lots of dialogue. Count substitutions, mispronunciations, omissions, reversals, and hesitations (of more than 3 seconds) as errors; insertions, self corrects, and repetitions do not count as errors.
3. Subtract the number of errors the student made from the total number of words—this will yield the number of correct words read by the student; divide the number of correct words read by the student by the total number of words in the passage and multiply by 100.

Example: passage length = 50 words; student makes 3 errors yielding 47 correct words read; divide 47 correct words by 50 total words equaling .94; multiply .94 by 100 to get 94%.

4. Compare the student’s calculated accuracy level to the reading level percentages (i.e., 95% or higher = independent level; 90%–94% = instructional; below 90% = frustrational); in the above example, the student would be at an instructional reading level (94% falls in the 90% to 94% range).
5. Develop 5-8 comprehension questions (at least one “who, what, where, why, and inference-type” question). Ask these comprehension questions after the student reads the passage.
6. Subtract the number of questions answered incorrectly from the total number of questions; divide the number of correctly answered questions by the total number of questions and multiply by 100.

Example: number of questions = 6; student answers 1 incorrectly yielding 5 correctly answered questions; divide 5 correctly answered questions by 6 total questions yielding .83; multiply .83 by 100 to get 83%.

7. Compare the student’s calculated percentage correct to the comprehension levels (i.e., 90% = independent; 75% = instructional; 50% = frustrational); in the above example, the student would be at an instructional level (83% is above 75% and less than 90%).

## ***How Can You Tell If Students Are Working At The Appropriate Instructional Level in Reading Mastery Signature Edition?***

The *Reading Mastery Signature Edition* program is designed with student success in mind.

- Only a small amount of new learning (10%–15% of the total lesson) occurs in each lesson.
- New concepts and skills are presented in two or three consecutive lessons to provide students with enough exposure to new material to use it in other applications.
- The majority of each lesson firms and reviews material and skills presented earlier in the program.

The small-step design of the program promises successful learning for students who are placed appropriately. Four criteria help you determine if students are working at the appropriate instructional level during lessons (Engelmann, 1999).

1. Each time a task is presented, the group either responds correctly (all students respond correctly and in unison) or incorrectly (some students give the wrong response, no response, or do not respond in unison). Students should be at least 70% correct on information that is being introduced for the first time. If students are much below 70%, they will find it difficult to learn the skills being presented. If they are only at 50%, they are at chance levels and are probably guessing.
2. Students should be at least 90% correct on parts of the lesson that deal with skills and information taught earlier in the program (assuming previous skill mastery). For example, when students read a passage, they should read at least 90% of the words correctly on the first reading because virtually all of the words should be familiar. If students are consistently below the 90% correct level, the amount of new learning is too great.
3. At the end of a lesson, all students should be “virtually 100% firm on all tasks and activities” (p. 6). For example, on the second reading of the passage, students should read with close to 100% accuracy.
4. Students should be at least 85% correct on independent work.

To determine student-reading level, you should complete the reading checkout and words correct per minute (WCPM) calculation as scripted.

You can compare your student’s WCPM to the 2005 Hasbrouck and Tindal Oral Reading Fluency Data Chart (see *How do You Help Readers who Struggle with Fluency?* below) to establish who is in need of additional fluency practice.

## ***How Can You Help Students Select Appropriate Material to Read for Personal Pleasure?***

Independent reading is the key to success as a life-long reader (Katz et al., 2005). Scaffolded independent reading should be done daily in the classroom; up to 30 minutes of independent reading time is advocated. Scaffolded independent reading involves opportunities for pleasurable, student-selected reading.

To accomplish this scaffolded independent reading, students should be taught a good way to self-select books that are “just right” for their independent reading level. The “Five Finger Rule” or “Goldilocks Method” helps students determine if books are “too easy.”

### **Goldilocks Method**

<b>Level</b>	<b>Ask Yourself:</b>
<b>Too Easy</b>	<ul style="list-style-type: none"><li>• Have you read it many times?</li><li>• Do you understand the story very well?</li><li>• Do you know almost every word?</li><li>• Can you read it smoothly?</li></ul>
<b>Too Hard</b>	<ul style="list-style-type: none"><li>• Are there more than 5 words on the page you don't know?</li><li>• Are you confused about what is happening in most of this book?</li><li>• When you read, does it sound choppy?</li></ul>
<b>Just Right</b>	<ul style="list-style-type: none"><li>• Is the book new to you?</li><li>• Do you understand a lot of the book?</li><li>• Are there just a few words on a page that you don't know?</li><li>• When you read, are some places smooth and some places choppy?</li></ul>

Routman (2003).

Students may ask themselves these questions or use the steps below to choose an independent-level book:

1. Choose a book
2. Open it anywhere
3. Make a fist
4. Read the page and hold up one finger for every unknown word or mistake you come across
5. Determine book level: 0–1 mistakes = too easy; 2–3 mistakes = just right; 4 or more mistakes = too hard.



## ***How Should a Fluency Building Lesson Be Conducted?***

You should assign student partners for the fluency building activity. To ensure success, students should be matched as closely as possible both in terms of their reading levels and their fluency rates. Given the emphasis on placement testing and flexible skill grouping in the *Reading Mastery Signature Edition* program, this matching should be relatively easy to accomplish.

Next, you should introduce and teach students how to conduct fluency practice properly in the classroom; this training should be conducted over 1 week. Even after training, you should carefully monitor student pairs during fluency practice activities. The following table presents an overview of what should be taught and how to teach it. If students struggle with fluency goals even after partner reading, they can be encouraged to repeat fluency practice two or more times with their partners (Note: Armbruster et al., 2003 report up to four repeated reads of the same passage may be needed to build fluency). However, if students continue to struggle, fluency intervention may be needed (see “How do you Help Readers Who Struggle with Fluency” below).

<b>What to Teach</b>	<b>How to Teach It</b>
<b>Importance of fluency</b>	<ul style="list-style-type: none"><li>• Discuss why fluent reading is important.</li></ul>
<b>Fluency partnership behavior</b>	<ul style="list-style-type: none"><li>• Discuss how to treat others (e.g., no arguing, be positive).</li><li>• Set rules/expectations.</li></ul>
<b>Fluency practice procedure</b>	<ul style="list-style-type: none"><li>• Model and practice set up (one student gets own textbook, one student has copy of textbook story on which to record errors/last word read).</li><li>• Model and practice what errors are (unknown/incorrect words).</li><li>• Model and practice partner reading procedure (teacher times all students for 1 minute; recording partners underline unknown/incorrect words and draw slash after last word read when timer sounds; following timing, recording partners go over errors and follow standard error correct procedure [i.e., “That word is brother. What word?”]; recording partners record last word read, number of errors, calculate CWPM [correct words per minute], and graph partners’ data; student roles are reversed and same procedure is followed).</li></ul>

## ***How do You Help Readers who Struggle with Fluency?***

Hasbrouck and Tindal (2006) completed an extensive study of oral reading fluency. They recommended using the 2005 Hasbrouck and Tindal Oral Reading Fluency Data Chart (at end of section) to establish who is in need of additional fluency practice beyond that accomplished by partner reading in the classroom. Students scoring below the 50th percentile using an average of two unpracticed readings from grade-level materials need a regimented fluency-building intervention. Additionally, teachers can use the chart to establish long-range goals for students or “aim lines” that can appear on graphs as a visual aid for students.

Students scoring at the frustrational reading level may be an indication of the following:

- A failure to achieve 70% correct on new information, 90% on skills taught earlier in the program, and virtually 100% on all tasks/activities by the end of a lesson—further training on the program may be warranted.
- Program placement that is too high—re-administer placement test to ensure appropriate program placement.
- Double-dosing or completing a lesson a second time to ensure skill mastery—once students are above the 90% accuracy level, they can participate more successfully in fluency building activities; fluency building should occur on independent level text although some researchers advocate the use of independent or instructional level text—see Osborn et al., 2003 for details).

Several research-validated strategies can be used to improve fluency.

<b>Problem</b>	<b>Fluency Strategy</b>	<b>How to Do It</b>
<b>Reading without prosody</b>	Teacher modeling of prosody (echo reading)	Teacher reads story with prosody; approaching-mastery student tracks as teacher models prosody; teacher provides guided practice on reading with prosody; sentences or paragraphs can be alternated between teacher and student.
	Tape-assisted modeling of prosody	Approaching-mastery student listens to tape of story read with prosody; student whisper reads and tracks as tape is played a second time.
	Tutoring	At-mastery student paired with approaching-mastery student; at-mastery student reads, modeling prosody; at-mastery student provides guided practice on reading with prosody.

Problem	Fluency Strategy	How to Do It
<p><b>Failure to meet individual rate and accuracy checkout goals or score below 50% percentile on Hasbrouck and Tindal (2006) fluency data chart</b></p>	<p>Choral reading</p> <p>Student-adult reading</p> <p>Tape-assisted reading</p> <p>Paired or tandem reading</p>	<p>Teacher models reading at appropriate pace; approaching-mastery students then read along with teacher at appropriate pace.</p> <p>Adult reads story first, modeling appropriate pace (and prosody); approaching-mastery student reads same story with adult providing assistance as needed.</p> <p>Approaching-mastery student listens to tape of story read at appropriate pace; student whisper reads and tracks as tape is played a second time.</p> <p>At-mastery student is paired with an approaching-mastery student; at-mastery student reads along with approaching-mastery student at appropriate pace noting, “whenever you want to read alone, just tap the back of my hand”); at-mastery student fades him/herself from reading as approaching-mastery student reads more and more of story.</p>

Problem	Fluency Strategy	How to Do It
<p><b>Errors occur on particular words.</b></p>	<p>Error word drill.</p> <p>Reading racetrack.</p> <p>Good-bye list.</p> <p>Cloze reading.</p>	<p>At end of fluency building session, teacher records all “error” words on whiteboard or index cards; approaching-mastery student reviews cards 3-4 times with teacher.</p> <p>Teacher records troublesome words on “track segments” forming a racetrack; approaching-mastery student points to words on racetrack and reads them for 1 minute, circling the track as many times as possible (Falk, Band, &amp; McLaughlin, 2003).</p> <p>Teacher writes troublesome words on board; teacher practices words on daily basis; teacher has approaching-mastery students say “good-bye” to words that are stated correctly 3 sessions in a row.</p> <p>Teacher models reading at appropriate pace; once or twice every few sentences, teacher omits important words and approaching-mastery students read words aloud in choral fashion.</p>

## Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal completed an extensive study of oral reading fluency in 2004. The results of their study are published in a technical report entitled "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's Web site and in THE READING TEACHER volume 59, 2006.

This table shows the oral reading fluency rates of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

**Average weekly improvement** is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

\*WCPM = Words Correct per Minute

\*\*Average Words per Week Growth

Oral Reading Fluency Data Chart from Oral Reading Fluency: 90 Years of Measurement

# NAEP Oral Reading Fluency Scale

<b>Fluent</b>	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author’s syntax is consistent. Some or most of the story is read with expressive interpretation.
	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
<b>Nonfluent</b>	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax.

National Center for Education Statistics, U.S. Department of Education

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# Appendix E





## Fluency/Paired Reading Guidelines

### Lesson 1

#### Part C: Fluency Building

**Conduct** after lesson, using story of day.

#### Activity 1 Partner Reading

**Direct** students to story of day.

The more time you spend reading, the better your reading skills will be. You're going to learn to read with a partner to help improve your reading skills. When you partner read, you'll take turns reading with your partner. You'll do this every day using the story we just read during reading group.

Before you learn how to do partner reading, it's important to learn how to **act** as a partner. While you're **listening** to your partner read, you should sit quietly and listen very carefully for errors. You should follow along with your finger so you don't lose your place. You should also be very positive, saying things like "good job" or "nice reading." You should treat your partner the way you'd like to be treated.

**Discuss** partner behavior, adding points not mentioned by students.

What kinds of things should you be doing as your partner is reading? (Ideas: *Follow along in story by tracking with finger; listen for errors; listen carefully; sit quietly; be positive.*)

Why is it important to do these things? (Student responses.)

When you're **reading** to your partner, you should read with expression so you're interesting to listen to. You should also read loud enough so your partner can hear you. Finally, when your partner helps you with troublesome words, make the correction and go on. You shouldn't argue. You should be positive—your partner is trying to help you become an even better reader.

What kinds of things should you do as you're reading the story to your partner? (Ideas: *Read with expression; read loudly enough; accept corrections without arguing; be positive.*)

Being a good partner is an important responsibility. I know you can do it!

As your partner is reading, you also need to know how to correct errors. First, let's talk about what errors are.

**Discuss** errors one could make during reading: mispronunciations, substitutions, omissions, reversals, skipping line(s); give examples.

**Write** error correction steps on the board.

Second, let's review the steps to correcting an error. Here they are:

**Discuss** each step.

Step 1: Stop your partner and tell your partner what he/she did.

Step 2: Tell partner what it should be.

Step 3: Have your partner say it correctly.

Step 4: Have your partner start over at the beginning of the sentence.

**Model** think-aloud for partner reading. **Call** on student to serve as sample "partner."

**Model** error correction steps for each error. **Model** praise. **Guide** student volunteer as necessary as he/she serves as partner.

Now, watch as I show you how to partner read.

### Sample Wording for Think-Aloud

(Student's name) and I are going to show you how to do partner reading. (Student's name) will read today's story and make three or four different kinds of errors. I'll listen to him/her read and correct the errors I hear. Follow along in your story as (Student's name) reads. Here we go.

1. Stop. You said \_\_\_\_\_.
2. The word is \_\_\_\_\_.
3. What word?
4. Start over at the beginning of the sentence.

Super job reading this story.

Now (Student's name) and I are going to switch roles. I'll read the story and (Student's name) will listen to me read. I'll make a few errors so we can practice our error correction steps. Here we go.

We'll practice this more later.

## Lesson 2

### Part C: Fluency Building

**Conduct** after lesson, using story of day.

#### Activity 1 Partner Reading

**Direct** students to story of day.

In the last lesson, you learned that when you partner read, you take turns reading with your partner. You'll do this every day using the story we just read during reading group.

**Discuss** with students.

You learned how to act during partner reading. How should the person who is **listening** act? (Student responses.)

How should the person who is **reading** act? (Student responses.)

**Write** error correction steps on the board.

As your partner is reading, you also need to know how to correct errors. Give me some examples of what errors are. (Student responses.)

**Discuss** each step. **Point** to each step on board as you read them together.

What are the steps to correcting an error?

Step 1: Stop your partner, and tell your partner what he/she did.

Step 2: Tell partner what it should be.

Step 3: Have your partner say it correctly.

Step 4: Have your partner start over at the beginning of the sentence.

Now, watch as I show you how to partner read once again.

**Model** partner reading. **Call** on student to serve as sample "partner." **Model** error correction steps for each error. **Model** praise. **Guide** student volunteer as necessary as he/she serves as partner.

We'll practice this more later.

## Part C: Fluency Building

**Conduct** after lesson, using story of day.

### Activity 1 Partner Reading

**Direct** students to story of day. **Elicit** responses to questions. **Guide** as needed.

What is partner reading? (Idea: *Taking turns reading with a partner.*)

What story do you read? (Idea: *The story from today's lesson.*)

You learned how to act during partner reading. How should the person who is **listening** act? (Student responses.)

How should the person who is **reading** act? (Student responses.)

As your partner is reading, you also need to correct errors. Give me some examples of errors. (Student responses.)

**Write** error correction steps on the board. **Point** to each step on board as you read them together. **Discuss** each step.

What are the steps to correcting an error?

Step 1: Stop your partner, and tell your partner what he/she did.

Step 2: Tell partner what it should be.

Step 3: Have your partner say it correctly.

Step 4: Have your partner start over at the beginning of the sentence.

**Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

Now, you'll practice partner reading with another student. Partner 1 will read and Partner 2 will listen. Partner 1, remember to make a couple of errors to allow your partner a chance to practice using the error correction steps.

Reverse roles. Now Partner 2 will read and Partner 1 will listen. Partner 2, remember to make a couple of errors to allow your partner a chance to practice using the error correction steps.

**Discuss** with students.

Let's talk about how this went. What questions do you have?

We'll practice this more later.

## Lessons 7–9

### Part C: Fluency Building

**Conduct** after lesson, using story of day.

#### Activity 1 Partner Reading

**Direct** students to story of day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

Partner 1 will read to Partner 2. When you're done, reverse roles. Partner 2 will then read to Partner 1. Remember to be positive and treat your partner as you would like to be treated.

**Discuss** with students.

Let's talk about how this went. What questions do you have?

## Lessons 10 to end of program

### Part C: Fluency Building

**Conduct** after lesson, using story of day.

#### Activity 1 Partner Reading

**Direct** students to story of day. **Assign** student partners as Partner 1 and Partner 2. **Monitor** partner reading. **Guide** as needed.

It's time for partner reading.



# Appendix F

Strand Component	Lessons 1–5	Lessons 6–10	Lessons 11–15	Lessons 16–20
<b>Core Lesson Connections</b>	<p><b>A. Vocabulary</b> New Vocabulary – 1.A3, 2.A1, 3.A1, 4.A1</p> <p><b>B. Comprehension Strategies</b> Determine Text Type – 2.B1 Before Reading Strategy – 4.B1</p> <p><b>C. Fluency</b> – 1.C, 2.C, 3.C, 4.C, 5.C</p>	<p><b>A. Vocabulary</b> New Vocabulary – 6.A2, 7.A1, 8.A1, 9.A1</p> <p><b>B. Comprehension Strategies</b> Determine Text Type – 7.B1 Before Reading Strategy – 6.B1, 8.B1, 9.B1</p> <p><b>C. Fluency</b> – 6.C, 7.C, 8.C, 9.C, 10.C</p> <p><b>D. Writing/Language Arts</b> – 10 D 1</p>	<p><b>A. Vocabulary</b> New Vocabulary – 11.A2, 12.A1, 13.A1, 14.A1</p> <p><b>B. Comprehension Strategies</b> Determine Text Type – 11.B1 Before Reading Strategy – 12.B1, 13.B1, 14.B1</p> <p><b>C. Fluency</b> – 11.C, 12.C, 13.C, 14.C, 15.C</p>	<p><b>A. Vocabulary</b> New Vocabulary – 16.A2, 17.A1, 18.A1, 19.A1</p> <p><b>B. Comprehension Strategies</b> Before Reading Strategy – 16.B1, 17.B1, 19.B1</p> <p><b>C. Fluency</b> – 16.C, 17.C, 18.C, 19.C, 20.C</p> <p><b>D. Writing/Language Arts</b> – 20 D 1</p>
<b>Reading Strand Reading Mastery</b>	<p><b>Presentation Book A</b></p> <p><b>Vocabulary</b> – 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2</p> <p><b>Decoding/Word Analysis</b> – 1.1, 2.1, 3.1, 3.2, 4.1, 4.2</p> <p><b>Story Reading/Comprehension</b> – 1.2, 1.4, 2.2, 2.4, 3.3, 3.5, 4.3, 4.4, 5.3, 5.4</p> <p><b>Written Items</b> – 1.3, 1.6, 2.3, 2.6, 3.4, 4.6, 5.6</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 1.5, 2.5, 3.6, 4.5, 5.5</p> <p><b>Study Skills</b> – 3.3</p> <p><b>Informal Assessment Workcheck</b> – 1, 2, 3, 4</p> <p><b>Formal Assessment</b> –</p> <p><b>Spelling</b> – 1, 2, 3, 4, 5</p>	<p><b>Presentation Book A</b></p> <p><b>Vocabulary</b> – 6.1, 6.2, 7.1, 8.1, 9.1</p> <p><b>Decoding/Word Analysis</b> – 6.1, 6.2, 7.1, 8.1, 9.1</p> <p><b>Story Reading/Comprehension</b> – 6.3, 6.4, 7.2, 7.3, 8.2, 8.3, 9.2, 9.3</p> <p><b>Written Items</b> – 6.6, 7.5, 8.5, 9.5</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 6.5, 7.4, 8.4, 9.4</p> <p><b>Informal Assessment Workcheck</b> – 6, 7, 8, 9</p> <p><b>Formal Assessment</b> – 10.2, 10.3</p> <p><b>Spelling</b> – 6, 7, 8, 9</p>	<p><b>Presentation Book A</b></p> <p><b>Vocabulary</b> – 11.1, 12.1, 12.2, 13.1, 13.2, 14.1, 14.2, 15.1, 15.2</p> <p><b>Decoding/Word Analysis</b> – 11.1, 12.1, 12.2, 13.1, 13.2, 14.1, 14.2, 15.1, 15.2</p> <p><b>Story Reading/Comprehension</b> – 11.2, 11.3, 12.3, 12.4, 13.3, 13.4, 14.3, 14.4, 15.3–15.5</p> <p><b>Written Items</b> – 11.5, 12.6, 13.6, 14.6, 15.6</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 11.4, 12.5, 13.5, 14.5</p> <p><b>Informal Assessment Workcheck</b> – 11, 12, 13, 14, 15</p> <p><b>Formal Assessment</b> –</p> <p><b>Spelling</b> – 11, 12, 13, 14, 15</p>	<p><b>Presentation Book A</b></p> <p><b>Vocabulary</b> – 16.1, 16.2, 17.1, 17.2, 18.1, 18.2, 19.1, 19.2</p> <p><b>Decoding/Word Analysis</b> – 16.1, 16.2, 17.1, 17.2, 18.1, 18.2, 19.1, 19.2</p> <p><b>Story Reading/Comprehension</b> – 16.3, 16.4, 17.3, 18.3, 18.4, 19.3</p> <p><b>Written Items</b> – 16.6, 17.5, 18.6, 19.5</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 16.5, 17.4, 18.5, 19.4</p> <p><b>Informal Assessment Workcheck</b> – 16, 17, 18, 19</p> <p><b>Formal Assessment</b> – 20.2, 20.3</p> <p><b>Spelling</b> – 16, 17, 18, 19</p>
<b>Language Arts Strand Reading Mastery</b>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b> Main Idea – 1.1, 2.1, 2.4, 3.5 Inference – 1.1, 2.1 Main Ideas in Sequence – 4.6, 5.6</p> <p><b>Grammar/Usage/Mechanics</b> Verbs to Past Tense – 1.2, 2.5, 3.4, 4.4, 4.5, 5.3, 5.4, 5.6</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b> Main Ideas in Sequence – 6.6, 8.6 Main Ideas – 7.6</p> <p><b>Grammar/Usage/Mechanics</b> Capitalization – 6.1, 7.1, 7.6, 7.7, 8.1, 8.2, 8.3, 9.2, 9.3, 9.4, 9.7, 10.1, 10.4 End Punctuation – 6.1, 7.1, 7.6, 7.7, 8.1, 8.2, 9.3</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b> Main Ideas in Sequence – 11.6, 12.6, 13.5, 15.6 Compare/Contrast – 14.5</p> <p><b>Grammar/Usage/Mechanics</b> Pronoun Referents – 11.1, 12.5, 13.4 Capitalization – 11.2, 11.5, 12.3, 12.6, 13.3, 14.2, 15.2 Subject/Predicate – 11.3, 11.4, 12.2, 13.2</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b> Compare/Contrast – 16.2 Infer Missing Action in Picture Sequence – 17.4, 18.4, 19.2 Main Ideas in Sequence – 17.6, 19.5</p> <p><b>Grammar/Usage/Mechanics</b> Identify Verbs – 16.3, 17.5, 18.5, 19.3, 20.4</p>



Strand Component	Lessons 1–5	Lessons 6–10	Lessons 11–15	Lessons 16–20
<b>Language Arts Strand</b> <b>Reading Mastery</b> <i>(continued)</i>	Irregular Past Tense – 1.3 Sentence Subject – 1.4, 2.2, 5.1 Subject Pronoun – 1.5, 2.3, 3.1, 3.2, 4.1, 4.3, 5.5 Capitalization – 1.6, 2.6, 3.7, 5.1, 5.6, 5.7 End Punctuation – 1.6, 2.6, 3.7, 5.1, 5.6, 5.7 <b>Writing/Composition/ Speaking</b> Copy Sentences – 1.6 Copy a Paragraph – 2.6, 3.7 Edit Sentences Beginning With And – 3.3, 4.2 Write Main Idea Sentences – 3.6 Write a Paragraph in Sequence – 4.7 Edit Sentences – 5.1 Edit Run-on Sentences – 5.2 Revise Paragraph for Sequence – 5.6, 5.7 <b>Study Skills</b>	Verb to Past Tense – 6.4, 7.4, 9.5, 10.4 Subject/Predicate – 6.5, 7.5, 8.5, 9.6, 10.4 Subject Pronouns – 7.2, 8.4, 9.2, 10.3, 10.4 Proper Names – 9.4 Identify Verbs – 10.2 <b>Writing/Composition/ Speaking</b> Edit Sentences – 6.1, 6.2, 7.1, 7.6, 8.2, 9.3 Edit Run-on Sentences – 6.3, 7.3, 8.1, 9.1, 10.1 Write a Paragraph in Sequence – 6.7, 8.7 Edit Paragraph – 7.7, 9.7, 9.8 Edit Sentences Beginning with And – 8.3 <b>Study Skills</b>	Identify Verbs – 11.3, 11.4, 12.2, 13.2, 14.3, 15.3 End Punctuation – 11.5 Irregular Verbs – 12.4 Possessives – 14.3, 15.4 Apostrophes – 14.3, 15.4 Compound Predicates – 15.5 <b>Writing/Composition/ Speaking</b> Edit Run-on Sentences – 11.2, 12.3, 13.3, 14.2, 15.2 Edit a Paragraph – 11.5, 12.6, 12.7, 14.6 Write a Paragraph in Sequence – 11.7, 13.6, 15.7 <b>Study Skills</b>	Compound Predicates – 16.4, 17.2 Possessives – 16.5, 17.3, 18.3, 19.4, 20.4 Apostrophes – 16.5, 17.3, 18.3, 19.4, 20.4 Capitalization – 16.6, 18.2, 18.6, 20.2 <b>Writing/Composition/ Speaking</b> Edit Run-on Sentences – 16.4, 17.2, 18.2, 20.4 Edit a Paragraph – 16.6, 16.7, 17.7, 18.6, 18.7, 20.2, 20.3 Write a Paragraph in Sequence – 17.4, 17.7, 19.2, 19.6 Write Sentences with Possessives – 19.4 <b>Study Skills</b>
<b>Literature Strand</b> <b>Reading Mastery</b>		<b>Literature Lesson 1</b> (presented with RM Lesson 10) <i>The Velveteen Rabbit</i> theme: love retelling, setting, characters, plot		<b>Literature Lesson 2 - 1</b> (presented with RM Lesson 20) <i>Dreams</i> theme: dream metaphors fiction, nonfiction, stories, plays, poems <b>Literature Lesson 2-2</b> (presented with RM Lesson 20) <i>The Runner</i> theme: fantastic ability fiction, nonfiction, stories, plays, poems
<b>Formal Assessment</b> <b>Reading Strand</b> <b>Language Arts Strand</b>		<b>Reading Mastery Lesson 10 – Test 1:</b> fact game, individual fluency checkout, mastery test, marking the test, test remedies <b>Language Lesson 10 - Test 1:</b> feedback, run-on sentences, predicate, editing, capital and periods, past tense, pronouns, subject/predicate, marking the test, test feedback, test remedies	<b>Reading Mastery Lesson 15</b> – individual fluency checkout	<b>Reading Mastery Lesson 20 – Test 2:</b> fact game, individual fluency checkout, mastery test, marking the test, test remedies <b>Language Lesson 20 – Test 2:</b> feedback, checking procedures, editing a paragraph, run-on sentences, two-word verbs, apostrophes, clarity, writing a paragraph, marking the test, test feedback, test remedies

Strand Component	Lessons 21–25	Lessons 26–30	Lessons 31–35	Lessons 36–40
<b>Core Lesson Connections</b>	<p><b>A. Vocabulary</b> New Vocabulary – 21.A2, 22.A1, 23.A1, 24.A1</p> <p><b>B. Comprehension Strategies</b> Before Reading Strategy – 21.B2, 22.B2 Determine Text Type – 23.B1, 24.B1 Comprehension Monitoring – 24.B2</p> <p><b>C. Fluency</b> – 21.C, 22.C, 23.C, 24.C, 25.C</p> <p><b>D. Informational Text</b> – 25 D 1</p>	<p><b>A. Vocabulary</b> New Vocabulary – 26.A2, 27.A1, 28.A1, 29.A1</p> <p><b>B. Comprehension Strategies</b> Before Reading Strategy – 26.B2, 27.B2, 28.B2, 29.B2 Determine Text Type – 26.B1, 27.B1, 28.B1, 29.B1</p> <p><b>C. Fluency</b> – 26.C, 27.C, 28.C, 29.C, 30.C</p> <p><b>D. Writing/Language Arts</b> – 30 D 1</p>	<p><b>A. Vocabulary</b> New Vocabulary – 31.A2, 32.A1, 33.A1, 34.A1</p> <p><b>B. Comprehension Strategies</b> Before Reading Strategy – 31.B2, 33.B3 Determine Text Type – 33.B2</p> <p><b>C. Fluency</b> – 31.C, 32.C, 33.C, 34.C, 35.C</p>	<p><b>A. Vocabulary</b> New Vocabulary – 36.A2, 37.A1, 38.A1, 39.A1</p> <p><b>B. Comprehension Strategies</b> Before Reading Strategy – 37.B1, 39.B1 Comprehension Monitoring – 36.B2</p> <p><b>C. Fluency</b> – 36.C, 37.C, 38.C, 39.C, 40.C</p> <p><b>D. Writing/Language Arts</b> – 40 D 1</p>
<b>Reading Strand Reading Mastery</b>	<p><b>Presentation Book A</b></p> <p><b>Vocabulary</b> – 21.1, 21.2, 22.1, 22.2, 23.1, 23.2, 24.1, 24.2, 25.1, 25.2</p> <p><b>Decoding/Word Analysis</b> – 21.1, 21.2, 22.1, 22.2, 23.1, 23.2, 24.1, 24.2, 25.1, 25.2</p> <p><b>Story Reading/Comprehension</b> – 21.3, 21.4, 22.3, 22.4, 23.3, 24.3, 34.4, 25.3, 25.4</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 21.5, 22.5, 23.4, 24.5</p> <p><b>Informal Assessment Workcheck</b> – 21, 22, 23, 24, 25</p> <p><b>Formal Assessment – Spelling</b> – 21, 22, 23, 24, 25</p>	<p><b>Presentation Book A</b></p> <p><b>Vocabulary</b> – 26.1, 26.2, 27.1, 27.2, 28.1, 28.2, 29.1, 29.2</p> <p><b>Decoding/Word Analysis</b> – 26.1, 26.2, 27.1, 27.2, 28.1, 28.2, 29.1, 29.2</p> <p><b>Story Reading/Comprehension</b> – 26.3, 27.3, 27.4, 28.3, 29.3</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 26.4, 27.5, 28.4, 29.4</p> <p><b>Informal Assessment Workcheck</b> – 26, 27, 28, 29</p> <p><b>Formal Assessment</b> – 30.2, 30.3</p> <p><b>Spelling</b> – 26, 27, 28, 29</p>	<p><b>Presentation Book A</b></p> <p><b>Vocabulary</b> – 31.1, 31.2, 32.1, 32.2, 33.1–33.3, 34.1, 34.2, 35.1, 35.2</p> <p><b>Decoding/Word Analysis</b> – 31.1, 31.2, 32.1, 32.2, 33.1–33.3, 34.1, 34.2, 35.1, 35.2</p> <p><b>Story Reading/Comprehension</b> – 31.3, 32.3, 33.4, 33.5, 34.3, 34.4, 35.3, 35.4</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 31.4, 32.4, 33.6, 34.5</p> <p><b>Informal Assessment Workcheck</b> – 31, 32, 33, 34, 35</p> <p><b>Formal Assessment – Spelling</b> – 31, 32, 33, 34, 35</p>	<p><b>Presentation Book A</b></p> <p><b>Vocabulary</b> – 36.1–36.3, 37.1, 37.2, 38.1, 38.2, 39.1–39.3</p> <p><b>Decoding/Word Analysis</b> – 36.1–36.3, 37.1, 37.2, 38.1, 38.2, 39.1–39.3</p> <p><b>Story Reading/Comprehension</b> – 36.4, 36.5, 37.3, 38.3, 39.4</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 36.6, 37.4, 38.4, 39.5</p> <p><b>Study Skills</b> – 37.5</p> <p><b>Informal Assessment Workcheck</b> – 36, 37, 38, 39</p> <p><b>Formal Assessment</b> – 40.2, 40.3</p> <p><b>Spelling</b> – 36, 37, 38, 39</p>
<b>Language Arts Strand Reading Mastery</b>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b> Infer Missing Action in Picture Sequence – 21.5, 22.5, 23.6, 25.6</p> <p><b>Grammar/Usage/Mechanics</b> Pronoun Referents – 21.2, 22.2, 23.2, 24.2, 24.3, 25.3 Verbs – 21.3, 22.4, 23.4, 24.4 Possessives – 21.4, 22.2, 23.3 Apostrophes – 21.4 Plural Nouns – 22.3, 23.3 Capitalization – 22.5, 24.6 Punctuate Quotations – 23.5, 24.5, 25.5 Capitalization in Quotes – 23.5 Subject Pronouns – 24.3, 25.2</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b> Infer Missing Action in Picture Sequence – 26.6, 27.6, 28.6, 29.6</p> <p><b>Grammar/Usage/Mechanics</b> Subject Pronouns – 26.2, 27.2 Pronoun Referents – 26.3, 27.3, 28.2, 30.4 Punctuate Quotations – 26.5, 27.5, 28.5, 30.6 Verbs – 27.4, 28.4, 29.4 Predicate Pronouns – 28.2, 29.2 Predicates – 28.3, 29.3 Pronouns – 28.4, 29.4, 30.4 Punctuate Quotations with Questions – 29.5 Possessives – 30.4 Subject/Predicate – 30.5</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b> Infer Missing Action in Picture Sequence – 31.4, 33.6, 34.7, 34.8, 35.6</p> <p><b>Grammar/Usage/Mechanics</b> Predicates – 31.1 When – 31.1, 32.2, 33.2, 34.2, 35.4 Verbs – 31.2, 33.4, 34.5 Pronouns – 31.2, 33.4, 34.5 Subjects/Predicates – 32.2, 33.2 Pronoun Referents – 33.3, 34.3 Nouns – 33.5, 34.6, 35.2 Commas – 34.2, 35.4 Noun/Pronoun Referents – 35.3 Punctuate Quotations – 35.5</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b> Infer Missing Action in Picture Sequence – 36.6, 37.6, 38.6, 39.6, 40.3</p> <p><b>Grammar/Usage/Mechanics</b> Noun/Pronoun Referents – 36.2 Nouns – 36.3, 37.2, 38.2, 39.4 Subject Pronouns – 36.3, 37.2 Punctuate Quotations – 36.4 When – 36.5, 39.2, 40.3 Commas – 36.5, 39.2 Verbs – 37.4, 38.2, 39.4 Pronouns – 37.4, 38.2, 39.4 Questions/Question Marks – 38.3, 39.3 Parts of Speech – 40.3</p>

Strand Component	Lessons 21–25	Lessons 26–30	Lessons 31–35	Lessons 36–40
<b>Language Arts Strand</b> <b>Reading Mastery</b> <i>(continued)</i>	<b>Writing/Composition/ Speaking</b> Write a Paragraph in Sequence – 21.5, 23.6, 25.6 Edit a Paragraph – 22.6, 24.6, 24.7 Edit Sentences – 25.4 <b>Study Skills</b>	<b>Writing/Composition/ Speaking</b> Edit Sentences – 26.4 Edit a Paragraph – 26.6, 26.7, 28.6, 28.7, 30.2, 30.3 Write a Paragraph in Sequence – 27.6, 29.6 <b>Study Skills</b>	<b>Writing/Composition/ Speaking</b> Write a Paragraph with Quotes – 31.3, 32.4 Write a Paragraph in Sequence – 31.4, 33.6, 35.6 Edit Sentences – 32.3, 34.4 Edit a Paragraph – 32.5, 32.6, 34.7, 34.8 <b>Study Skills</b>	<b>Writing/Composition/ Speaking</b> Sentences that Begin with When – 36.5, 37.5, 38.5, 39.5 Edit a Paragraph – 36.6, 36.7, 38.6, 38.7, 40.2 Edit Sentences – 37.3, 38.4, 40.3 Write a Paragraph in Sequence – 37.6, 39.6, 40.3 <b>Study Skills</b>
<b>Literature Strand</b> <b>Reading Mastery</b>		<b>Literature Lesson 3</b> (presented with RM Lesson 30) <i>The Emperor’s New Clothes</i> theme: admitting the truth retelling, setting, characters, plot, literature types, author’s purpose, finish the story		<b>Literature Lesson 4</b> (presented with RM Lesson 40) <i>Why Leopard Has Black Spots</i> theme: deceit setting, characters, plot, retelling, fables
<b>Formal Assessment</b> <b>Reading Strand</b> <b>Language Arts Strand</b>	<b>Reading Mastery Lesson 25</b> – individual fluency checkout	<b>Reading Mastery Lesson 30 – Test 3:</b> fact game, individual fluency checkout, mastery test, marking the test, test remedies <b>Language Lesson 30 - Test 3:</b> feedback, checking procedure, editing and correcting a paragraph, editing, pronoun clarity, parts of speech, apostrophe, the part that tells when, quotes, marking the test, test feedback, test remedies	<b>Reading Mastery Lesson 35</b> – individual fluency checkout	<b>Reading Mastery Lesson 40 – Test 4:</b> fact game, individual fluency checkout, mastery test, marking the test, test remedies <b>Language Lesson 40 - Test 4:</b> Feedback, editing and correcting a paragraph, parts of speech, the part that tells when, editing, quotes, paragraph writing, marking the test, test feedback, test remedies

Strand Component	Lessons 41–45	Lessons 46–50	Lessons 51–55	Lessons 56–60
<b>Core Lesson Connections</b>	<p><b>A. Vocabulary</b> New Vocabulary – 41.A2, 42.A1, 43.A1, 44.A1</p> <p><b>B. Comprehension Strategies</b> Before Reading Strategy – 42.B3, 43.B3, 44.B3</p> <p><b>C. Fluency</b> – 41.C, 42.C, 43.C, 44.C, 45.C</p> <p><b>D. Informational Text</b> – 45 D 1</p>	<p><b>A. Vocabulary</b> New Vocabulary – 46.A2, 47.A1, 48.A1, 49.A1</p> <p><b>B. Comprehension Strategies</b> Before Reading Strategy – 46.B3, 47.B3, 48.B3, 49.B3</p> <p><b>C. Fluency</b> – 46.C, 47.C, 48.C, 49.C, 50.C</p> <p><b>D. Writing/Language Arts</b> – 50 D 1</p>	<p><b>A. Vocabulary</b> New Vocabulary – 52.A1, 53.A1, 54.A1</p> <p><b>B. Comprehension Strategies</b> Before Reading Strategy – 52.B1, 54.B1, 54.B2</p> <p><b>C. Fluency</b> – 51.C, 52.C, 53.C, 54.C, 55.C</p>	<p><b>A. Vocabulary</b> New Vocabulary – 56.A2, 57.A2, 58.A1</p> <p><b>B. Comprehension Strategies</b> Before Reading Strategy – 57.B2, 59.B2</p> <p><b>C. Fluency</b> – 56.C, 57.C, 58.C, 59.C, 60.C</p> <p><b>D. Writing/Language Arts</b> – 60 D 1</p>
<b>Reading Strand Reading Mastery</b>	<p><b>Presentation Book A</b></p> <p><b>Vocabulary</b> – 41.1, 41.2, 42.1, 42.2, 43.1–43.3, 44.1, 44.2, 45.1, 45.2</p> <p><b>Decoding/Word Analysis</b> – 41.1, 41.2, 42.1, 42.2, 43.1–43.3, 44.1, 44.2, 45.1, 45.2</p> <p><b>Story Reading/Comprehension</b> – 41.3, 42.3, 43.4, 44.3, 45.3, 45.5</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 41.4, 42.4, 43.5, 44.4</p> <p><b>Study Skills</b> – 44.5</p> <p><b>Informal Assessment Workcheck</b> – 41, 42, 43, 44, 45</p> <p><b>Formal Assessment – Spelling</b> – 41, 42, 43, 44, 45</p>	<p><b>Presentation Book A</b></p> <p><b>Vocabulary</b> – 46.1–46.3, 47.1, 47.2, 48.1, 48.2, 49.1–49.3</p> <p><b>Decoding/Word Analysis</b> – 46.1–46.3, 47.1, 47.2, 48.1, 48.2, 49.1–49.3</p> <p><b>Story Reading/Comprehension</b> – 46.4, 47.3, 48.3, 49.4</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 46.5, 47.4, 48.4, 49.5</p> <p><b>Informal Assessment Workcheck</b> – 46, 47, 48, 49</p> <p><b>Formal Assessment</b> – 50.2, 50.3</p> <p><b>Spelling</b> – 46, 47, 48, 49</p>	<p><b>Presentation Book A</b></p> <p><b>Vocabulary</b> – 51.1, 51.2, 52.1, 52.2, 53.1–53.3, 54.1, 54.2, 55.1, 55.2</p> <p><b>Decoding/Word Analysis</b> – 51.1, 51.2, 52.1, 52.2, 53.1–53.3, 54.1, 54.2, 55.1, 55.2</p> <p><b>Story Reading/Comprehension</b> – 51.3, 52.3, 52.4, 53.4, 53.5, 54.3, 54.4, 55.3, 55.4</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 51.4, 52.5, 53.6, 54.5, 55.5</p> <p><b>Study Skills</b> – 51.5</p> <p><b>Informal Assessment Workcheck</b> – 51, 52, 53, 54, 55</p> <p><b>Formal Assessment – Spelling</b> – 51, 52, 53, 54, 55</p>	<p><b>Presentation Book A</b></p> <p><b>Vocabulary</b> – 56.1–56.3, 57.1, 57.2, 58.1, 58.2, 59.1–59.3</p> <p><b>Decoding/Word Analysis</b> – 56.1–56.3, 57.1, 57.2, 58.1, 58.2, 59.1–59.3</p> <p><b>Story Reading/Comprehension</b> – 56.4, 56.6, 56.7, 57.3, 58.3, 58.4, 59.4</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 56.8, 57.4, 58.5, 59.5</p> <p><b>Study Skills</b> – 56.5</p> <p><b>Informal Assessment Workcheck</b> – 56, 57, 58, 59</p> <p><b>Formal Assessment</b> – 60.2, 60.3</p> <p><b>Spelling</b> – 56, 57, 58, 59</p>
<b>Language Arts Strand Reading Mastery</b>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b> Sequence – 41.4, 43.5, 44.5 Infer – 43.5, 44.5</p> <p><b>Grammar/Usage/Mechanics</b> When – 41.1, 42.5, 43.4 Commas – 41.1, 42.5, 45.3 Punctuate Quotations – 41.2, 42.4, 43.3 Nouns – 41.3, 42.3 Parts of Speech – 42.2, 43.2, 44.3, 45.2 Capitalization – 44.4</p> <p><b>Writing/Composition/Speaking</b> Edit Sentences – 41.1, 42.6, 42.7, 45.3 Write a Paragraph in Sequence – 41.4, 43.5, 45.5</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b> Match Pictures/Descriptions – 46.3, 47.4, 48.4, 49.4, 50.5</p> <p><b>Grammar/Usage/Mechanics</b> Parts of Speech – 46.2, 47.2, 48.2, 50.6 Subjects/Predicates – 47.2, 48.2, 50.6 Commas in a Series – 47.3, 48.3, 49.2 Punctuate Quotations – 50.6 When – 50.6</p> <p><b>Writing/Composition/Speaking</b> Sentences that Begin with When – 46.4 Edit and Revise a Paragraph – 46.5, 46.6, 48.5, 48.6, 50.2, 50.3</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b> Setting – 53.5, 54.3</p> <p><b>Grammar/Usage/Mechanics</b> Verb Agreement – 51.1, 52.2, 53.2 Subjects/Predicates – 51.2, 52.3 Parts of Speech – 51.2, 52.3 Commas in a Series – 51.3, 52.4, 53.4, 55.3 Verb Agreement with You – 54.2 Capitalize Proper Nouns – 55.2</p> <p><b>Writing/Composition/Speaking</b> Write a 2-Sentence Description – 51.4, 52.5 Write a Paragraph in Sequence – 51.5, 53.6, 55.4</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b></p> <p><b>Grammar/Usage/Mechanics</b> Subjects/Predicates – 56.2, 57.3, 59.2, 60.2 Parts of Speech – 56.2, 57.3, 59.2, 60.2 Capitalize Proper Nouns – 56.3, 58.3 Commas in a Series – 56.4, 57.4, 58.4, 59.4, 60.3 Pronoun Referents – 57.2, 58.2 Verb Agreement – 58.3</p> <p><b>Writing/Composition/Speaking</b> Write Sentences with Series – 56.4, 57.4, 58.4, 60.3 Edit and Revise a Paragraph – 56.5, 56.6, 58.5, 58.6</p>

Strand Component	Lessons 41–45	Lessons 46–50	Lessons 51–55	Lessons 56–60
<b>Language Arts Strand</b> <b>Reading Mastery</b> <i>(continued)</i>	Sentences – 42.5 Revise Sentences – 42.6, 42.7, 43.4 Edit a Paragraph with Quotations – 44.2 Edit Sentences and Fragments – 44.4 Edit a Paragraph – 44.5, 44.6 Revise a Paragraph – 44.5, 44.6 Sentences that Begin with When – 45.4 Write a Paragraph with Quotes – 45.5 <b>Study Skills</b>	Write a Paragraph in Sequence – 47.5, 49.5, 49.5 Write a Paragraph with Quotes – 47.5, 49.5 Edit Sentences – 49.3 Revise a Paragraph with When – 50.4 <b>Study Skills</b>	Write a Paragraph with Quotes – 51.5, 53.6, 55.4 Edit and Revise a Paragraph – 52.6, 52.7, 54.4, 54.5 Edit Sentences – 53.3 Write Descriptions – 53.5, 54.3 Write Sentences with Series – 55.3 <b>Study Skills</b>	Write a Paragraph in Sequence – 57.5, 60.4 Write a Paragraph with Quotes – 57.5, 60.4 Edit Sentences – 58.3, 59.3 Edit a Paragraph – 59.5, 60.5 <b>Study Skills</b>
<b>Literature Strand</b> <b>Reading Mastery</b>		<b>Literature Lessons 5-1 and 5-2</b> (presented with RM Lesson 50) <b>Lesson 5-1:</b> <i>Boar Out There</i> theme: fear retelling, setting, characters, plot, author’s purpose <b>Lesson 5-2:</b> <i>Crossing the Creek</i> theme: fear retelling, setting, characters, plot, author’s purpose		<b>Literature Lesson 6-1 and 6-2</b> (presented with RM Lesson 60) Lesson 6-1: <i>“Camp on the High Prairie”</i> theme: being safe <b>Lesson 6-2:</b> <i>Spaghetti</i> theme: what makes life worthwhile setting, characters, plot, retelling
<b>Formal Assessment</b> <b>Reading Strand</b> <b>Language Arts Strand</b>	<b>Reading Mastery Lesson 45</b> – individual fluency checkout	<b>Reading Mastery Lesson 50 – Test 5:</b> fact game, individual fluency checkout, mastery test, marking the test, test remedies <b>Language Lesson 50 - Test 5:</b> feedback, checking procedure, editing and correcting a paragraph, rewriting, description, parts of speech, subject/predicate, quotations, beginning with the part that tells when, marking the test, test feedback, test remedies	<b>Reading Mastery Lesson 55</b> – individual fluency checkout	<b>Reading Mastery Lesson 60 – Test 6:</b> fact game, individual fluency checkout, mastery test, marking the test, test remedies <b>Language Lesson 60 - Test 6:</b> feedback, sentence analysis, sentence writing, paragraph writing, editing and correcting a paragraph, marking the test, test feedback, test remedies

Strand Component	Lessons 61–65	Lessons 66–70		
<b>Core Lesson Connections</b>	<p><b>A. Vocabulary</b> New Vocabulary – 61.A2, 62.A1, 63.A1, 64.A1</p> <p><b>B. Comprehension Strategies</b> Comprehension Monitoring – 62.B1, 64.B1 Before Reading Strategy – 64.B2</p> <p><b>C. Fluency</b> – 61.C, 62.C, 63.C, 64.C, 65.C</p> <p><b>D. Informational Text</b> – 65 D 1</p>	<p><b>A. Vocabulary</b> New Vocabulary – 66.A2, 67.A1, 68.A1, 69.A1</p> <p><b>B. Comprehension Strategies</b> Comprehension Monitoring – 67.B1 Before Reading Strategy – 68.B1</p> <p><b>C. Fluency</b> – 66.C, 67.C, 68.C, 69.C, 70.C</p> <p><b>D. Writing/Language Arts</b> – 70 D 1</p>		
<b>Reading Strand Reading Mastery</b>	<p><b>Presentation Book A</b></p> <p><b>Vocabulary</b> – 61.2, 61.3, 62.1, 62.2, 63.1, 63.2, 64.1, 64.2, 65.1, 65.2</p> <p><b>Decoding/Word Analysis</b> – 61.2, 61.3, 62.1, 62.2, 63.1, 63.2, 64.1, 64.2, 65.1, 65.2</p> <p><b>Story Reading/Comprehension</b> – 61.1, 61.4, 62.3, 62.4, 63.3, 64.3, 64.4, 65.3, 65.4</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 61.5, 62.5, 63.4, 64.5</p> <p><b>Study Skills</b> – 61.5</p> <p><b>Informal Assessment Workcheck</b> – 61, 62, 63, 64, 65</p> <p><b>Formal Assessment – Spelling</b> – 61, 62, 63, 64, 65</p>	<p><b>Presentation Book A</b></p> <p><b>Vocabulary</b> – 66.1, 66.2, 67.1–67.3, 68.1, 68.2, 69.1, 69.2</p> <p><b>Decoding/Word Analysis</b> – 66.1, 66.2, 67.1–67.3, 68.1, 68.2, 69.1, 69.2</p> <p><b>Story Reading/Comprehension</b> – 66.3, 67.4–67.6, 68.3, 69.3, 69.4</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 66.4, 66.7, 68.4, 69.5</p> <p><b>Informal Assessment Workcheck</b> – 66, 67, 68, 69</p> <p><b>Formal Assessment</b> – 70.2, 70.3</p> <p><b>Spelling</b> – 66, 67, 68, 69</p>		
<b>Language Arts Strand Reading Mastery</b>	<p><b>Vocabulary Comprehension</b></p> <p>Infer Missing Action in Picture Sequence – 61.4, 63.5, 65.5</p> <p>Relevant to Question – 62.4</p> <p>Relevant to Topic – 63.4, 64.4, 65.3</p> <p><b>Grammar/Usage/Mechanics</b></p> <p>Subjects/Predicates – 61.1</p> <p>Parts of Speech – 61.1</p> <p>Nouns/Adjectives – 61.2, 62.3, 63.3, 64.2, 65.2</p> <p>Pronoun Referents – 61.3, 62.2, 63.2, 65.4</p>	<p><b>Vocabulary Comprehension</b></p> <p>Relevant to Topic – 67.3</p> <p><b>Grammar/Usage/Mechanics</b></p> <p>Adjectives/Nouns – 66.2, 67.4, 68.3</p> <p>Subjects/Predicates – 66.3, 69.3</p> <p>Parts of Speech – 66.3, 69.3, 70.2</p> <p>Punctuate Quotations – 66.4, 69.4</p> <p>Capitalize Proper Nouns – 67.2, 68.2, 69.2, 70.2</p> <p>Commas – 69.5</p> <p>Commas in a Series – 70.2</p> <p>Verb Agreement – 70.2</p>		

Strand Component	Lessons 61–65	Lessons 66–70		
<b>Language Arts Strand</b> <b>Reading Mastery</b> <i>(continued)</i>	<b>Writing/Composition/ Speaking</b> Write 2-Paragraph Sequence Story – 61.4, 63.5, 65.5 Edit Sentences for Pronoun Clarity – 62.2 Edit 2-Paragraph Story – 62.5, 62.6, 64.5, 64.6 Edit Sentences – 64.3 <b>Study Skills</b>	<b>Writing/Composition/ Speaking</b> Edit Quotations – 66.4, 69.4 Edit 2-Paragraph Story – 66.5, 66.6, 68.5, 68.6, 70.3, 70.4 Write 2-Paragraph Story – 67.5, 69.5 Edit Sentences – 68.4 <b>Study Skills</b>		
<b>Literature Strand</b> <b>Reading Mastery</b>		<b>Literature Lessons 7</b> (presented with RM Lesson 70) <i>Charlie Best</i> theme: what’s the evidence? retelling, setting, characters, plot, patterns of story		
<b>Formal Assessment</b> <b>Reading Strand</b> <b>Language Arts Strand</b>	<b>Reading Mastery Lesson 65</b> – individual fluency checkout	<b>Reading Mastery Lesson 70 – Test 7:</b> fact game, individual fluency checkout, mastery test, marking the test, test remedies <b>Language Lesson 70 - Test 7:</b> feedback, parts of speech, punctuation, capitalization, verb agreement, checking procedure, editing and correcting a passage, marking the test, test feedback, test remedies		

Strand Component	Lessons 71–75	Lessons 76–80	Lessons 81–85	Lessons 86–90
<b>Core Lesson Connections</b>	<p><b>A. Vocabulary</b> New Vocabulary – 71.A2, 72.A1, 73.A1, 74.A1</p> <p><b>B. Comprehension Strategies</b> Introduce Cause-and-Effect Relationships – 71.B1, 72.B1, 73.B1, 74.B1</p> <p><b>C. Fluency</b> – 71/C, 72.C, 73.C, 74.C, 75.C</p>	<p><b>A. Vocabulary</b> New Vocabulary – 76.A2, 77.A1, 78.A1, 79.A1</p> <p><b>B. Comprehension Strategies</b> Introduce Cause-and-Effect Relationships – 76.B1, 77.B1, 78.B1, 79.B1</p> <p><b>C. Fluency</b> – 76.C, 77.C, 78.C, 79.C, 80.C</p> <p><b>D. Writing/Language Arts</b> – 80 D 1</p>	<p><b>A. Vocabulary</b> New Vocabulary – 81.A3, 82.A2, 83.A1, 84.A1</p> <p><b>B. Comprehension Strategies</b> Before Reading Strategy – 81.B2</p> <p><b>C. Fluency</b> – 81.C, 82.C, 83.C, 84.C, 85.C</p> <p><b>D. Informational Text</b> – 35 D 1</p>	<p><b>A. Vocabulary</b> New Vocabulary – 86.A2, 87.A1, 88.A1, 89.A1</p> <p><b>B. Comprehension Strategies</b> Comprehension Monitoring – 86.B1</p> <p><b>C. Fluency</b> – 86.C, 87.C, 88.C, 89.C, 90.C</p> <p><b>D. Writing/Language Arts</b> – 90 D 1</p>
<b>Reading Strand Reading Mastery</b>	<p><b>Presentation Book B</b></p> <p><b>Vocabulary</b> – 71.1–71.3, 72.1, 72.2, 73.1, 73.2, 74.1–74.3, 75.1, 75.2</p> <p><b>Decoding/Word Analysis</b> – 71.1–71.3, 72.1, 72.2, 73.1, 73.2, 74.1–74.3, 75.1, 75.2</p> <p><b>Story Reading/Comprehension</b> – 71.4, 71.5, 72.3, 72.4, 73.3, 74.4, 75.3, 75.5</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 71.6, 72.5, 73.3, 74.5</p> <p><b>Study Skills</b> – 74.6, 75.4</p> <p><b>Informal Assessment Workcheck</b> – 71, 72, 73, 74, 75</p> <p><b>Formal Assessment – Spelling</b> – 71, 72, 73, 74, 75</p>	<p><b>Presentation Book B</b></p> <p><b>Vocabulary</b> – 76.1, 76.2, 77.1, 77.2, 78.1, 78.2, 79.1, 79.2</p> <p><b>Decoding/Word Analysis</b> – 76.1, 76.2, 77.1, 77.2, 78.1, 78.2, 79.1, 79.2</p> <p><b>Story Reading/Comprehension</b> – 76.3, 77.3, 78.3, 79.3, 79.4</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 76.4, 77.4, 78.4, 79.5</p> <p><b>Study Skills</b> – 76.5, 77.5</p> <p><b>Informal Assessment Workcheck</b> – 76, 77, 78, 79</p> <p><b>Formal Assessment</b> – 80.2, 80.3</p> <p><b>Spelling</b> – 76, 77, 78, 79</p>	<p><b>Presentation Book B</b></p> <p><b>Vocabulary</b> – 81.1, 81.2, 82.1, 82.2, 83.1, 83.2, 84.1, 84.2, 85.1, 85.2</p> <p><b>Decoding/Word Analysis</b> – 81.1, 81.2, 82.1, 82.2, 83.1, 83.2, 84.1, 84.2, 85.1, 85.2</p> <p><b>Story Reading/Comprehension</b> – 81.3, 82.3, 83.3, 83.4, 84.3, 84.4, 85.3, 85.4</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 81.4, 82.4, 83.5, 84.5</p> <p><b>Informal Assessment Workcheck</b> – 81, 82, 83, 84, 85</p> <p><b>Formal Assessment – Spelling</b> – 81, 82, 83, 84, 85</p>	<p><b>Presentation Book B</b></p> <p><b>Vocabulary</b> – 86.1–86.3, 87.1, 87.2, 88.1, 88.2, 89.1, 89.2</p> <p><b>Decoding/Word Analysis</b> – 86.1–86.3, 87.1, 87.2, 88.1, 88.2, 89.1, 89.2</p> <p><b>Story Reading/Comprehension</b> – 86.4, 86.5, 87.3, 87.4, 88.3, 89.3, 89.4</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 86.6, 87.5, 88.4, 89.5</p> <p><b>Informal Assessment Workcheck</b> – 86, 87, 88, 89</p> <p><b>Formal Assessment</b> – 90.2, 90.3</p> <p><b>Spelling</b> – 86, 87, 88, 89</p>
<b>Language Arts Strand Reading Mastery</b>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b> Setting – 73.5, 74.5, 74.6, 75.5</p> <p><b>Grammar/Usage/Mechanics</b> Subjects/Predicates – 71.3, 72.3, 73.3, 74.2, 75.3 Parts of Speech – 71.3, 72.3, 73.3, 74.2, 75.3 Commas – 71.4, 72.4, 72.5 Progressive Verbs – 73.5, 74.5, 74.6, 75.5 Sentence/Sentence Fragment – 75.2</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b> Main Idea – 76.3 Setting – 77.5, 79.5</p> <p><b>Grammar/Usage/Mechanics</b> Sentence/Sentence Fragments – 76.2, 79.2 Pronoun Referents – 76.4, 80.3 Progressive Verbs – 76.5, 76.6, 77.5, 78.5, 78.6, 79.5, 80.4, 80.5 Parts of Speech – 77.3, 79.3, 80.2</p>	<p><b>Vocabulary</b> Prefix dis– – 84.6, 85.2 Prefix re– – 85.2</p> <p><b>Comprehension</b> Main Idea – 81.3, 82.5, 83.5, 84.3 Setting – 81.4, 82.6, 83.5, 84.7, 85.5 Events – 85.5</p> <p><b>Grammar/Usage/Mechanics</b> Commas in Dates – 81.2, 82.3 Commas in Addresses – 83.3, 84.4 Subject-Verb Agreement – 85.3</p>	<p><b>Vocabulary</b> Prefix dis– – 86.3, 87.3, 88.4, 89.4, 90.3, 90.4 Prefix re– – 86.3, 87.3, 88.4, 89.4, 90.3, 90.4 Prefix un– – 88.4, 89.4, 90.3, 90.4 Suffix –less – 90.3, 90.4</p> <p><b>Comprehension</b> Setting – 86.5, 87.5, 88.6, 89.6, 90.5 Events – 86.5, 87.5, 88.5, 89.6, 90.5 Main Ideas – 88.5</p> <p><b>Grammar/Usage/Mechanics</b> Subject-Verb Agreement – 86.2, 87.4, 88.2, 89.2 Commas in Dates – 90.4 Commas in Addresses – 90.4</p>



Strand Component	Lessons 71–75	Lessons 76–80	Lessons 81–85	Lessons 86–90
<b>Language Arts Strand</b> <b>Reading Mastery</b> <i>(continued)</i>	<b>Writing/Composition/ Speaking</b> Write Sentences from Question/Answer – 71.2, 72.2, 73.2 Edit Sentences Using Commas – 71.4 Write 2-Paragraph Story – 71.5 Edit Sentences with Clauses – 72.4, 73.4, 74.4 Edit 2-Paragraph Story – 72.5, 72.6 Write Progressive Tense Paragraph – 73.5, 75.5 Edit Sentences – 74.3 Edit Progressive Tense Paragraph – 74.5, 74.6 Revise Sentences – 75.4 <b>Study Skills</b>	<b>Writing/Composition/ Speaking</b> Topic Sentence – 76.3, 77.2, 78.2 Edit for Pronoun Referents – 76.4, 80.3 Edit Progressive Tense Paragraph – 76.5, 76.6, 78.5, 78.6, 80.4, 80.5 Revise Sentences – 77.4, 78.4, 79.4 Write Progressive Tense Paragraph – 77.5, 79.5 Edit Sentences – 78.3, 80.2 <b>Study Skills</b>	<b>Writing/Composition/ Speaking</b> Main Idea Paragraph with Details – 81.3, 82.5, 84.3 Write a 2-Paragraph Story – 81.4, 83.5 Edit a 2-Paragraph Story – 82.6, 84.7 Write a 3-Paragraph Story – 85.5 <b>Study Skills</b> Table of Contents – 81.1, 82.2, 83.2, 84.2 Alphabetizing – 82.4, 83.4, 84.4, 85.4	<b>Writing/Composition/ Speaking</b> Edit a 3-Paragraph Story – 86.5, 88.6, 90.5 Write a 3-Paragraph Story – 87.5, 89.6 <b>Study Skills</b> Alphabetizing – 86.4, 88.3, 89.5, 90.2 Table of Contents – 87.2, 89.3, 90.4
<b>Literature Strand</b> <b>Reading Mastery</b>		<b>Literature Lessons 8</b> (presented with RM Lesson 80) <i>The Pancake Collector</i> theme: collecting write and draw about collections		<b>Literature Lesson 9</b> (presented with RM Lesson 90) <i>Not Just Any Ring</i> theme: courage
<b>Formal Assessment</b> <b>Reading Strand</b> <b>Language Arts Strand</b>	<b>Reading Mastery Lesson 75</b> – individual fluency checkout	<b>Reading Mastery Lesson 80 – Test 8:</b> fact game, individual fluency checkout, mastery test, marking the test, test remedies <b>Language Lesson 80 - Test 8:</b> feedback, sentence analysis, editing, checking procedure, editing and correcting a paragraph, marking the test, test feedback, test remedies	<b>Reading Mastery Lesson 85</b> – individual fluency checkout	<b>Reading Mastery Lesson 90 – Test 9:</b> fact game, individual fluency checkout, mastery test, marking the test, test remedies <b>Language Lesson 90 - Test 9:</b> feedback, alphabetical order, affixes, commas and dates, addresses, table of contents, prefixes and suffixes, editing and correcting a paragraph, marking the test, test feedback, test remedies

Strand Component	Lessons 91–95	Lessons 96–100	Lessons 101–105	Lessons 106–110
<b>Core Lesson Connections</b>	<p><b>A. Vocabulary</b> New Vocabulary – 91.A3, 92.A2, 93.A1, 94.A1</p> <p><b>B. Comprehension Strategies</b></p> <p><b>C. Fluency</b> – 91.C, 92.C, 93.C, 94.C, 95.C</p>	<p><b>A. Vocabulary</b> New Vocabulary – 96.A2, 97.A1, 98.A1, 99.A1</p> <p><b>B. Comprehension Strategies</b></p> <p><b>C. Fluency</b> – 96.C, 97.C, 98.C, 99.C, 100.C</p> <p><b>D. Writing/Language Arts</b> – 100 D 1</p>	<p><b>A. Vocabulary</b> New Vocabulary – 102.A1, 103.A1, 104.A1</p> <p><b>B. Comprehension Strategies</b></p> <p><b>C. Fluency</b> – 101.C, 102.C, 103.C, 104.C, 105.C</p> <p><b>D. Informational Text</b> – 105 D 1</p>	<p><b>A. Vocabulary</b> New Vocabulary – 106.A2, 107.A1, 108.A1, 109.A1</p> <p><b>B. Comprehension Strategies</b></p> <p><b>C. Fluency</b> – 106.C, 107.C, 108.C, 109.C, 110.C</p> <p><b>D. Writing/Language Arts</b> – 110 D 1</p>
<b>Reading Strand Reading Mastery</b>	<p><b>Presentation Book B</b></p> <p><b>Vocabulary</b> – 91.1, 91.2, 92.1, 93.1, 93.2, 94.1, 94.2, 95.1, 95.2</p> <p><b>Decoding/Word Analysis</b> – 91.1, 91.2, 92.1, 93.1, 93.2, 94.1, 94.2, 95.1, 95.2</p> <p><b>Story Reading/Comprehension</b> – 91.3, 91.4, 92.3, 92.4, 93.3, 94.3, 95.4, 95.5</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 91.5, 92.5, 93.4, 94.4</p> <p><b>Informal Assessment Workcheck</b> – 91, 92, 93, 94, 95</p> <p><b>Formal Assessment – Spelling</b> – 91, 92, 93, 94, 95</p>	<p><b>Presentation Book B</b></p> <p><b>Vocabulary</b> – 96.1, 96.2, 97.1, 97.2, 98.1, 98.2, 99.1</p> <p><b>Decoding/Word Analysis</b> – 96.1, 96.2, 97.1, 97.2, 98.1, 98.2, 99.1</p> <p><b>Story Reading/Comprehension</b> – 96.3, 96.4, 97.3, 98.3, 98.4, 99.2</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 96.5, 97.4, 98.5, 99.3</p> <p><b>Informal Assessment Workcheck</b> – 96, 97, 98, 99</p> <p><b>Formal Assessment</b> – 100.2, 100.3</p> <p><b>Spelling</b> – 96, 97, 98, 99</p>	<p><b>Presentation Book B</b></p> <p><b>Vocabulary</b> – 101.1, 102.1, 102.2, 103.1, 103.2, 104.1–104.3, 105.1, 105.2</p> <p><b>Decoding/Word Analysis</b> – 101.1, 102.1, 102.2, 103.1, 103.2, 104.1–104.3, 105.1, 105.2</p> <p><b>Story Reading/Comprehension</b> – 101.2, 102.3–102.5, 103.3, 104.4, 105.3–105.5</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 101.3, 102.6, 103.4, 104.5</p> <p><b>Informal Assessment Workcheck</b> – 101, 102, 103, 104, 105</p> <p><b>Formal Assessment – Spelling</b> – 101, 102, 103, 104, 105</p>	<p><b>Presentation Book B</b></p> <p><b>Vocabulary</b> – 106.1, 106.2, 107.2, 107.3, 108.1, 108.2, 109.1, 109.2</p> <p><b>Decoding/Word Analysis</b> – 106.1, 106.2, 107.2, 107.3, 108.1, 108.2, 109.1, 109.2</p> <p><b>Story Reading/Comprehension</b> – 106.3, 107.1, 107.4, 108.3, 109.3</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 106.4, 107.5, 108.4, 109.4</p> <p><b>Informal Assessment Workcheck</b> – 106, 107, 108, 109</p> <p><b>Formal Assessment</b> – 110.2, 110.3</p> <p><b>Spelling</b> – 106, 107, 108, 109</p>
<b>Language Arts Strand Reading Mastery</b>	<p><b>Vocabulary</b></p> <p>Suffix –less – 91.2, 92.5, 93.4</p> <p>Prefix re– – 91.2, 93.4</p> <p>Prefix dis– – 91.2, 93.4</p> <p>Prefix un– – 91.2, 93.4</p> <p>Suffix –ful – 92.5, 93.4</p> <p>Suffix –ness – 94.5</p> <p>Prefixes – 95.4</p> <p>Suffixes – 95.4</p> <p><b>Comprehension</b></p> <p>Dialogue – 91.4, 92.6, 93.5, 95.5</p> <p><b>Grammar/Usage/ Mechanics</b></p> <p>Subject-Verb Agreement – 92.4, 94.3, 95.3</p>	<p><b>Vocabulary</b></p> <p>Prefixes – 96.5, 97.4, 99.3</p> <p>Suffixes – 96.5, 97.4, 99.3</p> <p>Suffix –er – 96.5</p> <p>Prefix super– – 98.3</p> <p><b>Comprehension</b></p> <p>Setting – 100.2</p> <p>Events – 100.2</p> <p>Dialogue – 100.3</p> <p><b>Grammar/Usage/ Mechanics</b></p> <p>Plural Nouns – 96.2, 97.2</p> <p>Comparative/Superlative Adjectives – 96.2, 97.2</p>	<p><b>Vocabulary</b></p> <p>Idioms – 101.2, 102.3</p> <p>Prefix super– – 102.4</p> <p>Prefixes – 104.4</p> <p>Suffixes – 104.4</p> <p>Prefix mis– – 105.4</p> <p><b>Comprehension</b></p> <p>Main Ideas and Details – 101.3</p> <p>Story Elements – 101.5, 102.5, 104.5, 105.5</p> <p>Main Ideas – 102.4, 103.3, 104.2, 105.3</p> <p><b>Grammar/Usage/ Mechanics</b></p>	<p><b>Vocabulary</b></p> <p>Prefixes – 106.4, 108.4, 109.4, 110.2</p> <p>Suffixes – 106.4, 108.4, 109.4, 110.2</p> <p>Suffix –ly – 107.4</p> <p><b>Comprehension</b></p> <p>Main Ideas and Details – 106.3, 107.3, 108.3, 109.3</p> <p>Story Elements – 106.5</p> <p>Point of View – 110.3</p> <p><b>Grammar/Usage/ Mechanics</b></p> <p>Capitalize/Punctuate a Letter – 107.5, 108.5, 109.5, 110.4</p> <p>Subject-Verb Agreement – 110.2</p>

Strand Component	Lessons 91–95	Lessons 96–100	Lessons 101–105	Lessons 106–110
<b>Language Arts Strand</b> <b>Reading Mastery</b> <i>(continued)</i>	<b>Writing/Composition/ Speaking</b> Write Paragraphs with Dialogue – 91.4, 93.5, 95.5 Edit Paragraphs with Dialogue – 92.6, 94.6 <b>Study Skills</b> Table of Contents – 91.1 Alphabetizing – 91.3, 92.3, 93.3, 94.4 Index – 92.2, 93.2, 94.2, 95.2	<b>Writing/Composition/ Speaking</b> Edit Paragraphs with Dialogue – 96.6 Write an Ending to a Story – 97.5, 99.5 Edit and Revise an Ending to a Story – 98.5 Edit a 3-Paragraph Story – 100.2 Write Paragraphs with Dialogue – 100.3 <b>Study Skills</b> Index – 96.3, 98.4, 99.4 Alphabetizing – 96.4, 97.3, 98.2, 99.2	<b>Writing/Composition/ Speaking</b> Write a Main Idea/Details Paragraph – 101.3 Write a Multi-Paragraph Story – 101.5, 102.5, 105.5 Revise/Edit a Multi-Paragraph Story – 102.4, 104.5 <b>Study Skills</b> Alphabetizing – 101.4, 103.2, 104.3, 105.2 Outlines – 102.2, 103.2, 104.2, 105.3	<b>Writing/Composition/ Speaking</b> Write a Main Idea/Details Paragraph – 106.3, 107.3, 108.3, 109.3 Revise/Edit a Multi-Paragraph Story – 106.5 Write a Letter – 107.5 Revise/Edit a Letter – 108.5 Write a Letter of Complaint – 109.5 Revise and Edit a Letter of Complaint – 110.4 <b>Study Skills</b> Alphabetizing – 106.2, 107.2, 110.2 Guide Words – 108.2, 109.2
<b>Literature Strand</b> <b>Reading Mastery</b>		<b>Literature Lesson 10-1 and 10-2</b> (presented with RM Lesson 100) <b>Lesson 10-1:</b> theme: perspective <b>Lesson 10-2:</b> theme: gender equality paragraph writing		<b>Literature Lesson 11</b> (presented with RM Lesson 110) Steps theme: overcoming differences retelling, setting, characters, plot, role playing
<b>Formal Assessment</b> <b>Reading Strand</b> <b>Language Arts Strand</b>	<b>Reading Mastery Lesson 95</b> – individual fluency checkout	<b>Reading Mastery Lesson 100 – Test 10:</b> fact game, individual fluency checkout, mastery test, marking the test, test remedies <b>Language Lesson 100 - Test 10:</b> feedback, passage writing, marking the test, test feedback, test remedies	<b>Reading Mastery Lesson 105</b> – individual fluency checkout	<b>Reading Mastery Lesson 110 – Test 11:</b> fact game, individual fluency checkout, mastery test, marking the test, test remedies <b>Language Lesson 110 - Test 11:</b> alphabetization, prefixes and suffixes, verb agreement, perspective, letter revision, marking the test, test feedback, test remedies

Strand Component	Lessons 111–115	Lessons 116–120	Lessons 121–125	Lessons 126–130
<b>Core Lesson Connections</b>	<p><b>A. Vocabulary</b> New Vocabulary – 112.A1, 113.A1, 114.A1</p> <p><b>B. Comprehension Strategies</b></p> <p><b>C. Fluency</b> – 111.C, 112.C, 113.C, 114.C, 115.C</p>	<p><b>A. Vocabulary</b> New Vocabulary – 116.A2, 117.A1, 118.A1, 119.A1</p> <p><b>B. Comprehension Strategies</b> Review Cause–and–Effect Relationships – 117.B1, 118.B1 Comprehension Monitoring – 119.B1</p> <p><b>C. Fluency</b> – 116.C, 117.C, 118.C, 119.C, 120.C</p> <p><b>D. Writing/Language Arts</b> – 120 D 1</p>	<p><b>A. Vocabulary</b> New Vocabulary – 121.A2, 122.A1, 123.A1, 124.A1</p> <p><b>B. Comprehension Strategies</b> Comprehension Monitoring – 121.B1, 124.B1 Review Cause–and–Effect Relationships – 122.B1, 123.B1</p> <p><b>C. Fluency</b> – 121.C, 122.C, 123.C, 124.C, 125.C</p> <p><b>D. Informational Text</b> – 125 D 1</p>	<p><b>A. Vocabulary</b> New Vocabulary – 127.A1, 128.A1, 129.A1</p> <p><b>B. Comprehension Strategies</b> Review Cause–and–Effect Relationships – 126.B1 Distinguish Fact from Fiction – 127.B1, 128.B1, 129.B1</p> <p><b>C. Fluency</b> – 126.C, 127.C, 128.C, 129.C, 130.C</p> <p><b>D. Writing/Language Arts</b> – 120 D 1</p>
<b>Reading Strand Reading Mastery</b>	<p><b>Presentation Book B</b></p> <p><b>Vocabulary</b> – 111.1, 111.2, 112.1, 112.2, 113.2, 113.3, 114.1–114.3, 115.1, 115.2</p> <p><b>Decoding/Word Analysis</b> – 111.1, 111.2, 112.1, 112.2, 113.2, 113.3, 114–114.3, 115.1, 115.2</p> <p><b>Story Reading/ Comprehension</b> – 111.3, 112.3, 113.1, 113.4, 114.4, 115.3, 115.4</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 111.4, 112.4, 113.5, 114.5</p> <p><b>Informal Assessment Workcheck</b> – 111, 112, 113, 114, 115</p> <p><b>Formal Assessment – Spelling</b> – 111, 112, 113, 114, 115</p>	<p><b>Presentation Book B</b></p> <p><b>Vocabulary</b> – 116.1, 116.3, 117.1–117.3, 118.1, 118.2, 119.1, 119.2</p> <p><b>Decoding/Word Analysis</b> – 116.1, 116.3, 117.1–117.3, 118.1, 118.2, 119.1, 119.2</p> <p><b>Story Reading/ Comprehension</b> – 116.3, 117.4, 118.3, 119.3</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 116.4, 117.5, 118.4, 119.4</p> <p><b>Informal Assessment Workcheck</b> – 116, 117, 118, 119</p> <p><b>Formal Assessment</b> – 120.2, 120.3</p> <p><b>Spelling</b> – 116, 117, 118, 119</p>	<p><b>Presentation Book B</b></p> <p><b>Vocabulary</b> – 121.1, 121.2, 122.1, 122.2, 123.1, 123.2, 124.1, 124.2, 125.1, 125.2</p> <p><b>Decoding/Word Analysis</b> – 121.1, 121.2, 122.1, 122.2, 123.1, 123.2, 124.1, 124.2, 125.1, 125.2</p> <p><b>Story Reading/ Comprehension</b> – 121.3, 121.4, 122.3, 123.3, 123.5, 124.3, 125.3–125.5</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 121.5, 122.4, 123.4, 124.4</p> <p><b>Informal Assessment Workcheck</b> – 121, 122, 123, 124, 125</p> <p><b>Formal Assessment – Spelling</b> – 121, 122, 123, 124, 125</p>	<p><b>Presentation Book B</b></p> <p><b>Vocabulary</b> – 126.1, 127.1, 127.2, 128.1, 128.2, 129.1, 129.2</p> <p><b>Decoding/Word Analysis</b> – 126.1, 127.1, 127.2, 128.1, 128.2, 129.1, 129.2</p> <p><b>Story Reading/ Comprehension</b> – 126.2, 126.3, 127.3, 128.3, 129.3, 129.4</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 126.4, 127.4, 128.4, 129.5</p> <p><b>Informal Assessment Workcheck</b> – 126, 127, 128, 129</p> <p><b>Formal Assessment</b> – 130.2, 130.3</p> <p><b>Spelling</b> – 126, 127, 128, 129</p>
<b>Language Arts Strand Reading Mastery</b>	<p><b>Vocabulary</b> Prefixes: 111.4, 112.4 Suffixes: 111.4, 112.4 Dictionary Definitions: 115.2 Rhyming Words: 115.4</p> <p><b>Comprehension</b> Point of View: 111.2, 114.3 Fact/Opinion: 114.4, 115.3</p> <p><b>Grammar/Usage/ Mechanics</b> Capitalize/Punctuate a Letter: 111.5, 112.5, 113.4, 114.5</p>	<p><b>Vocabulary</b> Dictionary Definitions: 116.4, 117.3, 118.3, 119.3, 120.3 Rhyming Words: 116.5, 117.4</p> <p><b>Comprehension</b> Point of View: 116.2 Main Ideas and Details: 119.2</p> <p><b>Grammar/Usage/ Mechanics</b></p>	<p><b>Vocabulary</b> Root Words: 121.1, 122.2, 123.2, 124.2, 125.3 Prefixes: 121.1, 122.2, 123.2, 124.2, 125.3 Suffixes: 121.1, 122.2, 123.2, 124.2, 125.3 Dictionary Definitions: 122.4 Similes: 124.4, 125.2</p> <p><b>Comprehension</b> Point of View: 121.3 Characterization: 124.4, 125.2</p> <p><b>Grammar/Usage/ Mechanics</b></p>	<p><b>Vocabulary</b> Metaphors: 126.2, 127.2, 128.2 Context Clues: 126.3, 127.3, 128.3 Root Words: 126.4 Prefixes: 126.4 Suffixes: 126.4 Similes: 127.2, 128.2 Homonyms: 128.4, 129.3</p> <p><b>Comprehension</b> Characterization: 126.2</p> <p><b>Grammar/Usage/ Mechanics</b></p>

Strand Component	Lessons 111–115	Lessons 116–120	Lessons 121–125	Lessons 126–130
<b>Language Arts Strand</b> <b>Reading Mastery</b> <i>(continued)</i>	<b>Writing/Composition/ Speaking</b> Write Sentences Using Point of View: 111.2, 114.3 Write a Letter of Complaint: 111.5 Revise and Edit a Letter of Complaint: 112.5 Write a Response to a Letter of Complaint: 113.4 Revise and Edit a Response to a Letter of Complaint: 114.5 Write a Rhyming Poem: 115.4 <b>Study Skills</b> Glossary: 111.3 Guide Words: 111.3, 112.3, 113.3, 114.2, 115.2 Note Taking: 112.2, 113.2 Dictionary: 115.2 Definitions: 115.2	<b>Writing/Composition/ Speaking</b> Write Sentences Using Point of View: 116.2 Write a Rhyming Poem: 116.5, 117.4 Write a Multi-Paragraph Report: 118.5 Write a Main Idea/Details Paragraph: 119.2 Revise and Edit a Multi-Paragraph Report: 119.5 Write a Multi-Paragraph Story: 120.4 <b>Study Skills</b> Outlines: 116.2, 117.2, 118.2 Dictionary: 116.4, 117.3, 118.3, 119.3, 120.3 Definitions: 116.4, 117.3, 118.3, 119.3, 120.3 Glossary: 118.4, 119.4, 120.2 Guide Words: 118.4, 119.4 Table of Contents: 120.2 Index: 120.2	<b>Writing/Composition/ Speaking</b> Write Sentences Using Point of View: 121.3 Write a Multi-Paragraph Report: 121.4, 125.5 Revise and Edit a Multi-Paragraph Report: 122.5 Write a Multi-Paragraph Narrative: 123.5 Revise and Edit a Multi-Paragraph Narrative: 124.5 <b>Study Skills</b> Table of Contents: 121.2, 122.3, 123.3, 124.3 Index: 121.2, 122.3, 123.3, 124.3 Glossary: 121.2, 122.3, 123.3, 123.4, 124.3 Dictionary: 122.4, 125.4 Definitions: 122.4, 125.4 Guide Words: 123.4	<b>Writing/Composition/ Speaking</b> Revise and Edit a Multi-Paragraph Report: 126.5 Write a Multi-Paragraph Narrative: 127.5, 129.4 Revise and Edit a Multi-Paragraph Narrative: 128.5, 130.4 <b>Study Skills</b> Dictionary: 127.4, 128.4, 129.2, 130.2 Definitions: 127.4, 128.4, 129.2 Homonyms: 128.4, 129.3 Pronunciation: 129.2
<b>Literature Strand</b> <b>Reading Mastery</b>		<b>Literature Lessons 12-1 and 12-2</b> (presented with RM Lesson 120) <b>Lesson 12-1: <i>The Soup Stone</i></b> themes: combined efforts; we often have more than we realize <b>Lesson 12-2: <i>Julie Rescues Big Mack</i></b> Retelling, setting, characters, plot, fables, time period comparison, recipes		<b>Literature Lesson 13</b> (presented with RM Lesson 130) <i>Amelia Bedelia</i> theme: unclear instructions retelling, setting, characters, plot, more than one meaning
<b>Formal Assessment</b> <b>Reading Strand</b> <b>Language Arts Strand</b>	<b>Reading Mastery Lesson 115</b> – individual fluency checkout	<b>Reading Mastery Lesson 120 – Test 12:</b> fact game, individual fluency checkout, mastery test, marking the test, test remedies <b>Language Lesson 120 – Test 12:</b> feedback, book parts, dictionary skills, passage writing, marking the test, test feedback, test remedies	<b>Reading Mastery Lesson 125</b> – individual fluency checkout	<b>Reading Mastery Lesson 130 – Test 13:</b> fact game, individual fluency checkout, mastery test, marking the test, test remedies <b>Language Lesson 130 – Test 13:</b> feedback, revising passages, marking the test, test feedback, test remedies

Strand Component	Lessons 131–135	Lessons 136–140		
<b>Core Lesson Connections</b>	<p><b>A. Vocabulary</b> New Vocabulary – 131.A2, 132.A1, 133.A1, 134.A1</p> <p><b>B. Comprehension Strategies</b> Fact Tracker – 133.B1, 134.B1</p> <p><b>C. Fluency</b> – 131.C, 132.C, 133.C, 134.C, 135.C</p>	<p><b>A. Vocabulary</b> New Vocabulary – 136.A2, 137.A1, 138.A1</p> <p><b>B. Comprehension Strategies</b> Fact Tracker – 136.B1 Before Reading Strategy – 138.B1 Comprehension Monitoring – 137.B1</p> <p><b>C. Fluency</b> – 136.C, 137.C, 138.C, 139.C, 140.C</p> <p><b>D. Writing/Language Arts</b> – 140 D 1</p>		
<b>Reading Strand Reading Mastery</b>	<p><b>Presentation Book B</b></p> <p><b>Vocabulary</b> – 131.1, 131.2, 132.1, 132.2, 133.1, 133.2, 134.1, 134.2, 135.1, 135.2</p> <p><b>Decoding/Word Analysis</b> – 131.1, 131.2, 132.1, 132.2, 133.1, 133.2, 134.1, 134.2, 135.1, 135.2</p> <p><b>Story Reading/Comprehension</b> – 131.3, 132.3, 133.3, 133.4, 134.3, 135.3–135.5</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 131.4, 132.4, 133.5, 134.4</p> <p><b>Informal Assessment Workcheck</b> – 131, 132, 133, 134, 135</p> <p><b>Formal Assessment – Spelling</b> – 131, 132, 133, 134, 135</p>	<p><b>Presentation Book B</b></p> <p><b>Vocabulary</b> – 136.2, 137.1, 138.1, 139.1</p> <p><b>Decoding/Word Analysis</b> – 136.2, 137.1, 138.1, 139.1</p> <p><b>Story Reading/Comprehension</b> – 136.1, 136.3, 137.2, 138.2, 139.2</p> <p><b>Fluency</b> –</p> <p><b>Paired Practice</b> – 136.4, 137.3, 138.3, 139.3</p> <p><b>Informal Assessment Workcheck</b> – 136, 137, 138, 139</p> <p><b>Formal Assessment</b> – 140.2, 140.3</p> <p><b>Spelling</b> – 136, 137, 138, 139</p>		
<b>Language Arts Strand Reading Mastery</b>	<p><b>Vocabulary</b> Homonyms: 131.4 Similes: 132.4 Compound Words: 133.3, 134.2, 135.2</p> <p><b>Comprehension</b> Alliteration: 131.2, 131.3 Point of View: 134.4</p> <p><b>Grammar/Usage/Mechanics</b></p> <p><b>Writing/Composition/Speaking</b> Write a Multi-Paragraph Narrative: 131.5, 133.5, 135.5 Revise and Edit a Multi-Paragraph Narrative: 132.4, 134.5 Write a Paragraph Using Point of View: 134.4</p>			

Strand Component	Lessons 131–135	Lessons 136–140		
<b>Language Arts Strand</b> <b>Reading Mastery</b> <i>(continued)</i>	<b>Study Skills</b> Encyclopedias: 131.3, 132.2, 134.3, 135.3 Index: 131.3, 133.4, 135.4 Dictionary: 131.4, 134.3, 135.3 Homonyms: 131.4 Atlas: 133.2, 134.3, 135.3 Table of Contents: 133.4, 135.4 Glossary: 133.4, 135.4			
<b>Literature Strand</b> <b>Reading Mastery</b>	<b>Literature Lesson 14</b> (presented with RM Lesson 135) <i>My (Wow!) Summer Vacation</i> theme: achieving personal goals retelling, setting, characters, plot, story themes	<b>Literature Lesson 15</b> (presented with RM Lesson 140) <i>The Story of Daedalus and Icarus</i> theme: disobedience plays		
<b>Formal Assessment</b> <b>Reading Strand</b> <b>Language Arts Strand</b>	<b>Reading Mastery Lesson 135</b> – individual fluency checkout	<b>Reading Mastery Lesson 140 – Test 14:</b> fact game, individual fluency checkout, mastery test, marking the test, test remedies		





# Appendix G





GRADE 3 STANDARDS		PAGE REFERENCES
<b>Reading Standards for Literature: Key Ideas and Details</b>		
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.4, 2.4, 4.3, 4.4, 5.4, 6.4, 7.3, 8.2, 8.3, 9.3, 11.2, 11.3, 12.3, 12.4, 13.4, 14.4, 15.4, 16.3, 16.4, 17.3, 18.3, 18.4, 19.3, 21.3, 21.4, 22.4, 23.3, 24.3, 24.4, 25.3, 26.3, 27.4, 28.3, 29.3, 31.3, 32.3, 33.5, 34.4, 35.3, 36.5, 37.3, 38.3, 39.4, 41.3, 42.3, 43.4, 44.3, 45.3, 46.4, 47.3, 48.3, 49.4, 51.3, 53.4, 54.4, 55.4, 56.6, 57.3, 58.4, 59.4, 61.4, 63.3, 64.4, 65.3, 66.3, 67.6, 68.3, 69.3, 69.4</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.4, 71.5, 72.4, 73.3, 74.4, 75.3, 76.3, 77.3, 78.3, 79.4, 81.3, 82.3, 83.4, 84.4, 85.3, 86.5, 87.4, 88.3, 89.5, 92.4, 93.3, 94.3, 95.4, 96.4, 97.3, 98.3, 98.4, 99.2, 101.2, 103.5, 103.3, 105.3, 106.3, 107.4, 108.3, 109.3, 111.3, 112.3, 113.4, 114.4, 115.3, 116.3, 117.4, 118.3, 119.3, 121.4, 122.3, 123.3, 124.3, 125.3, 126.3, 127.3, 128.3, 129.3, 129.4, 131.4, 132.3, 133.3, 133.4, 134.3, 135.4, 136.3, 137.2, 138.2, 139.2</p> <p><b>Reading Textbook 1:</b> Lessons 1.C, 2.C, 4.B, 4.C, 5.C, 6.C, 7.C, 8.B, 8.C, 9.C, 11.B, 11.C, 12.B, 12.C, 13.D, 14.C, 15.C, 16.B, 16.C, 17.B, 18.B, 18.C, 19.B, 21.B, 21.C, 22.C, 23.B, 24.B, 24.C, 25.C, 26.B, 27.C, 28.B, 29.B, 31.B, 32.B, 33.C, 34.C, 35.B, 36.C, 37.B, 38.B, 39.B, 41.B, 42.B, 43.B, 44.B, 45.B, 46.B, 47.B, 48.B, 49.B, 51.B, 53.B, 54.C, 55.B, 56.C, 57.B, 58.C, 59.B, 61.B, 63.B, 64.B, 65.B, 66.B, 67.C, 68.B, 69.B, 69.C</p> <p><b>Reading Textbook 2:</b> Lessons 71.B, 71.C, 72.B, 73.B, 74.B, 75.B, 76.B, 77.B, 78.B, 79.C, 81.B, 82.B, 83.B, 84.C, 85.B, 86.C, 87.B, 88.B, 89.C, 92.C, 93.B, 94.B, 95.C, 96.C, 97.B, 98.B, 98.C, 99.B, 101.B, 102.C, 103.B, 105.B, 106.B, 107.B, 108.B, 109.B, 111.B, 112.B, 113.B, 114.B, 115.B, 116.B, 117.B, 118.B, 119.B, 121.B, 122.B, 123.B, 124.B, 125.B, 126.C, 127.B, 128.B, 129.B, 129.C, 131.B, 132.B, 133.B, 133.C, 134.B, 135.C, 136.B, 137.B, 138.B, 139.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 21.B.2, 22.B.2, 26.B.2, 27.B.2, 28.B.2, 29.B.2, 31.B.2, 32.B.1, 32.B.2, 33.B.1, 33.B.3, 34.B.1, 34.B.2, 37.B.1, 38.B.1, 39.B.1, 39.B.2, 41.B.1, 42.B.2, 42.B.3, 43.B.2, 43.B.3, 44.B.2, 44.B.3, 46.B.2, 46.B.3, 47.B.1, 47.B.3, 47.B.3, 48.B.2, 48.B.3, 49.B.2, 49.B.3, 51.B.2, 51.B.3, 52.B.2, 53.B.2, 54.B.2, 56.B.2, 57.B.2, 58.B.1, 58.B.2, 59.B.1, 61.B.2, 62.B.2, 63.B.1, 64.B.1, 66.B.1, 68.B.1, 69.B.1, 71.B.1, 72.B.1, 73.B.1, 74.B.1, 76.B.1, 77.B.1, 78.B.1, 79.B.1, 81.B.2, 82.B.2, 106.B.1, 107.B.1, 108.B.1, 109.B.1, 111.B.1, 112.B.1, 113.B.1, 114.B.1, 116.B.1, 117.B.1, 118.B.1, 122.B.1, 126.B.1, 127.B.1, 128.B.1, 129.B.1, 131.B.1, 132.B.1, 133.B.1, 134.B.1, 136.B.1, 137.B.1, 138.B.1, 139.B.1</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p>
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 106.B.1, 107.B.1, 108.B.1, 109.B.1, 111.B.1, 112.B.1, 113.B.1, 114.B.1, 116.B.1, 131.B.1, 132.B.1</p> <p><b>Activities Across the Curriculum:</b> Activity 4</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 3, 4, 5.5, 6.1, 6.2, 9, 11, 12, 15</p>

GRADE 3 STANDARDS		PAGE REFERENCES
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 4.4, 8.3, 16.4, 21.4, 24.4, 26.3, 43.4, 45.3, 65.3, 69.4</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 75.3, 76.3, 81.3, 96.4, 101.2, 1102.5, 104.4, 113.4, 117.4, 129.4, 136.3</p> <p><b>Reading Textbook 1:</b> Lessons 4.C, 8.C, 16.C, 21.C, 24.C, 26.B, 43.B, 45.B, 65.B, 69.C</p> <p><b>Reading Textbook 2:</b> Lessons 75.B, 76.B, 81.B, 96.C, 101.B, 102.C, 104.B, 113.B, 117.B, 129.C, 136.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 21.B.2, 22.B.2, 26.B.2, 27.B.2, 28.B.2, 29.B.2, 31.B.2, 32.B.1, 32.B.2, 33.B.3, 34.B.2, 37.B.1, 38.B.2, 39.B.1, 39.B.2, 41.B.2, 42.B.2, 42.B.3, 43.B.2, 43.B.3, 44.B.2, 44.B.3, 46.B.1–3, 47.B.1–3, 48.B.1–3, 49.B.1–3, 51.B.2, 51.B.3, 52.B.2, 53.B.1, 53.B.2, 54.B.2, 56.B.1, 56.B.2, 57.B.1, 58.B.1, 58.B.2, 59.B.1, 61.B.2, 62.B.2, 63.B.1, 64.B.1, 66.B.1, 68.B.1, 69.B.1, 81.B.1, 82.B.1, 82.B.2, 106.B.1, 107.B.1, 108.B.1, 109.B.1, 111.B.1, 11.B.1, 113.B.1, 114.B.1, 116.B.1, 131.B.1, 132.B.1, 138.B.1, 139.B.1</p> <p><b>Activities Across the Curriculum:</b> Activity 33</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 4, 5.1, 6.2, 7, 11, 12.2, 14</p>
<b>Reading Standards for Literature: Craft and Structure</b>		
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 3.1, 4.1, 5.1, 6.1, 12.1, 13.1, 14.1, 15.1, 16.1, 17.1, 18.1, 19.1, 21.1, 22.1, 23.1, 24.1, 25.1, 26.1, 27.1, 28.1, 29.1, 31.1, 32.1, 33.1, 34.1, 35.1, 36.1, 36.2, 37.1, 38.1, 39.1, 39.2, 41.1, 42.1, 43.1, 43.2, 44.1, 45.1, 46.1, 46.2, 47.1, 48.1, 49.1, 49.2, 51.1, 52.1, 53.1, 53.2, 54.1, 55.1, 56.1, 56.2, 57.1, 58.1, 59.1, 59.2, 61.1, 61.2, 62.1, 63.1, 64.1, 65.1, 66.1, 67.1, 67.2, 68.1, 69.1</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.1, 71.2, 72.1, 73.1, 74.1, 74.2, 75.1, 76.1, 77.1, 78.1, 79.1, 81.1, 82.1, 83.1, 84.1, 85.1, 86.1, 86.2, 87.1, 88.1, 89.1, 91.1, 92.1, 93.1, 94.1, 95.1, 96.1, 97.1, 98.1, 102.1, 103.1, 104.1, 104.2, 105.1, 106.1, 107.1, 107.2, 108.1, 109.1, 111.1, 112.1, 113.1, 113.2, 114.1, 114.2, 115.1, 116.1, 117.1, 117.2, 118.1, 119.1, 121.1, 122.1, 123.1, 124.1, 125.1, 127.1, 128.1, 129.1, 131.1, 132.1, 133.1, 134.1, 135.1, 136.1, 136.2</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 101.2, 102.3, 103.4, 104.4, 124.4, 125.2, 126.2, 126.3, 127.2, 127.3, 128.2, 128.3, 128.3, 129.3, 131.4, 132.4, 134.2, 135.2</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 104.C, 124.C, 125.A, 126.A, 126.B, 127.A, 127.B, 128.A, 128.B, 128.C, 129.B, 131.C, 132.C, 134.A, 135.A</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 101.A, 102.B, 103.C</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 1.A.3, 2.A.1, 3.A.1, 4.A.1, 6.A.2, 7.A.1, 8.A.1, 9.A.1, 11.A.2, 12.A.1, 13.A.1, 14.A.1, 16.A.2, 17.A.1, 18.A.1, 19.A.1, 21.A.2, 22.A.1, 23.A.1, 24.A.1, 26.A.2, 27.A.1, 28.A.1, 29.A.1, 31.A.2, 32.A.1, 33.A.1, 34.A.1, 35.A.2, 37.A.1, 38.A.1, 39.A.1, 41.A.2, 42.A.1, 43.A.1, 44.A.1, 46.A.2, 47.B.1, 48.A.1, 49.A.1, 51.A.2, 52.A.1, 53.A.1, 54.A.1, 56.A.2, 57.A.2, 58.A.1, 59.A.1, 61.A.1, 62.A.1, 63.A.1, 64.A.1, 66.A.2, 67.A.1, 68.A.1, 69.A.1, 71.A.2, 72.A.1, 73.A.1, 74.A.1, 76.A.2, 77.A.1, 78.A.1, 79.A.1, 81.A.3, 82.A.2, 83.A.1, 84.A.1, 86.A.2, 87.A.1, 88.A.1, 89.A.1, 91.A.3, 92.A.2, 93.A.1, 94.A.1, 96.A.2, 97.A.1, 98.A.1, 99.A.1, 101.A.2, 102.A.1, 103.A.1, 104.A.1, 106.A.2, 107.A.1, 108.A.1, 109.A.1, 111.A.2, 112.A.1, 113.A.1, 114.A.1, 116.A.2, 117.A.1, 118.A.1, 119.A.1, 121.A.2, 122.A.2, 123.A.1, 124.A.1, 126.A.2, 127.A.1, 128.A.1, 129.A.1, 131.A.2, 132.A.1, 133.A.1, 134.A.1, 136.A.2, 137.A.1, 138.A.1, 139.A.1</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p><b>Student Practice CD</b></p> <p><b>Research Projects</b></p>

GRADE 3 STANDARDS		PAGE REFERENCES
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<b>Language Presentation Book B:</b> (Lesson.Exercise) 115.4, 116.5, 117.4 <b>Language Textbook:</b> (Lesson.Exercise) 115.C, 116.D, 117.C <b>Activities Across the Curriculum:</b> Activities 4, 13, 20, 28, 33 <b>Literature Anthology/Literature Guide:</b> Lessons 1, 2.1, 2.2, 3, 5, 7, 8, 10.1, 11.1, 12.1, 13, 14, 15
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	<b>Literature Anthology/Literature Guide:</b> Lessons 5.1, 8, 10.1, 14, 15 <b>Core Lesson Connections:</b> (Lesson.Part.Activity) 25.D.1, 45.D.1, 65.D.1, 85.D.1, 105.D.1, 125.D.1
<b>Reading Standards for Literature: Integration of Knowledge and Ideas</b>		
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.4, 2.4, 4.3, 4.4, 5.4, 6.4, 7.3, 8.2, 8.3, 9.3, 11.2, 11.3, 12.3, 12.4, 13.4, 14.4, 15.4, 16.3, 16.4, 17.3, 18.3, 18.4, 19.3, 21.3, 21.4, 22.4, 23.3, 24.3, 24.4, 25.3, 26.3, 27.4, 28.3, 29.3, 31.3, 32.3, 33.5, 34.4, 35.3, 36.5, 37.3, 38.3, 39.4, 41.3, 42.3, 43.4, 44.3, 45.3, 46.4, 47.3, 48.3, 49.4, 51.3, 53.4, 54.4, 55.4, 56.6, 57.3, 58.4, 59.4, 61.4, 63.3, 64.4, 65.3, 66.3, 67.6, 68.3, 69.3, 69.4 <b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.4, 71.5, 72.4, 73.3, 74.4, 75.3, 76.3, 77.3, 78.3, 79.4, 81.3, 82.3, 83.4, 84.4, 85.3, 86.5, 87.4, 88.3, 89.5, 92.4, 93.3, 94.3, 95.4, 96.4, 97.3, 98.3, 98.4, 99.2, 101.2, 103.5, 103.3, 105.3, 106.3, 107.4, 108.3, 109.3, 111.3, 112.3, 113.4, 114.4, 115.3, 116.3, 117.4, 118.3, 119.3, 121.4, 122.3, 123.3, 124.3, 125.3, 126.3, 127.3, 128.3, 129.3, 129.4, 131.4, 132.3, 133.3, 133.4, 134.3, 135.4, 136.3, 137.2, 138.2, 139.2 <b>Reading Textbook 1:</b> Lessons 1.C, 2.C, 4.B, 4.C, 5.C, 6.C, 7.C, 8.B, 8.C, 9.C, 11.B, 11.C, 12.B, 12.C, 13.D, 14.C, 15.C, 16.B, 16.C, 17.B, 18.B, 18.C, 19.B, 21.B, 21.C, 22.C, 23.B, 24.B, 24.C, 25.C, 26.B, 27.C, 28.B, 29.B, 31.B, 32.B, 33.C, 34.C, 35.B, 36.C, 37.B, 38.B, 39.B, 41.B, 42.B, 43.B, 44.B, 45.B, 46.B, 47.B, 48.B, 49.B, 51.B, 53.B, 54.C, 55.B, 56.C, 57.B, 58.C, 59.B, 61.B, 63.B, 64.B, 65.B, 66.B, 67.C, 68.B, 69.B, 69.C <b>Reading Textbook 2:</b> Lessons 71.B, 71.C, 72.B, 73.B, 74.B, 75.B, 76.B, 77.B, 78.B, 79.C, 81.B, 82.B, 83.B, 84.C, 85.B, 86.C, 87.B, 88.B, 89.C, 92.C, 93.B, 94.B, 95.C, 96.C, 97.B, 98.B, 98.C, 99.B, 101.B, 102.C, 103.B, 105.B, 106.B, 107.B, 108.B, 109.B, 111.B, 112.B, 113.B, 114.B, 115.B, 116.B, 117.B, 118.B, 119.B, 121.B, 122.B, 123.B, 124.B, 125.B, 126.C, 127.B, 128.B, 129.B, 129.C, 131.B, 132.B, 133.B, 133.C, 134.B, 135.C, 136.B, 137.B, 138.B, 139.B <b>Core Lesson Connections:</b> (Lesson.Part.Activity) 31.B.2, 32.B.1, 32.B.2, 33.B.1, 33.B.3, 34.B.1, 34.B.2, 35.B., 36.B.1, 37.B.1, 38.B.1, 39.B.1, 41.B.1, 42.B.1, 42.B.3, 43.B.1, 43.B.3, 44.B.1, 44.B.3, 46.B.1, 46.B.3, 47.B.1, 47.B.3, 48.B.1, 48.B.3, 49.B.1, 49.B.3, 51.B.2, 52.B.2, 53.B.1, 54.B.1, 56.B.1, 57.B.1, 58.B.1, 59.B.1, 61.B.2, 62.B.2, 63.B.1, 64.B.2, 66.B.1, 68.B.1, 69.B.1, 81.B.2, 82.B.2, 138.B.1, 139.B.1 <b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
RL.3.8	<i>(Not applicable to literature)</i>	
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<b>Reading Presentation Book A:</b> (Lesson.Exercise) 55.4 <b>Reading Textbook A:</b> Lessons 55.B <b>Core Lesson Connections:</b> (Lesson.Part.Activity) 83.B.2, 84.B.1, 87.B.1, 88.B.1, 89.B.1 <b>Activities Across the Curriculum:</b> Activity 4

GRADE 3 STANDARDS		PAGE REFERENCES
<b>Reading Standards for Literature: Range of Reading and Level of Text Complexity</b>		
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.4, 2.4, 3.5, 4.4, 5.4, 6.4, 7.3, 8.3, 9.3, 11.3, 12.4, 13.4, 14.4, 15.4, 16.4, 17.3, 18.4, 19.3, 21.4, 22.4, 23.3, 24.4, 25.3, 26.3, 27.4, 28.3, 29.3, 31.3, 32.3, 33.5, 34.4, 35.3, 36.5, 37.3, 38.3, 39.4, 41.3, 42.3, 43.4, 44.3, 45.3, 46.4, 47.3, 48.3, 49.4, 51.3, 52.4, 53.5, 54.4, 55.4, 56.6, 57.3, 58.4, 59.4, 61.4, 62.4, 63.3, 64.4, 65.3, 66.3, 67.6, 68.3, 69.4</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.5, 72.4, 73.3, 74.4, 75.3, 76.3, 77.3, 78.3, 79.4, 81.3, 82.3, 83.4, 84.4, 85.4, 86.5, 87.4, 88.3, 89.5, 91.4, 92.4, 93.3, 94.3, 95.4, 96.4, 97.3, 98.4, 99.2, 101.2, 102.5, 103.3, 104.4, 105.3, 106.3, 107.4, 109.3, 109.3, 111.3, 112.3, 113.4, 114.4, 115.3, 116.3, 117.4, 118.3, 119.3, 121.4, 122.3, 123.3, 124.3, 125.4, 126.3, 127.3, 128.3, 129.3, 131.3, 132.3, 133.4, 134.3, 135.4, 136.3, 137.2, 138.2, 139.2</p> <p><b>Reading Textbook 1:</b> Lessons 1.C, 2.C, 3.C, 4.C, 5.C, 6.C, 7.C, 8.C, 9.C, 11.C, 12.C, 13.D, 14.C, 15.C, 16.C, 17.B, 18.C, 19.B, 21.C, 22.C, 23.B, 24.C, 25.C, 26.B, 27.C, 28.B, 29.B, 31.B, 32.B, 33.C, 34.C, 35.B, 36.C, 37.B, 38.B, 39.B, 41.B, 42.B, 43.B, 44.B, 45.B, 46.B, 47.B, 48.B, 49.B, 51.B, 52.C, 53.C, 54.C, 55.B, 56.C, 57.B, 58.C, 59.B, 61.B, 62.C, 63.B, 64.B, 65.B, 66.B, 67.C, 68.B, 69.C</p> <p><b>Reading Textbook 2:</b> Lessons 71.C, 72.B, 73.B, 74.B, 75.B, 76.B, 77.B, 78.B, 79.C, 81.B, 82.B, 83.B, 84.B, 85.B, 86.B, 87.B, 88.B, 89.B, 91.C, 92.C, 93.B, 94.B, 95.C, 96.C, 97.B, 98.C, 99.B, 101.B, 102.C, 103.B, 104.B, 105.B, 106.B, 107.B, 108.B, 109.B, 111.B, 112.B, 113.B, 114.B, 115.B, 116.B, 117.B, 118.B, 119.B, 121.B, 122.B, 123.B, 124.B, 125.C, 126.C, 127.B, 128.B, 129.C, 131.B, 132.B, 133.C, 134.B, 135.C, 136.B, 137.B, 138.B, 139.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 21.B.2, 22.B.2, 23.B.2, 24.B.2, 26.B.2, 27.B.2, 28.B.2, 29.B.2, 31.B.2, 32.B.1, 32.B.2, 33.B.1, 33.B.3, 34.B.1, 34.B.2, 36.B.1, 36.B.2, 37.B.1, 38.B.1, 38.B.2, 39.B.1, 39.B.2, 41.B.1, 41.B.2, 42.B.1, 42.B.2, 42.B.3, 43.B.1, 43.B.2, 43.B.3, 44.B.1, 44.B.2, 44.B.3, 46.B.1, 46.B.2, 46.B.1, 47.B.1, 47.B.2, 47.B.3, 48.B.1, 48.B.2, 48.B.3, 49.B.1, 49.B.2, 49.B.3, 51.B.2, 51.B.3, 52.B.1, 52.B.2, 53.B.1, 53.B.2, 54.B.1, 54.B.2, 56.B.1, 56.B.2, 57.B.1, 58.B.1, 58.B.2, 61.B.2, 63.B.1, 64.B.2, 66.B.1, 68.B.1, 69.B.1, 71.B.1, 72.B.1, 73.B.1, 74.B.1, 76.B.1, 77.B.1, 78.B.1, 79.B.1, 81.B.1, 81.B.2, 82.B.1, 82.B.2, 83.B.1, 83.B.2, 84.B.1, 86.B.1, 87.B.1, 88.B.1, 89.B.1, 106.B.1, 107.B.1, 108.B.1, 109.B.1, 111.B.1, 112.B.1, 113.B.1, 114.B.1, 116.B.1, 117.B.1, 118.B.1, 119.B.1, 121.B.1, 122.B.1, 123.B.1, 124.B.1, 126.B.1, 127.B.1, 128.B.1, 129.B.1, 131.B.1, 132.B.1, 133.B.1, 134.B.1, 136.B.1, 137.B.1, 138.B.1, 129.B.1</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p>
<b>Reading Standards for Informational Text: Key Ideas and Details</b>		
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.2, 2.2, 3.3, 4.3, 5.3, 6.3, 7.2, 8.2, 9.2, 11.2, 12.3, 13.3, 14.3, 15.3, 16.3, 18.3, 21.3, 22.3, 24.3, 27.3, 33.4, 336.4, 52.3, 53.4, 54.3, 56.4, 58.3, 62.3, 64.3, 67.4, 67.5, 69.3</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.4, 79.3, 86.4, 89.4, 91.3, 92.4, 95.3, 96.3, 98.3, 102.4, 125.2, 126.2, 129.3, 133.3, 135.3</p> <p><b>Reading Textbook 1:</b> Lessons 1.B, 2.B, 3.B, 4.B, 5.B, 6.B, 7.B, 8.B, 9.B, 11.B, 12.B, 13.B, 13.C, 14.B, 15.B, 16.B, 18.B, 21.B, 22.B, 24.B, 27.B, 33.B, 36.B, 52.B, 53.B, 54.B, 56.B, 58.B, 62.B, 67.B, 69.B</p> <p><b>Reading Textbook 2:</b> Lessons 71.B, 79.B, 86.B, 89.B, 91.B, 92.B, 95.B, 96.B, 98.B, 102.B, 125.B, 126.B, 129.B, 133.B, 135.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 2.B.2, 3.B.2, 4.B.1, 6.B.1, 7.B.2, 8.B.1, 9.B.1, 11.B.2, 12.B.1, 12.B.2, 13.B.1, 13.B.2, 14.B.1, 14.B.2, 16.B.1, 16.B.2, 17.B.1, 17.B.2, 18.B.1, 19.B.1, 19.B.2, 67.B.1, 91.B.1, 92.B.1, 93.B.1, 94.B.1, 96.B.1, 97.B.1, 98.B.1, 99.B.1, 101.B.1, 102.B.1, 103.B.1, 104.B.1</p> <p><b>Research Projects</b></p>

GRADE 3 STANDARDS		PAGE REFERENCES
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.2, 2.2, 3.3, 4.3, 5.3, 6.3, 7.2, 8.2, 9.2, 11.2, 12.3, 13.3, 14.3, 15.3, 16.3, 18.3, 21.3, 22.3, 24.3, 27.3, 33.4, 336.4, 52.3, 53.4, 54.3, 56.4, 58.3, 62.3, 64.3, 67.4, 67.5, 69.3</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.4, 79.3, 86.4, 89.4, 91.3, 92.4, 95.3, 96.3, 98.3, 102.4, 125.2, 126.2, 129.3, 133.3, 135.3</p> <p><b>Reading Textbook 1:</b> Lessons 1.B, 2.B, 3.B, 4.B, 5.B, 6.B, 7.B, 8.B, 9.B, 11.B, 12.B, 13.B, 13.C, 14.B, 15.B, 16.B, 18.B, 21.B, 22.B, 24.B, 27.B, 33.B, 36.B, 52.B, 53.B, 54.B, 56.B, 58.B, 62.B, 67.B, 69.B</p> <p><b>Reading Textbook 2:</b> Lessons 71.B, 79.B, 86.B, 89.B, 91.B, 92.B, 95.B, 96.B, 98.B, 102.B, 125.B, 126.B, 129.B, 133.B, 135.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 2.B.2, 3.B.2, 4.B.1, 6.B.1, 7.B.2, 8.B.1, 9.B.1, 11.B.2, 12.B.1, 12.B.2, 13.B.1, 13.B.2, 14.B.1, 14.B.2, 16.B.1, 16.B.2, 17.B.1, 17.B.2, 18.B.1, 19.B.1, 19.B.2, 67.B.1, 91.B.1, 92.B.1, 93.B.1, 94.B.1, 96.B.1, 97.B.1, 98.B.1, 99.B.1, 101.B.1, 102.B.1, 103.B.1, 104.B.1</p> <p><b>Research Projects</b></p>
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<p><b>Language Presentation Book A:</b> (Lesson.Exercise) 16.2, 17.4, 18.4, 19.2, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 41.4, 43.5, 45.5, 47.5, 49.5, 51.5, 53.6, 55.4, 57.5, 59.5, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 71.5</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 18.C, 19.A, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.E., 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D, 71.D</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 16.A, 17.C, 18.C, 19.A</p> <p><b>Activities Across the Curriculum:</b> Activities 10, 11, 12, 22, 23, 24, 25, 26, 27, 29, 31</p> <p><b>Literature Anthology/Literature Guide:</b> Lesson 6</p>

Reading Standards for Informational Text: Craft and Structure

<p>RI.3.4</p>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.1, 2.1, 3.2, 4.2, 5.2, 6.2, 7.1, 8.1, 9.1, 11.1, 12.2, 13.2, 14.2, 15.2, 16.2, 17.2, 18.2, 19.2, 21.2, 22.2, 23.2, 24.2, 25.2, 26.2, 27.2, 28.2, 29.2, 31.2, 32.2, 33.2, 34.2, 35.2, 36.3, 37.2, 38.2, 39.4, 41.2, 42.2, 43.3, 44.2, 45.2, 46.3, 47.2, 48.2, 49.3, 51.2, 52.2, 53.3, 54.2, 55.2, 56.3, 57.2, 58.2, 59.3, 61.3, 62.2, 63.2, 64.2, 65.2, 66.2, 67.3, 68.2, 69.2</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.3, 72.2, 73.2, 74.3, 75.2, 76.2, 77.2, 78.2, 79.2, 81.2, 82.2, 83.2, 84.2, 85.2, 86.3, 87.2, 88.2, 89.2, 91.2, 92.2, 93.2, 94.2, 95.2, 96.2, 97.2, 98.2, 99.1, 101.1, 102.2, 103.2, 104.3, 105.2, 106.2, 107.3, 108.2, 109.2, 111.2, 112.2, 113.3, 114.3, 115.2, 116.2, 117.3, 118.2, 119.2, 121.2, 122.2, 123.2, 124.2, 125.2, 126.1, 127.2, 128.2, 129.2, 131.2, 132.2, 133.2, 134.2, 135.2, 136.3, 137.1, 138.1, 139.1</p> <p><b>Reading Textbook 1:</b> Lessons 1.A, 2.A, 3.A, 4.A, 5.A, 6.A, 7.A, 8.A, 9.A, 11.A, 12.A, 13.A, 14.A, 15.A, 16.A, 17.A, 18.A, 19.A, 21.A, 22.A, 23.A, 24.A, 25.A, 26.A, 27.A, 28.A, 29.A, 31.A, 32.A, 33.A, 34.A, 35.A, 36.A, 37.A, 38.A, 39.A, 41.A, 42.A, 43.A, 44.A, 45.A, 46.A, 47.A, 48.A, 49.A, 51.A, 52.A, 53.A, 54.A, 55.A, 56.A, 57.A, 58.A, 59.A, 61.A, 62.A, 63.A, 64.A, 65.A, 66.A, 67.A, 68.A, 69.A</p> <p><b>Reading Textbook 2:</b> Lessons 71.A, 72.A, 73.A, 74.A, 77.A, 76.A, 77.A, 78.A, 79.A, 81.A, 82.A, 83.A, 84.A, 85.A, 86.A, 87.A, 88.A, 89.A, 91.A, 92.A, 93.A, 94.A, 95.A, 96.A, 97.A, 98.A, 99.A, 101.A, 102.A, 103.A, 104.A, 105.A, 106.A, 107.A, 108.A, 109.A, 111.A, 112.A, 113.A, 114.A, 115.A, 116.A, 117.A, 118.A, 119.A, 121.A, 122.A, 123.A, 124.A, 125.A, 126.A, 127.A, 128.A, 129.A, 131.A, 132.A, 133.A, 134.A, 135.A, 136.A, 137.A, 138.A, 139.A</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 84.6, 85.2, 86.3, 87.3, 88.4, 89.4, 90.3, 91.2, 92.5, 93.4, 94.5, 95.4, 96.5, 97.4, 98.3, 99.3, 101.2, 102.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 111.4, 112.4, 121.1, 122.2, 123.2, 124.2, 124.4, 125.2, 125.3, 126.2, 126.3, 126.4, 127.2, 127.3, 128.2, 128.3, 128.4, 129.3, 131.4, 132.4, 134.2, 135.2</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 84.D, 88.C, 91.B, 94.D, 95.C, 96.D, 97.C, 98.B, 99.B, 104.C, 105.C, 106.B, 107.B, 108.B, 109.B, 111.C, 112.B, 121.A, 122.A, 123.A, 124.A, 125.C, 125.A, 125.B, 126.A, 126.B, 126.C, 127.A, 127.B, 128.A, 128.B, 128.C, 129.B, 131.C, 132.C, 134.A, 135.A</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 85.A, 86.B, 87.B, 89.C, 90.B, 92.D, 93.C, 101.A, 102.B, 103.C</p>
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GRADE 3 STANDARDS		PAGE REFERENCES
		<p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 1.A.3, 2.A.1, 2.A.2, 3.A.1, 3.A.2, 4.A.1, 4.A.2, 5.A.1, 5.A.2, 6.A.1-3, 7.A.1, 7.A.2, 8.A.1, 8.A.2, 9.A.A, 9.A.2, 10.A.1, 10.A.2, 11.A.1-3, 12.A.1, 12.A.2, 13.A.1, 13.A.2, 14.A.1, 14.A.2, 15.A.1, 15.2, 16.A.1-3, 17.A.1, 17.A.2, 18.A.1, 18.A.2, 19.A.1, 19.A.2, 20.A.1-3, 21.A.1-3, 22.A.1, 22.A.2, 23.A.1, 23.A.2, 24.A.1, 24.A.2, 25.A.1-3, 26.A.1-3, 27.A.1, 27.A.2, 28.A.1, 28.A.2, 29.A.1, 29.A.2, 30.A.1-3, 31.A.1-4, 32.A.1, 32.A.2, 33.A.1, 33.A.2, 34.A.1, 34.A.2, 35.A.1-3, 36.A.1-3, 37.A.1, 37.A.2, 38.A.1, 38.A.2, 39.A.1, 39.A.2, 40.A.1-3, 41.A.1-3, 42.A.1, 42.A.2, 43.A.1, 43.A.2, 44.A.1, 44.A.2, 45.A.1-3, 46.A.1-3, 47.A.1, 47.A.2, 48.A.1, 48.A.2, 49.A.1, 49.A.2, 50.A.1-3, 51.A.1-4, 52.A.1, 52.A.2, 53.A.1, 53.A.2, 54.A.1, 54.A.2, 55.A.1-3, 56.A-13, 57.A.1-3, 58.A.1, 58.A.2, 59.A.1-3, 60.A.1-3, 61.A.1-3, 62.A.1, 62.A.2, 63.A.1, 63.A.2, 64.A.1, 64.A.2, 65.A.1-3, 66.A.1-3, 67.A.1, 67.A.2, 68.A.1, 68.A.2, 69.A.1, 69.A.2, 70.A.1-3, 71.A.1-4, 72.A.1, 72.A.2, 73.A.1, 73.A.2, 74.A.1, 74.A.2, 75.A.1-3, 76.A.1-4, 77.A.1, 77.A.2, 78.A.1, 78.A.2, 79.A.1, 79.A.2, 80.A.1-3, 91.A.1-4, 82.A.1, 82.A.2, 83.A.1, 83.A.2, 84.A.1, 84.A.2, 85.A.1-3, 86.A.1-3, 87.A.1, 87.A.2, 88.A.1, 88.A.2, 89.A.1, 89.A.2, 90.A.1-3, 91.A.1-4, 92.A.1-3, 93.A.1, 93.A.2, 94.A.1, 94.A.2, 95.A.1-3, 96.A.1-3, 97.A.1, 97.A.2, 98.A.1, 98.A.2, 99.A.1, 99.A.2, 100.A.1-3, 101.A.1-4, 1102.A.1,, 102.A.2, 103.A.1, 103.A.2, 104.A.1, 104.A.2, 105.A.1-3, 106.A.1-3, 107.A.1, 107.A.2, 108.A.1, 108.A.2, 109.A.1, 109.A.2, 110.A.1-3, 111.A.1-4, 112.A.1, 112.A.2, 113.A.1, 113.A.2, 114.A.1, 114.A.2, 115.A.1-3, 116.A.1-3, 117.A.1, 117.A.2, 118.A.1, 118.A.2, 119.A.1, 119.A.2, 120.A.1-3, 121.A.1-4, 122.A.1, 122.A.2, 123.A.1, 123.A.2, 124.A.1, 124.A.2, 125.A.1-3, 126.A.1-4, 127.A.1-3, 128.A.1-3, 129.A.1-3, 130.A.1-3, 131.A.1.1-3, 132.A.1, 132.A.2, 133.A.1, 133.A.2, 134.A.1, 134.A.2, 135.A.1-3, 136.A.1-3, 137.A.1, 137.A.2, 138.A.1, 138.A.2, 139.A.1-3, 140.A.1-3</p> <p><b>Research Projects</b>  <b>Activities Across the Curriculum:</b> Activities 10, 22, 24, 25, 27</p>
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 28.3, 34.4, 35.3, 47.3, 55.4, 66.3  <b>Reading Presentation Book B:</b> (Lesson.Exercise) 74.4, 79.4, 81.3, 89.5  <b>Reading Textbook 1:</b> Lessons 28.B, 34.C, 35.B, 47.B, 55.B, 66.B  <b>Reading Textbook 2:</b> Lessons 74.B, 79.C, 81.B, 89.C  <b>Research Projects</b>  <b>Activities Across the Curriculum:</b> Activity 24</p>
RI.3.6	Distinguish their own point of view from that of the author of a text.	<b>Not Applicable in This Program</b>

GRADE 3 STANDARDS	PAGE REFERENCES	
<b>Reading Standards for Informational Text: Integration of Knowledge and Ideas</b>		
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 2.2, 3.3, 4.3, 5.3, 6.3, 7.2, 8.2, 8.3, 9.3, 11.2, 12.3, 13.3, 13.4, 15.3, 17.3, 19.3, 21.3, 22.3, 23.3, 24.4, 25.3, 26.3, 27.3, 33.4, 34.3, 43.4, 44.3, 45.3, 46.4, 53.4, 53.5, 54.3, 54.4, 56.4, 57.3, 59.4, 61.4, 67.5</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 74.4, 78.3, 79.3, 79.4, 81.3, 82.3, 83.4, 86.4, 87.4, 89.4, 89.5, 91.3, 92.3, 93.3, 97.3, 98.3, 98.4, 115.3, 116.3, 117.4, 119.3, 121.4, 122.3, 125.3, 126.2, 126.3, 127.3, 129.3, 131.3, 133.3, 133.4, 135.3, 138.2, 139.2</p> <p><b>Reading Textbook 1:</b> Lessons 2.B, 3.B, 4.B, 5.B, 6.B, 7.B, 8.B, 8.C, 9.C, 11.B, 12.B, 13.B, 13.C, 13.D, 15.B, 17.B, 19.B, 21.B, 22.B, 23.B, 24.C, 25.C, 26.B, 27.B, 33.B, 34.B, 43.B, 44.B, 45.B, 46.B, 53.B, 53.C, 54.B, 54.C, 56.B, 57.B, 59.B, 61.B, 67.B</p> <p><b>Reading Textbook 2:</b> Lessons 74.B, 78.B, 79.B, 79.C, 81.B, 82.B, 83.B, 86.B, 87.B, 88.B, 88.C, 91.B, 92.B, 93.B, 97.B, 98.B, 115.B, 116.B, 117.B, 119.B, 121.B, 122.B, 125.B, 126.B, 126.C, 127.B, 129.B, 131.B, 133.B, 133.C, 135.B, 138.B, 139.B</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 82.2, 83.2, 84.2, 87.2, 89.3, 91.1, 92.2, 93.2, 94.2, 95.2, 96.3, 98.4, 99.4, 111.3, 112.3, 113.3, 114.2, 118.4, 119.4, 120.2, 121.2, 122.3, 123.3, 123.4, 124.3, 133.4, 135.4</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 89.B, 91.A, 93.A, 94.A, 98.C, 99.C, 111.B, 112.A, 118.C, 119.B, 120.A, 121.B, 122.B, 123.B, 123.C, 124.B, 133.C, 135.C</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 82.A, 83.A, 87.A, 92.A, 95.A, 96.B, 113.A, 114.A</p> <p><b>Research Projects</b></p>
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<p><b>Language Presentation Book A:</b> (Lesson.Exercise) 16.2, 17.4, 18.4, 19.2, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 41.4, 43.5, 45.5, 47.5, 49.5, 51.5, 53.6, 55.4, 57.5, 59.5, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 71.5</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 18.C, 19.A, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.E., 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D, 71.D</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 16.A, 17.C, 18.C, 19.A</p> <p><b>Activities Across the Curriculum:</b> Activities 8, 25, 26, 29</p> <p><b>Research Projects</b></p>
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>Research Projects</b>

GRADE 3 STANDARDS		PAGE REFERENCES
<b>Reading Standards for Informational Text: Range of Reading and Level of Text Complexity</b>		
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.2, 2.2, 3.3, 4.3, 5.3, 6.3, 7.2, 8.2, 9.2, 11.2, 12.3, 13.3, 14.3, 15.3, 16.3, 18.3, 21.3, 22.3, 24.3, 27.3, 33.4, 336.4, 52.3, 53.4, 54.3, 56.4, 58.3, 62.3, 64.3, 67.4, 67.5, 69.3</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.4, 79.3, 86.4, 89.4, 91.3, 92.4, 95.3, 96.3, 98.3, 102.4, 125.2, 126.2, 129.3, 133.3, 135.3</p> <p><b>Reading Textbook 1:</b> Lessons 1.B, 2.B, 3.B, 4.B, 5.B, 6.B, 7.B, 8.B, 9.B, 11.B, 12.B, 13.B, 13.C, 14.B, 15.B, 16.B, 18.B, 21.B, 22.B, 24.B, 27.B, 33.B, 36.B, 52.B, 53.B, 54.B, 56.B, 58.B, 62.B, 67.B, 69.B</p> <p><b>Reading Textbook 2:</b> Lessons 71.B, 79.B, 86.B, 89.B, 91.B, 92.B, 95.B, 96.B, 98.B, 102.B, 125.B, 126.B, 129.B, 133.B, 135.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 1.B.2, 2.B.2, 3.B.2, 4.B.1, 6.B.1, 7.B.1, 8.B.1, 9.B.1, 11.B.1, 12.B.2, 13.B.2, 14.B.2, 16.B.2, 17.B.2, 18.B.1, 19.B.1, 91.B.1, 92.B.1, 93.B.1, 94.B.1, 96.B.1, 97.B.1, 98.B.1, 99.B.1, 101.B.1, 102.B.1, 103.B.1, 104.B.1, 106.B.1, 107.B.1, 108.B.1, 109.B.1</p> <p><b>Research Projects</b></p>
<b>Reading Standards for Foundational Skills: Print Concepts</b>		
RF.3.1	(Not applicable to Grade 3)	
<b>Reading Standards for Foundational Skills: Phonological Awareness</b>		
RF.3.2	(Not applicable to Grade 3)	
<b>Reading Standards for Foundational Skills: Phonics and Word Recognition</b>		
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	<p><b>Language Presentation Book B:</b> (Lesson.Exercise) 84.6, 85.2, 86.3, 87.3, 88.4, 89.4, 90.3, 91.2, 92.5, 93.4, 94.5, 95.4, 96.5, 97.4, 98.3, 99.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 110.2, 111.4, 112.4, 121.1, 122.2, 123.2, 124.2, 125.3, 126.4</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 84.D, 88.C, 89.C, 91.B, 94.D, 95.C, 96.D, 97.C, 98.B, 99.B, 103.C, 104.C, 105.C, 106.B, 107.B, 108.B, 109.B, 110.B, 111.C, 112.B, 121.A, 122.A, 123.A, 124.A, 125.B, 126.C</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 85.A, 86.B, 87.B, 90.B, 92.D</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 6.A.2, 6.A.3, 7.A.2, 31.A.2, 31.A.3, 32.A.2, 51.A.2, 51.A.3, 52.A.2, 71.A.2, 71.A.3, 72.A.2, 101.A.2, 101.A.3, 102.A.2, 111.A.2, 111.A.3, 112.A.2, 126.A.2, 126.A.3, 127.A.3, 139.A.1, 39.A.2</p> <p><b>Spelling Teacher Presentation Book:</b> Lessons 18.1, 19.1, 39.2, 41.2, 42.2, 43.2, 44.2, 46.2, 49.2, 51.1, 51.2, 52.1, 52.2, 53.1, 53.2, 54.1, 54.2, 58.2, 59.2, 61.2, 62.2, 63.2, 64.2, 66.2, 67.2, 68.2, 71.1, 71.2, 72.1, 73.1, 74.1, 74.2, 76.1, 76.2, 77.1, 78.1, 78.2, 79.1, 79.2, 83.2, 84.2, 86.1, 87.2, 88.2, 89.1, 91.1, 92.1, 92.2, 93.1, 93.2, 94.1, 94.2, 96.1, 97.1, 97.2, 98.1, 98.2, 99.1, 99.2, 101.1, 102.1, 102.2, 103.1, 104.1, 106.1, 107.1, 108.2, 109.2, 111.2, 112.1, 113.2, 114.1, 116.1, 117.1, 118.1, 119.1, 122.1, 124.1, 126.1, 127.1, 129.2, 131.1, 132.1, 134.1, 134.2, 136.1, 136., 137.2, 139.2</p> <p><b>Student Practice CD</b></p>

GRADE 3 STANDARDS		PAGE REFERENCES
RF.3.3b	Decode words with common Latin suffixes.	<p><b>Language Presentation Book B:</b> (Lesson.Exercise) 84.6, 85.2, 86.3, 87.3, 88.4, 89.4, 90.3, 91.2, 92.5, 93.4, 94.5, 95.4, 96.5, 97.4, 98.3, 99.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 110.2, 111.4, 112.4, 121.1, 122.2, 123.2, 124.2, 125.3, 126.4</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 84.D, 88.C, 89.C, 91.B, 94.D, 95.C, 96.D, 97.C, 98.B, 99.B, 103.C, 104.C, 105.C, 106.B, 107.B, 108.B, 109.B, 110.B, 111.C, 112.B, 121.A, 122.A, 123.A, 124.A, 125.B, 126.C</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 85.A, 86.B, 87.B, 90.B, 92.D</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 6.A.2, 6.A.3, 7.A.2, 31.A.2, 31.A.3, 32.A.2, 51.A.2, 51.A.3, 52.A.2, 71.A.2, 71.A.3, 72.A.2, 101.A.2, 101.A.3, 102.A.2, 111.A.2, 111.A.3, 112.A.2, 126.A.2, 126.A.3, 127.A.3, 139.A.1, 39.A.2</p> <p><b>Spelling Teacher Presentation Book:</b> Lessons 18.1, 19.A, 39.2, 41.2, 42.2, 43.2, 44.2, 46.2, 49.2, 51.2, 52.2, 53.2, 54.2, 62.2, 66.2, 67.2, 68.2, 71.2, 74.2, 88.2, 98.2, 109.2, 111.1, 114.1, 116.1, 117.1, 118.1, 124.1</p> <p><b>Student Practice CD</b></p>
RF.3.3c	Decode multisyllable words.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.1, 2.1, 3.2, 4.2, 5.2, 6.2, 7.1, 8.1, 9.1, 11.1, 12.2, 13.2, 14.2, 15.2, 16.2, 17.2, 18.2, 19.2, 21.2, 22.2, 23.2, 24.2, 25.2, 26.2, 27.2, 28.2, 29.2, 31.2, 32.2, 33.2, 34.2, 35.2, 36.3, 37.2, 38.2, 39.4, 41.2, 42.2, 43.3, 44.2, 45.2, 46.3, 47.2, 48.2, 49.3, 51.2, 52.2, 53.3, 54.2, 55.2, 56.3, 57.2, 58.2, 59.3, 61.3, 62.2, 63.2, 64.2, 65.2, 66.2, 67.3, 68.2, 69.2</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.3, 72.2, 73.2, 74.3, 75.2, 76.2, 77.2, 78.2, 79.2, 81.2, 82.2, 83.2, 84.2, 85.2, 86.3, 87.2, 88.2, 89.2, 91.2, 92.2, 93.2, 94.2, 95.2, 96.2, 97.2, 98.2, 99.1, 101.1, 102.2, 103.2, 104.3, 105.2, 106.2, 107.3, 108.2, 109.2, 111.2, 112.2, 113.3, 114.3, 115.2, 116.2, 117.3, 118.2, 119.2, 121.2, 122.2, 123.2, 124.2, 125.2, 126.1, 127.2, 128.2, 129.2, 131.2, 132.2, 133.2, 134.2, 135.2, 136.3, 137.1, 138.1, 139.1</p> <p><b>Reading Textbook 1:</b> Lessons 1.A, 2.A, 3.A, 4.A, 5.A, 6.A, 7.A, 8.A, 9.A, 11.A, 12.A, 13.A, 14.A, 15.A, 16.A, 17.A, 18.A, 19.A, 21.A, 22.A, 23.A, 24.A, 25.A, 26.A, 27.A, 28.A, 29.A, 31.A, 32.A, 33.A, 34.A, 35.A, 36.A, 37.A, 38.A, 39.A, 41.A, 42.A, 43.A, 44.A, 45.A, 46.A, 47.A, 48.A, 49.A, 51.A, 52.A, 53.A, 54.A, 55.A, 56.A, 57.A, 58.A, 59.A, 61.A, 62.A, 63.A, 64.A, 65.A, 66.A, 67.A, 68.A, 69.A</p> <p><b>Reading Textbook 2:</b> Lessons 71.A, 72.A, 73.A, 74.A, 77.A, 76.A, 77.A, 78.A, 79.A, 81.A, 82.A, 83.A, 84.A, 85.A, 86.A, 87.A, 88.A, 89.A, 91.A, 92.A, 93.A, 94.A, 95.A, 96.A, 97.A, 98.A, 99.A, 101.A, 102.A, 103.A, 104.A, 105.A, 106.A, 107.A, 108.A, 109.A, 111.A, 112.A, 113.A, 114.A, 115.A, 116.A, 117.A, 118.A, 119.A, 121.A, 122.A, 123.A, 124.A, 125.A, 126.A, 127.A, 128.A, 129.A, 131.A, 132.A, 133.A, 134.A, 135.A, 136.A, 137.A, 138.A, 139.A</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 84.6, 85.2, 86.3, 87.3, 88.4, 89.4, 90.3, 91.2, 92.5, 93.4, 94.5, 95.4, 96.5, 97.4, 98.3, 99.3, 101.2, 102.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 111.4, 112.4, 121.1, 122.2, 123.2, 124.2, 124.4, 125.2, 125.3, 126.2, 126.3, 126.4, 127.2, 127.3, 128.2, 128.3, 128.4, 129.3, 131.4, 132.4, 134.2, 135.2</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 84.D, 88.C, 91.B, 94.D, 95.C, 96.D, 97.C, 98.B, 99.B, 104.C, 105.C, 106.B, 107.B, 108.B, 109.B, 111.C, 112.B, 121.A, 122.A, 123.A, 124.A, 125.C, 125.A, 125.B, 126.A, 126.B, 126.C, 127.A, 127.B, 128.A, 128.B, 128.C, 129.B, 131.C, 132.C, 134.A, 135.A</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 85.A, 86.B, 87.B, 89.C, 90.B, 92.D, 93.C, 101.A, 102.B, 103.C</p>

GRADE 3 STANDARDS		PAGE REFERENCES
		<p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 1.A.3, 2.A.1, 2.A.2, 3.A.1, 3.A.2, 4.A.1, 4.A.2, 5.A.1, 5.A.2, 6.A.1-3, 7.A.1, 7.A.2, 8.A.1, 8.A.2, 9.A.A, 9.A.2, 10.A.1, 10.A.2, 11.A.1-3, 12.A.1, 12.A.2, 13.A.1, 13.A.2, 14.A.1, 14.A.2, 15.A.1, 15.2, 16.A.1-3, 17.A.1, 17.A.2, 18.A.1, 18.A.2, 19.A.1, 19.A.2, 20.A.1-3, 21.A.1-3, 22.A.1, 22.A.2, 23.A.1, 23.A.2, 24.A.1, 24.A.2, 25.A.1-3, 26.A.1-3, 27.A.1, 27.A.2, 28.A.1, 28.A.2, 29.A.1, 29.A.2, 30.A.1-3, 31.A.1-4, 32.A.1, 32.A.2, 33.A.1, 33.A.2, 34.A.1, 34.A.2, 35.A.1-3, 36.A.1-3, 37.A.1, 37.A.2, 38.A.1, 38.A.2, 39.A.1, 39.A.2, 40.A.1-3, 41.A.1-3, 42.A.1, 42.A.2, 43.A.1, 43.A.2, 44.A.1, 44.A.2, 45.A.1-3, 46.A.1-3, 47.A.1, 47.A.2, 48.A.1, 48.A.2, 49.A.1, 49.A.2, 50.A.1-3, 51.A.1-4, 52.A.1, 52.A.2, 53.A.1, 53.A.2, 54.A.1, 54.A.2, 55.A.1-3, 56.A-13, 57.A.1-3, 58.A.1, 58.A.2, 59.A.1-3, 60.A.1-3, 61.A.1-3, 62.A.1, 62.A.2, 63.A.1, 63.A.2, 64.A.1, 64.A.2, 65.A.1-3, 66.A.1-3, 67.A.1, 67.A.2, 68.A.1, 68.A.2, 69.A.1, 69.A.2, 70.A.1-3, 71.A.1-4, 72.A.1, 72.A.2, 73.A.1, 73.A.2, 74.A.1, 74.A.2, 75.A.1-3, 76.A.1-4, 77.A.1, 77.A.2, 78.A.1, 78.A.2, 79.A.1, 79.A.2, 80.A.1-3, 91.A.1-4, 82.A.1, 82.A.2, 83.A.1, 83.A.2, 84.A.1, 84.A.2, 85.A.1-3, 86.A.1-3, 87.A.1, 87.A.2, 88.A.1, 88.A.2, 89.A.1, 89.A.2, 90.A.1-3, 91.A.1-4, 92.A.1-3, 93.A.1, 93.A.2, 94.A.1, 94.A.2, 95.A.1-3, 96.A.1-3, 97.A.1, 97.A.2, 98.A.1, 98.A.2, 99.A.1, 99.A.2, 100.A.1-3, 101.A.1-4, 1102.A.1,, 102.A.2, 103.A.1, 103.A.2, 104.A.1, 104.A.2, 105.A.1-3, 106.A.1-3, 107.A.1, 107.A.2, 108.A.1, 108.A.2, 109.A.1, 109.A.2, 110.A.1-3, 111.A.1-4, 112.A.1, 112.A.2, 113.A.1, 113.A.2, 114.A.1, 114.A.2, 115.A.1-3, 116.A.1-3, 117.A.1, 117.A.2, 118.A.1, 118.A.2, 119.A.1, 119.A.2, 120.A.1-3, 121.A.1-4, 122.A.1, 122.A.2, 123.A.1, 123.A.2, 124.A.1, 124.A.2, 125.A.1-3, 126.A.1-4, 127.A.1-3, 128.A.1-3, 129.A.1-3, 130.A.1-3, 131.A.1.1-3, 132.A.1, 132.A.2, 133.A.1, 133.A.2, 134.A.1, 134.A.2, 135.A.1-3, 136.A.1-3, 137.A.1, 137.A.2, 138.A.1, 138.A.2, 139.A.1-3, 140.A.1-3</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p><b>Student Practice CD</b></p>

GRADE 3 STANDARDS		PAGE REFERENCES
RF.3.3d	Read grade-appropriate irregularly spelled words.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1, 8.1, 9.1, 11.1, 12.1, 12.2, 13.1, 13.2, 14.1, 14.2, 15.1, 15.2, 16.1, 16.2, 17.1, 17.2, 18.1, 18.2, 19.1, 19.2, 21.1, 21.2, 22.1, 23.1, 23.2, 24.1, 24.2, 25.1, 25.2, 26.1, 26.2, 27.1, 27.2, 28.1, 28.2, 29.1, 29.2, 31.1, 31.2, 32.1, 32.2, 32.3, 33.1, 33.2, 33.2, 34.1, 34.2, 35.1, 35.2, 36.1, 36.2, 36.3, 37.1, 37.2, 38.1, 38.2, 39.1, 39.2, 41.1, 41.2, 42.1, 42.2, 43.1, 43.2, 43.3, 44.1, 44.2, 45.1, 45.2, 45.3, 46.1, 46.2, 46.3, 47.1, 47.2, 47.3, 48.1, 48.2, 49.1, 49.2, 49.3, 51.1, 51.2, 52.1, 52.2, 53.1, 53.2, 53.3, 54.1, 54.2, 55.1, 55.2, 56.1, 56.2, 56.3, 57.1, 57.2, 58.1, 58.2, 59.1, 59.2, 59.3, 61.1, 61.2, 62.1, 62.2, 63.1, 63.2, 64.1, 64.2, 65.1, 65.2, 66.1, 66.2, 67.1, 67.2, 67.3, 68.1, 68.2, 69.1, 69.2</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.1, 71.2, 71.3, 72.1, 72.2, 73.1, 73.2, 74.1, 74.2, 74.3, 75.1, 75.2, 75.4, 76.1, 76.2, 76.5, 77.1, 77.2, 77.5, 78.1, 78.2, 79.1, 79.2, 81.1, 81.2, 82.1, 82.2, 83.1, 83.2, 84.1, 84.2, 85.1, 85.2, 86.1, 86.2, 86.3, 87.1, 87.2, 88.1, 88.2, 89.1, 89.2, 91.1, 91.2, 92.1, 92.2, 93.1, 93.2, 94.1, 94.2, 95.1, 95.2, 96.1, 96.2, 97.1, 97.2, 98.1, 98.2, 99.1, 101.1, 102.1, 102.2, 103.1, 103.2, 104.2, 104.3, 105.1, 105.2, 106.1, 106.2, 107.2, 107.3, 108.1, 108.2, 109.1, 109.2, 111.1, 111.2, 112.1, 112.2, 113.1, 113.2, 114.1, 114.2, 114.4, 115.1, 115.2, 116.1, 116.2, 117.1, 117.2, 117.3, 118.1, 118.2, 119.1, 119.2, 121.1, 121.2, 122.1, 122.2, 123.1, 123.2, 124.1, 124.2, 125.1, 125.2, 126.1, 127.1, 127.2, 127.3, 128.1, 128.2, 129.1, 129.2, 131.1, 131.2, 132.1, 132.2, 133.1, 133.2, 134.1, 34.2, 135.1, 135.2, 136.1, 136.2, 137.1, 138.1, 139.1</p> <p><b>Reading Textbook A:</b> (Lesson.Exercise) 1.A, 2.A, 3.A, 4.A, 5.A, 6.A, 7.A, 8.A, 9.A, 11.A, 12.A, 13.A, 14.A, 15.A, 16.A, 17.A, 18.A, 19.A, 21.A, 22.A, 23.A, 24.A, 25.A, 26.A, 27.A, 28.A, 29.A, 31.A, 32.A, 33.A, 34.A, 35.A, 36.A, 37.A, 38.A, 39.A, 41.A, 42.A, 43.A, 44.A, 45.A, 46.A, 47.A, 48.A, 49.A, 51.A, 52.A, 53.A, 54.A, 55.A, 56.A, 57.A, 58.A, 59.A, 61.A, 62.A, 63.A, 64.A, 65.A, 66.A, 67.A, 68.A, 69.A</p> <p><b>Reading Textbook B:</b> (Lesson.Exercise) 71.A, 72.A, 73.A, 74.A, 75.A, 76.A, 77.A, 78.A, 79.A, 81.A, 82.A, 83.A, 84.A, 85.A, 86.A, 87.A, 88.A, 89.A, 91.A, 92.A, 93.A, 94.A, 95.A, 96.A, 97.A, 98.A, 99.A, 101.A, 102.A, 103.A, 104.A, 105.A, 106.A, 107.A, 108.A, 109.A, 111.A, 112.A, 113.A, 114.A, 115.A, 116.A, 117.A, 118.A, 119.A, 121.A, 122.A, 123.A, 124.A, 125.A, 126.A, 127.A, 128.A, 129.A, 131.A, 132.A, 133.A, 134.A, 135.A, 136.A, 137.A, 138.A, 139.A</p>

GRADE 3 STANDARDS		PAGE REFERENCES
		<p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 1.A.2, 1.A.3, 2.A.1, 2.A.2, 3.A.1, 3.A.2, 4.A.1, 4.A.2, 5.A.1, 5.A.2, 6.A.1-4, 7.A.1, 7.A.2, 8.A.1, 8.A.2, 9.A.1, 9.A.2, 10.A.1, 10.A.2, 11.A.1-3, 12.A.1, 12.A.2, 13.A.1, 13.A.2, 14.A.2, 15.A.1-3, 16.A.1-3, 17.A.1, 17.A.2, 18.A.1, 18.A.2, 19.A.1, 19.A.2, 20.A.1-3, 21.A.1, 21.A.2, 22.A.1, 22.A.2, 23.A.1, 23.A.2, 24.A.1, 24.A.2, 25.A.1-3, 26.A.1-3, 27.A.1, 27.A.2, 28.A.1, 28.A.2, 29.A.1, 29.A.2, 30.A.1-3, 31.A.1-4, 32.A.1, 32.A.2, 33.A.1, 33.A.2, 34.A.1, 34.A.2, 35.A.1-3, 36.A.1-3, 37.A.1-3, 37.A.2, 38.A.1, 38.A.2, 39.A.1, 39.A.2, 40.A.1-3, 41.A.1-3, 42.A.1, 42.A.2, 43.A.1, 43.A.2, 44.A.1, 44.A.2, 45.A.1-3, 46.A.1-3, 47.A.1, 47.A.2, 48.A.1, 48.A.2, 49.A.1, 49.A.2, 50.A.1-3, 51.A.1-4, 52.A.1, 52.A.2, 53.A.1, 53.A.2, 54.A.1, 54.A.2, 55.A.1-3, 56.A.1-3, 57.A.1-3, 58.A.1, 58.A.2, 59.A.1-3, 60.A.1-3, 61.A.1-3, 62.A.1, 62.A.2, 63.A.1, 63.A.2, 64.A.1, 64.A.2, 65.A.1-3, 66.A.1-3, 67.A.1, 67.A.2, 68.A.1, 68.A.2, 69.A.1, 69.A.2, 70.A.1-3, 71.A.1-4, 72.A.1, 72.A.2, 73.A.1, 73.A.2, 74.A.1, 74.A.2, 75.A.1-3, 76.A.1-3, 77.A.1, 77.A.2, 78.A.1, 78.A.2, 79.A.1, 79.A.2, 80.A.1-3, 81.A.1-4, 82.A.3, 83.A.1, 83.A.2, 84.A.1, 84.A.2, 85.A.1-3, 86.A.1-3, 87.A.1, 87.A.2, 88.A.1, 88.A.2, 89.A.1, 89.A.2, 90.A.1-3, 91.A.1-4, 92.A.1-3, 93.A.1, 93.A.2, 94.A.1, 95.A.1-3, 96.A.1-3, 97.A.1, 97.A.2, 98.A.1, 98.A.2, 99.A.1, 99.A.2, 100.A.1-3, 101.A.1-4, 102.A.1, 102.A.2, 103.A.1, 103.A.2, 104.A.1, 104.A.2, 105.A.1-3, 106.A.1-3, 107.A.1, 107.A.2, 108.A.1, 108.A.2, 109.A.1, 109.A.2, 110.A.1-3, 111.A.1-4, 112.A.1, 112.A.2, 113.A.1, 113.A.2, 114.A.1, 114.A.2, 115.A.1-5, 116.A.1-3, 117.A.1, 117.A.2, 118.A.1, 118.A.2, 119.A.1, 119.A.2, 120.A.1-3, 121.A.1-4, 122.A.1-3, 123.A.1-3, 124.A.1-3, 125.A.1-3, 126.A.1-4, 127.A.1-3, 128.A.1-3, 129.A.1-3, 130.A.1-3, 131.A.1-3, 132.A.1, 132.A.2, 133.A.1, 133.A.2, 134.A.1, 134.A.2, 135.A.1-3, 136.A.1-3, 137.A.1, 137.A.2, 138.A.1, 138.A.2, 139.A.1-3, 140.A.1-3</p> <p><b>Student Practice CD</b>  <b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p>
<b>Reading Standards for Foundational Skills: Fluency</b>		
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	

GRADE 3 STANDARDS		PAGE REFERENCES
RF.3.4a	Read grade-level text with purpose and understanding.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.2, 1.4, 2.2, 2.4, 3.3, 3.5, 4.3, 4.4, 5.3, 5.4, 6.3, 6.4, 7.2, 7.3, 8.2, 8.3, 9.2, 9.3, 10.2, 11.2, 11.3, 12.3, 12.4, 13.3, 13.4, 14.3, 14.4, 15.3, 15.4, 15.5, 16.3, 16.4, 17.3, 18.3, 18.4, 19.3, 20.2, 21.3, 21.4, 22.3, 22.4, 23.3, 24.3, 24.4, 25.3, 25.4, 26.3, 27.3, 27.4, 28.3, 29.3, 30.2, 31.3, 32.3, 33.4, 33.5, 34.3, 34.4, 35.3, 35.4, 36.4, 36.5, 37.3, 38.3, 39.4, 40.2, 41.3, 42.3, 43.4, 44.3, 45.3, 45.4, 46.4, 47.3, 48.3, 49.4, 50.2, 51.3, 52.3, 52.4, 53.4, 53.5, 54.3, 54.4, 55.3, 55.4, 55.5, 56.4, 56.6, 57.3, 58.3, 58.4, 59.4, 60.2, 61.4, 62.3, 62.4, 63.3, 64.4, 65.3, 65.4, 66.3, 67.5, 67.6, 68.3, 69.3, 69.4, 70.2</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.4, 71.5, 72.3, 72.4, 73.3, 74.4, 75.3, 75.5, 76.3, 77.3, 78.3, 79.3, 79.4, 80.2, 81.3, 82.3, 83.3, 83.4, 84.3, 84.4, 85.3, 85.4, 86.4, 86.5, 87.4, 88.3, 89.3, 89.4, 89.5, 90.2, 91.3, 91.4, 92.3, 92.4, 93.3, 94.3, 95.3, 95.4, 95.5, 96.3, 97.3, 98.3, 99.4, 99.2, 100.2, 101.2, 102.3, 102.4, 102.5, 103.3, 104.4, 105.3, 105.4, 105.5, 106.3, 107.4, 108.3, 109.3, 110.2, 111.3, 112.3, 113.4, 114.4, 115.3, 115.4, 116.3, 117.4, 118.3, 119.3, 120.2, 121.3, 121.4, 122.3, 123.3, 123.5, 124.3, 125.3, 125.4, 125.5, 126.2, 126.3, 127.3, 128.3, 129.3, 129.4, 130.2, 131.3, 132.3, 133.3, 133.4, 134.4, 135.3, 135.4, 135.5, 136.3, 137.2, 138.2, 139.2, 140.2</p> <p><b>Reading Textbook 1:</b> Lessons 1.B, 1.C, 2.B, 2.C, 3.B, 3.C, 4.B, 4.C, 5.B, 5.C, 6.B, 6.C, 7.B, 7.C, 8.B, 8.C, 9.B, 9.C, 11.B, 11.C, 12.B, 12.C, 13.B, 13.C, 13.D, 14.B, 14.C, 15.B, 15.C, 16.B, 16.C, 17.B, 18.B, 18.C, 19.B, 21.B, 21.C, 22.B, 22.C, 23.B, 24.B, 24.C, 25.C, 26.B, 27.B, 27.C, 28.B, 29.B, 31.B, 32.B, 33.B, 33.C, 34.B, 34.C, 35.B, 36.B, 36.C, 37.B, 38.B, 39.B, 41.B, 42.B, 43.B, 44.B, 45.B, 46.B, 47.B, 48.B, 49.B, 51.B, 52.B, 52.C, 53.B, 53.C, 54.B, 54.C, 55.B, 56.B, 56.C, 57.B, 57.C, 58.B, 58.C, 59.B, 61.B, 62.B, 62.C, 63.B, 64.B, 65.B, 66.B, 67.B, 67.C, 68.B, 69.B, 69.C</p> <p><b>Reading Textbook 2:</b> Lessons 71.B, 71.C, 72.B, 73.B, 74.B, 75.B, 76.B, 77.B, 78.B, 79.B, 79.C, 81.B, 82.3, 83.B, 84.B, 84.C, 85.B, 86.B, 86.C, 87.B, 88.B, 89.B, 89.C, 91.B, 91.C, 92.B, 92.C, 9.B, 94.B, 95.B, 95.C, 96.B, 97.B, 98.B, 98.C, 99.B, 101.B, 102.B, 102.C, 103.B, 104.B, 105.B, 106.B, 107.B, 108.B, 109.B, 111.B, 112.B, 113.B, 114.B, 115.B, 116.B, 117.B, 118.B, 119.B, 121.B, 122.B, 123.B, 124.B, 125.B, 125.C, 126.B, 126.C, 127.B, 128.B, 129.B, 129.C, 131.B, 132.B, 133.B, 133.C, 134.B, 135.B, 135.C, 136.B, 137.B, 138.B, 139.B</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p>



GRADE 3 STANDARDS		PAGE REFERENCES
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.2, 1.4, 2.2, 2.4, 3.3, 3.5, 4.3, 4.4, 5.3, 5.4, 6.3, 6.4, 7.2, 7.3, 8.2, 8.3, 9.2, 9.3, 10.2, 11.2, 11.3, 12.3, 12.4, 13.3, 13.4, 14.3, 14.4, 15.3, 15.4, 15.5, 16.3, 16.4, 17.3, 18.3, 18.4, 19.3, 20.2, 21.3, 21.4, 22.3, 22.4, 23.3, 24.3, 24.4, 25.3, 25.4, 26.3, 27.3, 27.4, 28.3, 29.3, 30.2, 31.3, 32.3, 33.4, 33.5, 34.3, 34.4, 35.3, 35.4, 36.4, 36.5, 37.3, 38.3, 39.4, 40.2, 41.3, 42.3, 43.4, 44.3, 45.3, 45.4, 46.4, 47.3, 48.3, 49.4, 50.2, 51.3, 52.3, 52.4, 53.4, 53.5, 54.3, 54.4, 55.3, 55.4, 55.5, 56.4, 56.6, 57.3, 58.3, 58.4, 59.4, 60.2, 61.4, 62.3, 62.4, 63.3, 64.4, 65.3, 65.4, 66.3, 67.5, 67.6, 68.3, 69.3, 69.4, 70.2</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.4, 71.5, 72.3, 72.4, 73.3, 74.4, 75.3, 75.5, 76.3, 77.3, 78.3, 79.3, 79.4, 80.2, 81.3, 82.3, 83.3, 83.4, 84.3, 84.4, 85.3, 85.4, 86.4, 86.5, 87.4, 88.3, 89.3, 89.4, 89.5, 90.2, 91.3, 91.4, 92.3, 92.4, 93.3, 94.3, 95.3, 95.4, 95.5, 96.3, 97.3, 98.3, 99.4, 99.2, 100.2, 101.2, 102.3, 102.4, 102.5, 103.3, 104.4, 105.3, 105.4, 105.5, 106.3, 107.4, 108.3, 109.3, 110.2, 111.3, 112.3, 113.4, 114.4, 115.3, 115.4, 116.3, 117.4, 118.3, 119.3, 120.2, 121.3, 121.4, 122.3, 123.3, 123.5, 124.3, 125.3, 125.4, 125.5, 126.2, 126.3, 127.3, 128.3, 129.3, 129.4, 130.2, 131.3, 132.3, 133.3, 133.4, 134.4, 135.3, 135.4, 135.5, 136.3, 137.2, 138.2, 139.2, 140.2</p> <p><b>Reading Textbook 1:</b> Lessons 1.B, 1.C, 2.B, 2.C, 3.B, 3.C, 4.B, 4.C, 5.B, 5.C, 6.B, 6.C, 7.B, 7.C, 8.B, 8.C, 9.B, 9.C, 11.B, 11.C, 12.B, 12.C, 13.B, 13.C, 13.D, 14.B, 14.C, 15.B, 15.C, 16.B, 16.C, 17.B, 18.B, 18.C, 19.B, 21.B, 21.C, 22.B, 22.C, 23.B, 24.B, 24.C, 25.C, 26.B, 27.B, 27.C, 28.B, 29.B, 31.B, 32.B, 33.B, 33.C, 34.B, 34.C, 35.B, 36.B, 36.C, 37.B, 38.B, 39.B, 41.B, 42.B, 43.B, 44.B, 45.B, 46.B, 47.B, 48.B, 49.B, 51.B, 52.B, 52.C, 53.B, 53.C, 54.B, 54.C, 55.B, 56.B, 56.C, 57.B, 57.C, 58.B, 58.C, 59.B, 61.B, 62.B, 62.C, 63.B, 64.B, 65.B, 66.B, 67.B, 67.C, 68.B, 69.B, 69.C</p> <p><b>Reading Textbook 2:</b> Lessons 71.B, 71.C, 72.B, 73.B, 74.B, 75.B, 76.B, 77.B, 78.B, 79.B, 79.C, 81.B, 82.3, 83.B, 84.B, 84.C, 85.B, 86.B, 86.C, 87.B, 88.B, 89.B, 89.C, 91.B, 91.C, 92.B, 92.C, 9.B, 94.B, 95.B, 95.C, 96.B, 97.B, 98.B, 98.C, 99.B, 101.B, 102.B, 102.C, 103.B, 104.B, 105.B, 106.B, 107.B, 108.B, 109.B, 111.B, 112.B, 113.B, 114.B, 115.B, 116.B, 117.B, 118.B, 119.B, 121.B, 122.B, 123.B, 124.B, 125.B, 125.C, 126.B, 126.C, 127.B, 128.B, 129.B, 129.C, 131.B, 132.B, 133.B, 133.C, 134.B, 135.B, 135.C, 136.B, 137.B, 138.B, 139.B</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p>

GRADE 3 STANDARDS		PAGE REFERENCES
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1, 8.1, 9.1, 11.1, 12.1, 12.2, 13.1, 13.2, 14.1, 14.2, 15.1, 15.2, 16.1, 16.2, 17.1, 17.2, 18.1, 18.2, 19.1, 19.2, 21.1, 21.2, 22.1, 23.1, 23.2, 24.1, 24.2, 25.1, 25.2, 26.1, 26.2, 27.1, 27.2, 28.1, 28.2, 29.1, 29.2, 31.1, 31.2, 32.1, 32.2, 32.3, 33.1, 33.2, 33.2, 34.1, 34.2, 35.1, 35.2, 36.1, 36.2, 36.3, 37.1, 37.2, 38.1, 38.2, 39.1, 39.2, 41.1, 41.2, 42.1, 42.2, 43.1, 43.2, 43.3, 44.1, 44.2, 45.1, 45.2, 45.3, 46.1, 46.2, 46.3, 47.1, 47.2, 47.3, 48.1, 48.2, 49.1, 49.2, 49.3, 51.1, 51.2, 52.1, 52.2, 53.1, 53.2, 53.3, 54.1, 54.2, 55.1, 55.2, 56.1, 56.2, 56.3, 57.1, 57.2, 58.1, 58.2, 59.1, 59.2, 59.3, 61.1, 61.2, 62.1, 62.2, 63.1, 63.2, 64.1, 64.2, 65.1, 65.2, 66.1, 66.2, 67.1, 67.2, 67.3, 68.1, 68.2, 69.1, 69.2</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.1, 71.2, 71.3, 72.1, 72.2, 73.1, 73.2, 74.1, 74.2, 74.3, 75.1, 75.2, 75.4, 76.1, 76.2, 76.5, 77.1, 77.2, 77.5, 78.1, 78.2, 79.1, 79.2, 81.1, 81.2, 82.1, 82.2, 83.1, 83.2, 84.1, 84.2, 85.1, 85.2, 86.1, 86.2, 86.3, 87.1, 87.2, 88.1, 88.2, 89.1, 89.2, 91.1, 91.2, 92.1, 92.2, 93.1, 93.2, 94.1, 94.2, 95.1, 95.2, 96.1, 96.2, 97.1, 97.2, 98.1, 98.2, 99.1, 101.1, 102.1, 102.2, 103.1, 103.2, 104.2, 104.3, 105.1, 105.2, 106.1, 106.2, 107.2, 107.3, 108.1, 108.2, 109.1, 109.2, 111.1, 111.2, 112.1, 112.2, 113.1, 113.2, 114.1, 114.2, 114.4, 115.1, 115.2, 116.1, 116.2, 117.1, 117.2, 117.3, 118.1, 118.2, 119.1, 119.2, 121.1, 121.2, 122.1, 122.2, 123.1, 123.2, 124.1, 124.2, 125.1, 125.2, 126.1, 127.1, 127.2, 127.3, 128.1, 128.2, 129.1, 129.2, 131.1, 131.2</p> <p><b>Reading Workbook A:</b> (Lesson.Exercise) 1–9, 11–19, 21–29, 31–39, 41–49, 51–59, 61–69</p> <p><b>Reading Workbook B:</b> (Lesson.Exercise) 71–79, 81–89, 91–99, 101–109, 111–119, 121–129, 131–139</p> <p><b>Reading Textbook A:</b> (Lesson.Exercise) 1.A, 2.A, 3.A, 4.A, 5.A, 6.A, 7.A, 8.A, 9.A, 11.A, 12.A, 13.A, 14.A, 15.A, 16.A, 17.A, 18.A, 19.A, 21.A, 22.A, 23.A, 24.A, 25.A, 26.A, 27.A, 28.A, 29.A, 31.A, 32.A, 33.A, 34.A, 35.A, 36.A, 37.A, 38.A, 39.A, 41.A, 42.A, 43.A, 44.A, 45.A, 46.A, 47.A, 48.A, 49.A, 51.A, 52.A, 53.A, 54.A, 55.A, 56.A, 57.A, 58.A, 59.A, 61.A, 62.A, 63.A, 64.A, 65.A, 66.A, 67.A, 68.A, 69.A</p> <p><b>Reading Textbook B:</b> (Lesson.Exercise) 71.A, 72.A, 73.A, 74.A, 75.A, 76.A, 77.A, 78.A, 79.A, 81.A, 82.A, 83.A, 84.A, 85.A, 86.A, 87.A, 88.A, 89.A, 91.A, 92.A, 93.A, 94.A, 95.A, 96.A, 97.A, 98.A, 99.A, 101.A, 102.A, 103.A, 104.A, 105.A, 106.A, 107.A, 108.A, 109.A, 111.A, 112.A, 113.A, 114.A, 115.A, 116.A, 117.A, 118.A, 119.A, 121.A, 122.A, 123.A, 124.A, 125.A, 126.A, 127.A, 128.A, 129.A, 131.A, 132.A, 133.A, 134.A, 135.A, 136.A, 137.A, 138.A, 139.A</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 126.3, 127.3, 128.3</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 126.B, 127.B, 128.B</p> <p><b>Student Practice CD</b></p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p>
<b>Writing Standards: Text Types and Purposes</b>		
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<p><b>Language Presentation Book B:</b> (Lesson.Exercise) 109.5, 110.4, 111.5, 112.5, 113.4</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 109.C, 110.B, 111.D, 113.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 100.B.1, 105.B.1, 130.B.1</p> <p><b>Activities Across the Curriculum:</b> Activities 9, 14</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 14</p>

GRADE 3 STANDARDS		PAGE REFERENCES
W.3.1b	Provide reasons that support the opinion.	<b>Language Presentation Book B:</b> (Lesson.Exercise) 109.5, 110.4, 111.5, 112.5, 113.4 <b>Language Textbook:</b> (Lesson.Exercise) 109.C, 110.B, 111.D, 113.B <b>Core Lesson Connections:</b> (Lesson.Part.Activity) 100.B.1, 105.B.1, 130.B.1 <b>Activities Across the Curriculum:</b> Activities 9, 14 <b>Literature Anthology/Literature Guide:</b> Lessons 1, 14
W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	<b>Language Presentation Book B:</b> (Lesson.Exercise) 109.5, 110.4, 111.5, 112.5, 113.4 <b>Language Textbook:</b> (Lesson.Exercise) 109.C, 110.B, 111.D, 113.B <b>Core Lesson Connections:</b> (Lesson.Part.Activity) 100.B.1, 105.B.1, 130.B.1 <b>Activities Across the Curriculum:</b> Activities 9, 14 <b>Literature Anthology/Literature Guide:</b> Lessons 1, 14
W.3.1d	Provide a concluding statement or section.	<b>Language Presentation Book B:</b> (Lesson.Exercise) 109.5, 110.4, 111.5, 112.5, 113.4 <b>Language Textbook:</b> (Lesson.Exercise) 109.C, 110.B, 111.D, 113.B <b>Core Lesson Connections:</b> (Lesson.Part.Activity) 100.B.1, 105.B.1, 130.B.1 <b>Activities Across the Curriculum:</b> Activities 9, 14 <b>Literature Anthology/Literature Guide:</b> Lessons 1, 14
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<b>Reading Presentation Book A:</b> (Lesson.Exercise) 22 Special Project, 35 Special Project, 66 Special Project <b>Reading Presentation Book B:</b> (Lesson.Exercise) 106 Special Project, 111 Special Project, 116 Special Project <b>Reading Textbook 1:</b> Lessons 22 Special Project, 35 Special Project, 66 Special Project <b>Reading Textbook 2:</b> Lessons 106 Special Project, 111 Special Project, 116 Special Project <b>Core Lesson Connections:</b> (Lesson.Part.Activity) 10.B.1, 20.B.1, 100.B.1, 105.B.1, 125.B.1 <b>Activities Across the Curriculum:</b> Activities 1, 2, 3, 18, 25, 31 <b>Literature Anthology/Literature Guide:</b> Lessons 9, 12.1 <b>Research Projects</b>
W.3.2b	Develop the topic with facts, definitions, and details.	<b>Reading Presentation Book A:</b> (Lesson.Exercise) 22 Special Project, 35 Special Project, 66 Special Project <b>Reading Presentation Book B:</b> (Lesson.Exercise) 106 Special Project, 111 Special Project, 116 Special Project <b>Reading Textbook 1:</b> Lessons 22 Special Project, 35 Special Project, 66 Special Project <b>Reading Textbook 2:</b> Lessons 106 Special Project, 111 Special Project, 116 Special Project <b>Core Lesson Connections:</b> (Lesson.Part.Activity) 10.B.1, 20.B.1, 100.B.1, 105.B.1, 125.B.1 <b>Activities Across the Curriculum:</b> Activities 1, 2, 3, 18, 25, 31 <b>Literature Anthology/Literature Guide:</b> Lessons 9, 12.1 <b>Research Projects</b>

GRADE 3 STANDARDS		PAGE REFERENCES
W.3.2c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 22 Special Project, 35 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 22 Special Project, 35 Special Project, 66 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 10.B.1, 20.B.1, 100.B.1, 105.B.1, 125.B.1</p> <p><b>Activities Across the Curriculum:</b> Activities 1, 2, 3, 18, 25, 31</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 9, 12.1</p> <p><b>Research Projects</b></p>
W.3.2d	Provide a concluding statement or section.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 22 Special Project, 35 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 22 Special Project, 35 Special Project, 66 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 10.B.1, 20.B.1, 100.B.1, 105.B.1, 125.B.1</p> <p><b>Activities Across the Curriculum:</b> Activities 1, 2, 3, 18, 25, 31</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 9, 12.1</p> <p><b>Research Projects</b></p>
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 12 Special Project 2</p> <p><b>Reading Textbook 1:</b> Lessons 12 Special Project 2</p> <p><b>Language Presentation Book A:</b> (Lesson.Exercise) 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.7, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 41.4, 43.5, 45.5, 47.5, 49.5, 51.5, 53.6, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 71.5, 73.6, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 1110.5, 113.4, 115.4, 116.5, 117.4, 118.5, 120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 135.5</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 4.F, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.E, 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D 71.D, 73.D, 75.D, 77.D, 79.D, 81.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 40.B.1, 50.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Activities Across the Curriculum:</b> Activities 4, 5, 6, 13, 20, 28</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 3, 4, 5.1, 6.2, 7, 10.1, 11, 12.2, 14</p>

GRADE 3 STANDARDS		PAGE REFERENCES
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 12 Special Project 2</p> <p><b>Reading Textbook 1:</b> Lessons 12 Special Project 2</p> <p><b>Language Presentation Book A:</b> (Lesson.Exercise) 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.7, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 41.4, 43.5, 45.5, 47.5, 49.5, 51.5, 53.6, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 71.5, 73.6, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 1110.5, 113.4, 115.4, 1165, 117.4, 118.5, 120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 135.5</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 4.F, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.E, 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D 71.D, 73.D, 75.D, 77.D, 79.D, 81.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 40.B.1, 50.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Activities Across the Curriculum:</b> Activities 4, 5, 6, 13, 20, 28</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 3, 4, 5.1, 6.2, 7, 10.1, 11, 12.2, 14</p>
W.3.3c	Use temporal words and phrases to signal event order.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 12 Special Project 2</p> <p><b>Reading Textbook 1:</b> Lessons 12 Special Project 2</p> <p><b>Language Presentation Book A:</b> (Lesson.Exercise) 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.7, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 41.4, 43.5, 45.5, 47.5, 49.5, 51.5, 53.6, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 71.5, 73.6, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 1110.5, 113.4, 115.4, 1165, 117.4, 118.5, 120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 135.5</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 4.F, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.E, 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D 71.D, 73.D, 75.D, 77.D, 79.D, 81.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 40.B.1, 50.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Activities Across the Curriculum:</b> Activities 4, 5, 6, 13, 20, 28</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 3, 4, 5.1, 6.2, 7, 10.1, 11, 12.2, 14</p>

GRADE 3 STANDARDS		PAGE REFERENCES
W.3.3d	Provide a sense of closure.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 12 Special Project 2</p> <p><b>Reading Textbook 1:</b> Lessons 12 Special Project 2</p> <p><b>Language Presentation Book A:</b> (Lesson.Exercise) 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.7, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 41.4, 43.5, 45.5, 47.5, 49.5, 51.5, 53.6, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 71.5, 73.6, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 1110.5, 113.4, 115.4, 116.5, 117.4, 118.5, 120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 135.5</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 4.F, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.E, 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D 71.D, 73.D, 75.D, 77.D, 79.D, 81.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 40.B.1, 50.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Activities Across the Curriculum:</b> Activities 4, 5, 6, 13, 20, 28</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 3, 4, 5.1, 6.2, 7, 10.1, 11, 12.2, 14</p>
<b>Writing Standards: Production and Distribution of Writing</b>		
W.3.4	<i>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</i>	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 12 Special Project 2, 52 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 84 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 12 Special Project 2</p> <p><b>Reading Textbook 2:</b> Lessons 84 Special Project</p> <p><b>Reading Workbook A:</b> (Lesson.Exercise) 52 Special Project</p> <p><b>Language Presentation Book A:</b> (Lesson.Exercise) 5.7, 7.9, 9.8, 12.7, 14.6, 16.7, 18.7, 20.3, 22.6, 24.7, 26.7, 28.7, 30.3, 32.6, 34.8, 36.7, 38.7, 40.2, 42.7, 44.6, 46.6, 48.6, 50.3, 52.7, 54.5, 56.6, 58.6, 60.5, 62.6, 64.6, 66.6, 68.6, 70.4</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 72.6, 74.6, 76.6, 78.6, 80.5, 82.6, 84.7, 86.5, 88.6, 90.5, 92.6, 94.6, 96.6, 98.5, 100.2, 102.4, 104.5, 106.5, 108.5, 110.4, 112.5, 114.5, 116.5, 119.5, 122.5, 124.5, 126.5, 128.5, 130.3, 132.5, 134.5</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 104.D, 106.C, 110.B</p> <p><b>Activities Across the Curriculum:</b> Activities 1, 2, 3, 4, 5, 6, 9, 12, 13, 14, 20, 25, 28, 29, 31, 33</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2.1, 3, 4, 5.1, 6.2, 7, 8, 9, 10.1, 11, 12.1, 12.2, 13, 14</p> <p><b>Research Projects</b></p>
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 22 Special Project, 35 Special Project, 37.5, 38.5, 44.5, 65.5, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 100 Special Project 1, 100 Special Project, 2, 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 22 Special Project, 35 Special Project, 37.C, 38.C, 65.C, 66 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Workbook A:</b> (Lesson.Exercise) 44.C</p> <p><b>Research Projects</b></p>

GRADE 3 STANDARDS		PAGE REFERENCES
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 22 Special Project, 35 Special Project, 37.5, 38.5, 44.5, 65.5, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 100 Special Project 1, 100 Special Project, 2, 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 22 Special Project, 35 Special Project, 37.C, 38.C, 65.C, 66 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Workbook A:</b> (Lesson.Exercise) 44.C</p> <p><b>Research Projects</b></p>
<b>Writing Standards: Research to Build and Present Knowledge</b>		
W.3.7	Conduct short research projects that build knowledge about a topic.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 22 Special Project, 35 Special Project, 37.5, 38.5, 51.5, 65.5, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 106 Special Project, 112 Special Project, 116 Special Project, 140 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 22 Special Project, 35 Special Project, 37.C, 38.C, 51.C, 65.C, 66 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 106 Special Project, 112 Special Project, 116 Special Project, 140 Special Project</p> <p><b>Activities Across the Curriculum:</b> Activity 24</p> <p><b>Literature Anthology/Literature Guide:</b> Lesson 9</p> <p><b>Research Projects</b></p>
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 22 Special Project, 35 Special Project, 37.5, 38.5, 51.5, 65.5, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 106 Special Project, 112 Special Project, 116 Special Project, 140 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 22 Special Project, 35 Special Project, 37.C, 38.C, 51.C, 65.C, 66 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 106 Special Project, 112 Special Project, 116 Special Project, 140 Special Project</p> <p><b>Activities Across the Curriculum:</b> Activity 24</p> <p><b>Literature Anthology/Literature Guide:</b> Lesson 9</p> <p><b>Research Projects</b></p>
W.3.9	<i>(Begins in Grade 4)</i>	

GRADE 3 STANDARDS		PAGE REFERENCES
<b>Writing Standards: Range of Writing</b>		
W.3.10	<i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i>	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 12 Special Project 1, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 84 Special Project, 100 Special Project, 106 Special Project, 112 Special Project, 116 Special Project, 140 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 12 Special Project2, 22 Special Project, 35 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 84 Special Project, 106 Special Project, 112 Special Project, 116 Special Project, 140 Special Project</p> <p><b>Language Presentation Book A:</b> (Lesson.Exercise) 3.6, 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.4, 17.7, 18.4, 19.2, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 40.3, 41.4, 43.5, 45.5, 47.5, 49.5, 51.4, 51.5, 52.5, 53.5, 53.6, 54.3, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 71.5, 73.5, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 111.5, 113.4, 115.4, 116.5, 117.4, 118.5, 1120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 13.5</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 4.E, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 18.C, 19.A, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 40.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.D, 51.E, 52.D, 53.D, 53.E, 55.D, 57.D, 62.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 91.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 3.F, 17.C, 18.C, 101.A, 54.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Activities Across the Curriculum:</b> Activities 1, 2, 3, 4, 5, 6, 9, 12, 13, 14, 20, 25, 28, 29, 31, 33</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2.1, 3, 4, 5.1, 6.2, 7, 8, 9, 10.1, 11, 12.1, 12.2, 13, 14</p> <p><b>Research Projects</b></p>
<b>Speaking &amp; Listening Standards: Comprehension and Collaboration</b>		
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	



GRADE 3 STANDARDS		PAGE REFERENCES
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 10 Special Project, 12 Special Project 1, 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 84 Special Project, 1`01 Special Project 1, 101 Special Project 2, 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 10 Special Project. 12 Special Project 1, 22 Special Project, 35 Special Project, 66 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Workbook A:</b> (Lesson.Exercise) 52 Special Project</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.V.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Activities Across the Curriculum:</b> Activity 12</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1–15</p> <p><b>Research Projects</b></p>
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 10 Special Project, 12 Special Project 1, 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 84 Special Project, 1`01 Special Project 1, 101 Special Project 2, 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 10 Special Project. 12 Special Project 1, 22 Special Project, 35 Special Project, 66 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Workbook A:</b> (Lesson.Exercise) 52 Special Project</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.V.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Activities Across the Curriculum:</b> Activity 12</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p><b>Research Projects</b></p>

GRADE 3 STANDARDS		PAGE REFERENCES
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 10 Special Project, 12 Special Project 1, 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 84 Special Project, 101 Special Project 1, 101 Special Project 2, 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 10 Special Project, 12 Special Project 1, 22 Special Project, 35 Special Project, 66 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Workbook A:</b> (Lesson.Exercise) 52 Special Project</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.V.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Activities Across the Curriculum:</b> Activity 12</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p><b>Research Projects</b></p>
SL.3.1d	Explain their own ideas and understanding in light of the discussion.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 10 Special Project, 12 Special Project 1, 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 84 Special Project, 101 Special Project 1, 101 Special Project 2, 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 10 Special Project, 12 Special Project 1, 22 Special Project, 35 Special Project, 66 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Workbook A:</b> (Lesson.Exercise) 52 Special Project</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.V.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Activities Across the Curriculum:</b> Activity 12</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p><b>Research Projects</b></p>

GRADE 3 STANDARDS		PAGE REFERENCES
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.4, 2.4, 3.5, 4.4, 5.4, 6.4, 7.3, 8.3, 9.3, 11.3, 12.4, 13.4, 14.4, 15.4, 16.4, 17.3, 18.4, 19.3, 21.4, 22.4, 23.3, 24.4, 25.3, 26.3, 27.4, 28.3, 29.3, 31.3, 32.3, 33.5, 34.4, 35.3, 36.5, 37.3, 38.3, 39.4, 41.3, 42.3, 43.4, 44.3, 45.3, 46.4, 47.3, 48.3, 49.4, 51.3, 52.4, 53.5, 54.4, 55.4, 56.6, 57.3, 58.4, 59.4, 61.4, 62.4, 63.3, 64.4, 65.3, 66.3, 67.6, 68.3, 69.4</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.5, 72.4, 73.3, 74.4, 75.3, 76.3, 77.3, 78.3, 79.4, 81.3, 82.3, 83.4, 84.4, 85.4, 86.5, 87.4, 88.3, 89.5, 91.4, 92.4, 93.3, 94.3, 95.4, 96.4, 97.3, 98.4, 99.2, 101.2, 102.5, 103.3, 104.4, 105.3, 106.3, 107.4, 109.3, 109.3, 111.3, 112.3, 113.4, 114.4, 115.3, 116.3, 117.4, 118.3, 119.3, 121.4, 122.3, 123.3, 124.3, 125.4, 126.3, 127.3, 128.3, 129.3, 131.3, 132.3, 133.4, 134.3, 135.4, 136.3, 137.2, 138.2, 139.2</p> <p><b>Reading Textbook 1:</b> Lessons 1.C, 2.C, 3.C, 4.C, 5.C, 6.C, 7.C, 8.C, 9.C, 11.C, 12.C, 13.D, 14.C, 15.C, 16.C, 17.B, 18.C, 19.B, 21.C, 22.C, 23.B, 24.C, 25.C, 26.B, 27.C, 28.B, 29.B, 31.B, 32.B, 33.C, 34.C, 35.B, 36.C, 37.B, 38.B, 39.B, 41.B, 42.B, 43.B, 44.B, 45.B, 46.B, 47.B, 48.B, 49.B, 51.B, 52.C, 53.C, 54.C, 55.B, 56.C, 57.B, 58.C, 59.B, 61.B, 62.C, 63.B, 64.B, 65.B, 66.B, 67.C, 68.B, 69.C</p> <p><b>Reading Textbook 2:</b> Lessons 71.C, 72.B, 73.B, 74.B, 75.B, 76.B, 77.B, 78.B, 79.C, 81.B, 82.B, 83.B, 84.B, 85.B, 86.B, 87.B, 88.B, 89.B, 91.C, 92.C, 93.B, 94.B, 95.C, 96.C, 97.B, 98.C, 99.B, 101.B, 102.C, 103.B, 104.B, 105.B, 106.B, 107.B, 108.B, 109.B, 111.B, 112.B, 113.B, 114.B, 115.B, 116.B, 117.B, 118.B, 119.B, 121.B, 122.B, 123.B, 124.B, 125.C, 126.C, 127.B, 128.B, 129.C, 131.B, 132.B, 133.C, 134.B, 135.C, 136.B, 137.B, 138.B, 139.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 38.B.2, 39.B.2, 41.B.2, 42.B.2, 43.B.2, 44.B.2, 46.B.2, 47.B.2, 48.B.2, 49.B.2, 51.B.3, 53.B.2, 56.B.2, 58.B.1, 58.B.2, 61.B.2, 63.B.1, 66.B.1, 69.B.1, 82.B.2, 106.B.1, 107.B.1, 108.B.1, 109.B.1, 111.B.1, 112.B.1, 113.B.1, 114.B.1, 116.B.1, 131.B.1, 132.B.1, 138.B.1, 129.B.1</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p>
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 10 Special Project, 12 Special Project 1, 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 84 Special Project, 101 Special Project 1, 101 Special Project 2, 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 10 Special Project, 12 Special Project 1, 22 Special Project, 35 Special Project, 66 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project</p> <p><b>Reading Workbook A:</b> (Lesson.Exercise) 52 Special Project</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.V.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Activities Across the Curriculum:</b> Activity 12</p> <p><b>Research Projects</b></p>

GRADE 3 STANDARDS		PAGE REFERENCES
<b>Speaking &amp; Listening Standards: Presentation of Knowledge and Ideas</b>		
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 84 Special Project, 106 Special Project, 140 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 12 Special Project2, 22 Special Project, 35 Special Project, 52 Special Project, 666 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 84 Special Project, 106 Special Project, 140 Special Project</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Activities Across the Curriculum:</b> Activity 14</p> <p><b>Literature Anthology/Literature Guide:</b> Lesson 15</p> <p><b>Research Projects</b></p>
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 10 Special Project, 12 Special Project, 22 Special Project, 35 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project, 140 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 10 Special Project, 12 Special Project, 22 Special Project, 35 Special Project, 66 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 84 Special Project, 106 Special Project , 111 Special Project, 116 Special Project, 140 Special Project</p> <p><b>Activities Across the Curriculum:</b> Activities 7, 9, 11, 24, 27, 29, 33</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 2.1, 4, 13</p> <p><b>Research Projects</b></p>

GRADE 3 STANDARDS		PAGE REFERENCES
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 84 Special Project, 106 Special Project, 111 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 84 Special Project, 106 Special Project, 111 Special Project</p> <p><b>Language Presentation Book A:</b> (Lesson.Exercise) 3.6, 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.4, 17.7, 18.4, 19.2, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 40.3, 41.4, 43.5, 45.5, 47.5, 49.5, 51.4, 51.5, 52.5, 53.5, 53.6, 54.3, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 71.5, 73.5, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 111.5, 113.4, 115.4, 116.5, 117.4, 118.5, 1120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 13.5</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 4.E, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 18.C, 19.A, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 40.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.D, 51.E, 52.D, 53.D, 53.E, 55.D, 57.D, 62.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 91.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 3.F, 17.C, 18.C, 101.A, 54.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 10.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p><b>Research Projects</b></p>
<b>Language Standards: Conventions of Standard English</b>		
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

GRADE 3 STANDARDS		PAGE REFERENCES
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<p><b>Language Presentation Book A:</b> (Lesson.Exercise) 1.3, 1.5, 2.2, 2.3, 2.5, 3.2, 3.4, 4.1, 4.3, 4.4, 5.3, 5.4, 5.5, 6.4, 6.5, 7.2, 7.4, 7.5, 8.4, 8.5, 9.2., 9.5, 9.6, 10.2, 10.3, 11.3, 11.4, 12.2, 12.4, 13.2, 14.3, 15.3, 15.5, 16.3, 17.5, 18.5, 19.3, 22.4, 23.4, 24.3, 24.4, 25.3, 26.2, 27.2, 27.4, 28.4, 29.4, 31.2, 33.4, 33.5, 34.5, 34.6, 35.2, 35.3, 36.2, 36.3, 37.2, 37.4, 38.2, 39.4, 41.3, 42.2, 42.3, 43.2, 44.3, 45.2, 46.2, 51.1, 52.2, 53.2, 54.2, 57.2, 58.2, 61.2, 62.2, 62.3, 63.3, 64.2, 65.2, 65.4, 66.2, 67.4, 68.3</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 71.3, 72.3, 73.3, 74.2, 75.2, 75.3, 76.2, 76.4, 77.3, 79.2, 79.3, 80.2, 85.3, 86.2, 87.4, 88.2, 89.2, 92.4, 94.3, 95.3, 96.2, 97.2, 110.2</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 17.B, 18.D, 19.B, 24.C, 27.C, 28.C, 29.C, 33.C, 33.D, 34.D, 34.E, 37.C, 62.B, 77.B, 79.B, 85.A, 110.C</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 1.C, 1.E, 2.B, 2.C, 2.E, 3.A, 3.D, 4.A, 4.C, 4.D, 5.C, 5.D, 5.E, 6.D, 6.E, 7.B, 7.D, 7.E, 8.D, 8.E, 9.B, 9.E, 9.F, 10.B, 11.C, 12.A, 12.C, 13.A, 14.B, 15.B, 15.D, 16.B, 22.C, 23.C, 24.B, 25.A, 26.A, 27.A, 31.B, 35.A, 35.B, 36.A, 36.B, 37.A, 38.A, 39.C, 41.C, 42.A, 42.B, 43.A, 44.B, 45.A, 46.A, 51.A, 52.A, 53.A, 54.A, 57.A, 58.A, 61.B, 62.A, 63.B, 64.A, 65.A, 65.C, 66.A, 67.C, 68.B, 71.B, 72.B, 73.B, 74.A, 75.A, 75.B, 76.A, 76.C, 77.B, 79.A, 79.B, 85.B, 86.A, 87.C, 88.A, 89.A, 92.C, 94.B, 95.B, 96.A, 97.A</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Activities Across the Curriculum:</b> Activity 21</p>
L.3.1b	Form and use regular and irregular plural nouns.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 5.2, 16.2</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 137.1</p> <p><b>Reading Textbook 1:</b> (Lesson.Exercise) 5.A, 16.A</p> <p><b>Reading Textbook 2:</b> (Lesson.Exercise) 137.A</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 96.2, 97.2</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 96.A, 97.A</p> <p><b>Spelling Teacher Presentation Book:</b> (Lesson.Exercise) 111.1, 112.1, 114.1, 116.1, 117.1, 118.1, 124.1</p>
L.3.1c	Use abstract nouns (e.g., childhood).	<p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 10.D.1, 20.D.1, 30.D.1, 40.D.1, 50.D.1, 60.D.1, 70.D.1, 80.D.1, 90.D.1, 100.D.1, 110.D.1, 120.D.1, 130.D.1, 140.D.1</p>
L.3.1d	Form and use regular and irregular verbs.	<p><b>Language Presentation Book A:</b> (Lesson.Exercise) 1.3, 2.5, 3.4, 4.4, 4.5, 5.3, 5.4, 6.4, 7.4, 9.5, 10.2, 11.3, 11.4, 12.2, 12.3, 13.2, 14.3, 15.3, 16.3, 17.5, 18.5, 19.3, 20.4, 21.3, 22.4, 23.4, 24.4, 27.4, 51.1, 52.2, 53.2, 54.2</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 17.D, 18.D, 19.B, 20.B, 23.C, 24.C, 27.C</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 1.C, 2.E, 3.D, 4.D, 4.E, 5.C, 5.D, 6.D, 7.D, 9.E, 11.C, 12.A, 12.C, 13.A, 14.B, 15.B, 16.B, 21.B, 22.C, 51.A, 52.A, 53.A, 54.A</p>
L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	<p><b>Language Presentation Book A:</b> (Lesson.Exercise) 1.3, 2.5, 3.4, 4.4, 4.5, 5.3, 5.4, 6.4, 7.4, 9.5</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 1.C, 2.E, 3.D, 4.D, 4.E, 5.C, 5.D, 6.D, 7.D, 9.E</p>

GRADE 3 STANDARDS		PAGE REFERENCES
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.*	<p><b>Language Presentation Book A:</b> (Lesson.Exercise) 1.5, 2.2, 2.3, 3.2, 4.1, 4.3, 5.5, 7.2, 8.4, 9.2, 10.3, 11.1, 12.5, 13.4, 21.2, 22.2, 23.2, 24.2, 24.3, 25.2, 25.3, 26.2, 26.3, 27.2, 27.3, 28.2, 29.2, 30.4, 33.3, 34.3, 35.3, 36.2, 36.3, 37.2, 57.2, 58.2, 62.2, 63.2</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 76.4</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 1.E, 2.B, 2.C, 3.A, 4.A, 4.C, 5.E, 7.B, 8.D, 9.B, 10.B, 11.A, 12.D, 13.C, 21.A, 22.A, 23.A, 24.A, 24.B, 25.A, 25.B, 26.A, 26.B, 27.A, 27.B, 28.A, 29.A, 30.B, 33.B, 34.B, 35.B, 36.A, 36.B, 37.A, 57.A, 58.A, 62.A, 63.A, 76.C</p>
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<p><b>Language Presentation Book A:</b> (Lesson.Exercise) 61.2, 62.3, 63.3, 64.2, 65.2, 66.2, 67.4, 68.3</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 96.2, 97.2</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 62.B, 63.B</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 61.B, 61.C, 64.A, 65.A, 66.A, 67.C, 68.B, 96.A, 97.A</p> <p><b>Activities Across the Curriculum:</b> Activity 21</p>
L.3.1h	Use coordinating and subordinating conjunctions.	<p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 10.D.1, 20.D.1, 30.D.1, 40.D.1, 50.D.1, 60.D.1, 70.D.1, 80.D.1, 90.D.1, 100.D.1, 110.D.1, 120.D.1, 130.D.1, 140.D.1</p>
L.3.1i	Produce simple, compound, and complex sentences.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 12 Special Project, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 84 Special Project, 106 Special Project, 111 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 12 Special Project, 22 Special Project, 35 Special Project, 52 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 84 Special Project, 106 Special Project, 111 Special Project</p> <p><b>Language Presentation Book A:</b> (Lesson.Exercise) 3.6, 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.4, 17.7, 18.4, 19.2, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 40.3, 41.4, 43.5, 45.5, 47.5, 49.5, 51.4, 51.5, 52.5, 53.5, 53.6, 54.3, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 71.5, 73.5, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 111.5, 113.4, 115.4, 116.5, 117.4, 118.5, 1120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 13.5</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 4.E, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 18.C, 19.A, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 40.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.D, 51.E, 52.D, 53.D, 53.E, 55.D, 57.D, 62.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 91.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 3.F, 17.C, 18.C, 101.A, 54.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 10.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Research Projects</b></p>
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.2a	Capitalize appropriate words in titles.	<b>Research Projects</b>

GRADE 3 STANDARDS		PAGE REFERENCES
L.3.2b	Use commas in addresses.	<p><b>Language Presentation Book B:</b> (Lesson.Exercise) 83.3, 84.4, 90.4</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 84.B, 90.B</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 83.B</p> <p><b>Activities Across the Curriculum:</b> Activity 6</p>
L.3.2c	Use commas and quotation marks in dialogue.	<p><b>Language Presentation Book A:</b> (Lesson.Exercise) 23.5, 24.5, 25.5, 26.5, 27.5, 28.5, 29.5, 30.4, 30.6, 31.3, 32.4, 35.5, 36.4, 40.3, 41.2, 2.4, 43.3, 44.2, 46.5, 48.5, 49.5, 51.5, 53.6, 55.4, 57.5, 59.5, 69.4</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 23.D, 24.D, 25.D, 26.D, 27.D, 28.D, 29.D, 31.C, 32.C, 35.D, 36.C, 46.D, 48.D, 49.D, 51.E, 53.E, 55.D, 57.D</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 30.B, 30.D, 40.D, 41.B, 42.C, 43.B, 44.A, 69.C</p> <p><b>Activities Across the Curriculum:</b> Activity 20</p>
L.3.2d	Form and use possessives.	<p><b>Language Presentation Book A:</b> (Lesson.Exercise) 14.4, 15.4, 16.5, 17.3, 18.3, 19.4, 20.4, 21.4, 22.3, 23.3</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 19.C, 20.C, 21.C, 22.C, 23.B</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 14.C, 15.C, 16.D, 17.B, 18.B</p>
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 12 Special Project, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project, 140 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 12 Special Project, 22 Special Project, 35 Special Project, 66 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project, 140 Special Project</p> <p><b>Reading Workbook A:</b> (Lesson.Exercise) 52 Special Project</p> <p><b>Language Presentation Book A:</b> (Lesson.Exercise) 1.6, 2.6, 3.6, 3.7, 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.4, 18.4, 19.2, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 40.3, 41.4, 43.5, 45.5, 47.5, 49.5, 51.4, 51.5, 52.5, 53.6, 54.3, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 71.5, 73.5, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 108.5, 111.5, 113.4, 115.4, 116.5, 117.4, 118.5, 120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 135.5</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 18.C, 19.A, 19.D, 21.D, 23.E, 25.E, 27.E, 29.2, 31.D, 33.E, 35.E, 37.E, 39.E, 40.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.D, 51.E, 52.D, 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 81.C, 83.D, 85.D, 87.D, 89.D, 91.D, 983.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.C, 117.C, 118.D, 1121.D, 123.D, 125.D, 131.D, 133.D, 135.D</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 1.F, 2.F, 3.F, 3.G, 4.F, 17.C, 18.C, 19.A, 54.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 10.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.V.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Spelling Teacher Presentation Book:</b> Lessons 1–140</p>



GRADE 3 STANDARDS		PAGE REFERENCES
L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 12 Special Project, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project, 140 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 12 Special Project, 22 Special Project, 35 Special Project, 66 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project, 140 Special Project</p> <p><b>Reading Workbook A:</b> (Lesson.Exercise) 52 Special Project</p> <p><b>Language Presentation Book A:</b> (Lesson.Exercise) 1.6, 2.6, 3.6, 3.7, 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.4, 18.4, 19.2, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 40.3, 41.4, 43.5, 45.5, 47.5, 49.5, 51.4, 51.5, 52.5, 53.6, 54.3, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 71.5, 73.5, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 108.5, 111.5, 113.4, 115.4, 116.5, 117.4, 118.5, 120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 135.5</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 18.C, 19.A, 19.D, 21.D, 23.E, 25.E, 27.E, 29.2, 31.D, 33.E, 35.E, 37.E, 39.E, 40.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.D, 51.E, 52.D, 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 81.C, 83.D, 85.D, 87.D, 89.D, 91.D, 983.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.C, 117.C, 118.D, 1121.D, 123.D, 125.D, 131.D, 133.D, 135.D</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 1.F, 2.F, 3.F, 3.G, 4.F, 17.C, 18.C, 19.A, 54.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 10.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.V.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Spelling Teacher Presentation Book:</b> Lessons 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 7.1, 8.2, 9.2, 13.1, 14.1, 16.1, 17.1, 18.2, 19.2, 21.2, 22.1, 22.2, 23.1, 23.2, 24.1, 24.2, 26.1, 26.2, 27.1, 27.2, 28.1, 29.1, 29.2, 31.1, 31.2, 32.1, 32.2, 33.1, 33.2, 34.1, 34.2, 36.2, 37.2, 48.2, 66.1, 67.1, 68.1, 69.1, 72.2, 91.1, 92.1, 93.1, 94.1, 96.1, 97.1, 98.1, 99.1, 101.1, 102.1, 103.1, 104.1, 106.1, 107.1, 114.1, 116.1, 117.1, 118.1, 124.1, 131.1</p>
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<p><b>Language Presentation Book B:</b> (Lesson.Exercise) 111.3, 112.3, 113.3, 114.2, 115.2, 116.4, 117.3, 118.3, 118.4, 119.3, 119.4, 120.3, 122.4, 124.4, 125.4, 127.4</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 111.B, 112.A, 113.A, 114.A, 115.A, 116.C, 117.B, 118.B, 118.C, 119.A, 120.B, 122.C, 124.C, 125.C, 127.C</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 121.A.3, 122.A.3, 123.A.2, 124.A.2, 127.A.2, 128.A.2, 129.A.2, 131.A.2, 132.A.1, 133.A.1, 134.A.1, 136.A.2, 137.A.1, 138.A.1</p>
<b>Language Standards: Knowledge of Language</b>		
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

GRADE 3 STANDARDS		PAGE REFERENCES
L.3.3a	Choose words and phrases for effect.*	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 84 Special Project, 106 Special Project, 140 Special Project</p> <p><b>Reading Textbook 1:</b> Lessons 12 Special Project2, 22 Special Project, 35 Special Project, 52 Special Project, 666 Special Project</p> <p><b>Reading Textbook 2:</b> Lessons 84 Special Project, 106 Special Project, 140 Special Project</p> <p><b>Language Presentation Book A:</b> (Lesson.Exercise) 3.6, 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.4, 17.7, 18.4, 19.2, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 40.3, 41.4, 43.5, 45.5, 47.5, 49.5, 51.4, 51.5, 52.5, 53.5, 53.6, 54.3, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 71.5, 73.5, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 111.5, 113.4, 115.4, 116.5, 117.4, 118.5, 1120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 13.5</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 4.E, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 18.C, 19.A, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 40.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.D, 51.E, 52.D, 53.D, 53.E, 55.D, 57.D, 62.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 91.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 3.F, 17.C, 18.C, 101.A, 54.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Activities Across the Curriculum:</b> Activities 1, 2, 3, 4, 5, 6, 9, 12, 13, 14, 19, 20, 25, 28, 29, 31, 33</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p> <p><b>Research Projects</b></p>
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.	<p><b>Language Presentation Book A:</b> (Lesson.Exercise) 1.3, 1.5, 2.2, 2.3, 2.5, 3.2, 3.4, 4.1, 4.3, 4.4, 5.3, 5.4, 5.5, 6.4, 6.5, 7.2, 7.4, 7.5, 8.4, 8.5, 9.2., 9.5, 9.6, 10.2, 10.3, 11.3, 11.4, 12.2, 12.4, 13.2, 14.3, 15.3, 15.5, 16.3, 17.5, 18.5, 19.3, 22.4, 23.4, 24.3, 24.4, 25.3, 26.2, 27.2, 27.4, 28.4, 29.4, 31.2, 33.4, 33.5, 34.5, 34.6, 35.2, 35.3, 36.2, 36.3, 37.2, 37.4, 38.2, 39.4, 41.3, 42.2, 42.3, 43.2, 44.3, 45.2, 46.2, 51.1, 52.2, 53.2, 54.2, 57.2, 58.2, 61.2, 62.2, 62.3, 63.3, 64.2, 65.2, 65.4, 66.2, 67.4, 68.3</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 71.3, 72.3, 73.3, 74.2, 75.2, 75.3, 76.2, 76.4, 77.3, 79.2, 79.3, 80.2, 85.3, 86.2, 87.4, 88.2, 89.2, 92.4, 94.3, 95.3, 96.2, 97.2, 110.2</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 17.B, 18.D, 19.B, 24.C, 27.C, 28.C, 29.C, 33.C, 33.D, 34.D, 34.E, 37.C, 62.B, 77.B, 79.B, 85.A, 110.C</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 1.C, 1.E, 2.B, 2.C, 2.E, 3.A, 3.D, 4.A, 4.C, 4.D, 5.C, 5.D, 5.E, 6.D, 6.E, 7.B, 7.D, 7.E, 8.D, 8.E, 9.B, 9.E, 9.F, 10.B, 11.C, 12.A, 12.C, 13.A, 14.B, 15.B, 15.D, 16.B, 22.C, 23.C, 24.B, 25.A, 26.A, 27.A, 31.B, 35.A, 35.B, 36.A, 36.B, 37.A, 38.A, 39.C, 41.C, 42.A, 42.B, 43.A, 44.B, 45.A, 46.A, 51.A, 52.A, 53.A, 54.A, 57.A, 58.A, 61.B, 62.A, 63.B, 64.A, 65.A, 65.C, 66.A, 67.C, 68.B, 71.B, 72.B, 73.B, 74.A, 75.A, 75.B, 76.A, 76.C, 77.B, 79.A, 79.B, 85.B, 86.A, 87.C, 88.A, 89.A, 92.C, 94.B, 95.B, 96.A, 97.A</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p><b>Activities Across the Curriculum:</b> Activities 21, 28, 32</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p><b>Research Projects</b></p>

GRADE 3 STANDARDS		PAGE REFERENCES
<b>Language Standards: Vocabulary Acquisition and Use</b>		
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 3.1, 4.1, 5.1, 6.1, 12.1, 13.1, 14.1, 15.1, 16.1, 17.1, 18.1, 19.1, 21.1, 22.1, 23.1, 24.1, 25.1, 26.1, 27.1, 28.1, 29.1, 31.1, 32.1, 33.1, 34.1, 35.1, 36.1, 36.2, 37.1, 38.1, 39.1, 39.2, 41.1, 42.1, 43.1, 43.2, 44.1, 45.1, 46.1, 46.2, 47.1, 48.1, 49.1, 49.2, 51.1, 52.1, 53.1, 53.2, 54.1, 55.1, 56.1, 56.2, 57.1, 58.1, 59.1, 59.2, 61.1, 61.2, 62.1, 63.1, 64.1, 65.1, 66.1, 67.1, 67.2, 68.1, 69.1</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.1, 71.2, 72.1, 73.1, 74.1, 74.2, 75.1, 76.1, 77.1, 78.1, 79.1, 81.1, 82.1, 83.1, 84.1, 85.1, 86.1, 86.2, 87.1, 88.1, 89.1, 91.1, 92.1, 93.1, 94.1, 95.1, 96.1, 97.1, 98.1, 102.1, 103.1, 104.1, 104.2, 105.1, 106.1, 107.1, 107.2, 108.1, 109.1, 111.1, 112.1, 113.1, 113.2, 114.1, 114.2, 115.1, 116.1, 117.1, 117.2, 118.1, 119.1, 121.1, 122.1, 123.1, 124.1, 125.1, 127.1, 128.1, 129.1, 131.1, 132.1, 133.1, 134.1, 135.1, 136.1, 136.2</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 101.2, 102.3, 103.4, 104.4, 124.4, 125.2, 126.2, 126.3, 127.2, 127.3, 128.2, 128.3, 128.3, 129.3, 131.4, 132.4, 134.2, 135.2</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 104.C, 124.C, 125.A, 126.A, 126.B, 127.A, 127.B, 128.A, 128.B, 128.C, 129.B, 131.C, 132.C, 134.A, 135.A</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 101.A, 102.B, 103.C</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 1.A.3, 2.A.1, 3.A.1, 4.A.1, 6.A.2, 7.A.1, 8.A.1, 9.A.1, 11.A.2, 12.A.1, 13.A.1, 14.A.1, 16.A.2, 17.A.1, 18.A.1, 19.A.1, 21.A.2, 22.A.1, 23.A.1, 24.A.1, 26.A.2, 27.A.1, 28.A.1, 29.A.1, 31.A.2, 32.A.1, 33.A.1, 34.A.1, 35.A.2, 37.A.1, 38.A.1, 39.A.1, 41.A.2, 42.A.1, 43.A.1, 44.A.1, 46.A.2, 47.B.1, 48.A.1, 49.A.1, 51.A.2, 52.A.1, 53.A.1, 54.A.1, 56.A.2, 57.A.2, 58.A.1, 59.A.1, 61.A.1, 62.A.1, 63.A.1, 64.A.1, 66.A.2, 67.A.1, 68.A.1, 69.A.1, 71.A.2, 72.A.1, 73.A.1, 74.A.1, 76.A.2, 77.A.1, 78.A.1, 79.A.1, 81.A.3, 82.A.2, 83.A.1, 84.A.1, 86.A.2, 87.A.1, 88.A.1, 89.A.1, 91.A.3, 92.A.2, 93.A.1, 94.A.1, 96.A.2, 97.A.1, 98.A.1, 99.A.1, 101.A.2, 102.A.1, 103.A.1, 104.A.1, 106.A.2, 107.A.1, 108.A.1, 109.A.1, 111.A.2, 112.A.1, 113.A.1, 114.A.1, 116.A.2, 117.A.1, 118.A.1, 119.A.1, 121.A.2, 122.A.2, 123.A.1, 124.A.1, 126.A.2, 127.A.1, 128.A.1, 129.A.1, 131.A.2, 132.A.1, 133.A.1, 134.A.1, 136.A.2, 137.A.1, 138.A.1, 139.A.1</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p><b>Research Projects</b></p>
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	<p><b>Language Presentation Book B:</b> (Lesson.Exercise) 84.6, 85.2, 86.3, 87.3, 88.4, 89.4, 90.3, 91.2, 92.5, 93.4, 94.5, 95.4, 96.5, 97.4, 98.3, 99.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 110.2, 111.4, 112.4, 121.1, 122.2, 123.2, 124.2, 125.3, 126.4</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 84.D, 88.C, 89.C, 91.B, 94.D, 95.C, 96.D, 97.C, 98.B, 99.B, 103.C, 104.C, 105.C, 106.B, 107.B, 108.B, 109.B, 110.B, 111.C, 112.B, 121.A, 122.A, 123.A, 124.A, 125.B, 126.C</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 85.A, 86.B, 87.B, 90.B, 92.D</p> <p><b>Lesson Connections:</b> (Lesson.Part.Activity) 6.A.2, 6.A.3, 7.A.2, 31.A.2, 31.A.3, 32.A.2, 51.A.2, 51.A.3, 52.A.2, 71.A.2, 71.A.3, 72.A.2, 101.A.2, 101.A.3, 102.A.2, 111.A.2, 111.A.3, 112.A.2, 126.A.2, 126.A.3, 127.A.3, 139.A.1, 39.A.2</p> <p><b>Spelling Teacher Presentation Book:</b> Lessons 18.1, 19.A, 39.2, 41.2, 42.2, 43.2, 44.2, 46.2, 49.2, 51.2, 52.2, 53.2, 54.2, 62.2, 66.2, 67.2, 68.2, 71.2, 74.2, 88.2, 98.2, 109.2, 111.1, 114.1, 116.1, 117.1, 118.1, 124.1</p>

GRADE 3 STANDARDS		PAGE REFERENCES
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	<p><b>Language Presentation Book B:</b> (Lesson.Exercise) 84.6, 85.2, 86.3, 87.3, 88.4, 89.4, 90.3, 91.2, 92.5, 93.4, 94.5, 95.4, 96.5, 97.4, 98.3, 99.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 110.2, 111.4, 112.4, 121.1, 122.2, 123.2, 124.2, 125.3, 126.4</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 84.D, 88.C, 89.C, 91.B, 94.D, 95.C, 96.D, 97.C, 98.B, 99.B, 103.C, 104.C, 105.C, 106.B, 107.B, 108.B, 109.B, 110.B, 111.C, 112.B, 121.A, 122.A, 123.A, 124.A, 125.B, 126.C</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 85.A, 86.B, 87.B, 90.B, 92.D</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 6.A.2, 6.A.3, 7.A.2, 31.A.2, 31.A.3, 32.A.2, 51.A.2, 51.A.3, 52.A.2, 71.A.2, 71.A.3, 72.A.2, 101.A.2, 101.A.3, 102.A.2, 111.A.2, 111.A.3, 112.A.2, 126.A.2, 126.A.3, 127.A.3, 139.A.1, 39.A.2</p> <p><b>Spelling Teacher Presentation Book:</b> Lessons 18.1, 19.A, 39.2, 41.2, 42.2, 43.2, 44.2, 46.2, 49.2, 51.2, 52.2, 53.2, 54.2, 62.2, 66.2, 67.2, 68.2, 71.2, 74.2, 88.2, 98.2, 109.2, 111.1, 114.1, 116.1, 117.1, 118.1, 124.1</p>
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<p><b>Language Presentation Book B:</b> (Lesson.Exercise) 115.2, 116.4, 117.3, 118.3, 119.3, 120.3, 122.4, 125.4, 127.4, 131.4</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 115.A, 116.C, 117.B, 118.B, 119.A, 120.B, 122.C, 125.C, 127.C, 131.C</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 121.A.3, 122.A.2, 123.A.2, 124.A.2, 127.A.2, 128.A.1, 129.A.1, 131.A.2, 132.A.1, 133.A.1, 134.A.1, 136.A.2, 127.A.1, 128.A.1</p>
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	<p><b>Language Presentation Book B:</b> (Lesson.Exercise) 101.2, 102.3, 115.4, 116.5, 117.4, 124.4, 125.2, 126.2, 127.2, 128.2, 131.2, 132.3, 132.4</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 115.D, 116.D, 117.C, 124.C, 125.A, 126.A, 127.A, 128.A, 131.A, 132.B, 132.C</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 101.A, 102.B</p> <p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 57.A.1, 59.A.1, 59.A.2, 60.A.2, 61.A.3</p> <p><b>Literature Anthology/Literature Guide:</b> Lesson 14</p>

GRADE 3 STANDARDS		PAGE REFERENCES
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 3.1, 4.1, 5.1, 6.1, 12.1, 13.1, 14.1, 15.1, 16.1, 17.1, 18.1, 19.1, 21.1, 22.1, 23.1, 24.1, 25.1, 26.1, 27.1, 28.1, 29.1, 31.1, 32.1, 33.1, 33.2, 34.1, 35.1, 36.1, 36.2, 37.1, 38.1, 39.1, 39.2, 41.1, 42.1, 43.1, 43.2, 44.1, 45.1, 46.1, 46.2, 47.1, 48.1, 49.1, 49.2, 51.1, 52.1, 53.1, 53.2, 54.1, 55.1, 56.1, 56.2, 57.1, 58.1, 59.1, 59.2, 61.1, 61.2, 62.1, 63.1, 64.1, 65.1, 66.1, 67.1, 67.2, 68.1, 69.1</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.1, 71.2, 72.1, 73.1, 74.1, 74.2, 75.1, 76.1, 77.1, 78.1, 79.1, 81.1, 82.1, 83.1, 84.1, 85.1, 86.1, 86.2, 87.1, 88.1, 89.1, 91.1, 92.1, 93.1, 94.1, 95.1, 96.1, 97.1, 98.1, 102.1, 103.1, 104.2, 105.1, 106.1, 107.2, 108.1, 109.1, 111.1, 112.1, 113.2, 114.1, 114.2, 115.1, 116.1, 117.1, 117.2, 118.1, 119.1, 121.1, 122.1, 123.1, 124.1, 125.1, 127.1, 128.1, 129.1, 131.1, 132.1, 133.1, 134.1, 135.1</p> <p><b>Reading Textbook A:</b> (Lesson.Exercise) 1.A, 2.A, 3.A, 4.A, 5.A, 6.A, 7.A, 8.A, 9.A, 11.A, 12.A, 13.A, 14.A, 15.A, 16.A, 17.A, 18.A, 19.A, 21.A, 22.A, 23.A, 24.A, 25.A, 26.A, 27.A, 28.A, 29.A, 31.A, 32.A, 33.A, 34.A, 35.A, 36.A, 37.A, 38.A, 39.A, 41.A, 42.A, 43.A, 44.A, 45.A, 46.A, 47.A, 48.A, 49.A, 51.A, 52.A, 53.A, 54.A, 55.A, 56.A, 57.A, 58.A, 59.A, 61.A, 62.A, 63.A, 64.A, 65.A, 66.A, 67.A, 68.A, 69.A</p> <p><b>Reading Textbook B:</b> (Lesson.Exercise) 71.A, 72.A, 73.A, 74.A, 75.A, 76.A, 77.A, 78.A, 79.A, 81.A, 82.A, 83.A, 84.A, 85.A, 86.A, 87.A, 88.A, 89.A, 91.A, 92.A, 93.A, 94.A, 95.A, 96.A, 97.A, 98.A, 99.A, 101.A, 102.A, 103.A, 104.A, 105.A, 106.A, 107.A, 108.A, 109.A, 111.A, 112.A, 113.A, 114.A, 115.A, 116.A, 117.A, 118.A, 119.A, 121.A, 122.A, 123.A, 124.A, 125.A, 126.A, 127.A, 128.A, 129.A, 131.A, 132.A, 133.A, 134.A, 135.A, 136.A, 137.A, 138.A, 139.A</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 126.3, 127.3, 128.3</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 126.B, 127.B, 128.B</p> <p><b>Activities Across the Curriculum:</b> Activities 10, 22, 24, 25, 27, 28, 29</p> <p><b>Student Practice CD</b></p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p>
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 5.A.3, 15.A.4, 25.A.4, 35.A.4, 45.A.4, 55.A.4, 65.A.4, 75.A.4, 85.A.4, 95.A.4, 105.A.4, 115.A.4, 125.A.4, 135.A.4</p>

GRADE 3 STANDARDS		PAGE REFERENCES
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	<p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1, 8.1, 9.1, 11.1, 12.1, 12.2, 13.1, 13.2, 14.1, 14.2, 15.1, 15.2, 16.1, 16.2, 17.1, 17.2, 18.1, 18.2, 19.1, 19.2, 21.1, 21.2, 22.1, 22.2, 23.1, 23.2, 24.1, 24.2, 25.1, 25.2, 26.1, 26.2, 27.1, 27.2, 28.1, 28.2, 29.1, 29.2, 31.1, 31.2, 32.1, 32.2, 33.1, 33.2, 34.1, 34.2, 35.1, 35.2, 36.1, 36.2, 36.3, 37.1, 37.2, 38.1, 38.2, 39.1, 39.2, 39.4, 41.1, 41.2, 42.1, 42.2, 43.1, 43.2, 43.3, 44.1, 44.2, 45.1, 45.2, 46.1, 46.2, 46.3, 47.1, 47.2, 48.1, 48.2, 49.1, 49.2, 49.3, 51.1, 51.2, 52.1, 52.2, 53.1, 53.2, 53.3, 54.1, 54.2, 55.1, 55.2, 56.1, 56.2, 56.3, 57.1, 57.2, 58.1, 58.2, 59.1, 59.2, 59.3, 61.1, 61.2, 61.3, 62.1, 62.2, 63.1, 63.2, 64.1, 64.2, 65.1, 65.2, 66.1, 66.2, 67.1, 67.2, 67.3, 68.1, 68.2, 69.1, 69.2</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 71.1, 71.2, 71.3, 72.1, 72.2, 73.1, 73.2, 74.1, 74.2, 74.3, 75.1, 75.2, 76.1, 76.2, 77.1, 77.2, 78.1, 78.2, 79.1, 79.2, 81.1, 81.2, 82.1, 82.2, 83.1, 83.2, 84.1, 84.2, 85.1, 85.2, 86.1, 86.2, 86.3, 87.1, 87.2, 88.1, 88.2, 89.1, 89.2, 91.1, 91.2, 92.1, 92.2, 93.1, 93.2, 94.1, 94.2, 95.1, 95.2, 96.1, 96.2, 97.1, 97.2, 98.1, 98.2, 99.1, 101.1, 102.1, 102.2, 103.1, 103.2, 104.1, 104.2, 104.3, 105.1, 105.2, 106.1, 106.2, 107.1, 107.2, 107.3, 108.1, 108.2, 109.1, 109.2, 111.1, 111.2, 112.1, 112.2, 113.1, 113.2, 113.3, 114.1, 114.2, 114.3, 115.1, 115.2, 116.1, 116.2, 117.1, 117.2, 117.3, 118.1, 118.2, 119.1, 119.2, 121.1, 121.2, 122.1, 122.2, 123.1, 123.2, 124.1, 124.2, 125.1, 125.2, 126.1, 127.1, 127.2, 128.1, 128.2, 129.1, 129.2, 131.1, 131.2, 132.1, 132.2, 133.1, 133.2, 134.1, 134.2, 135.1, 135.2, 136.1, 136.2, 136.3, 137.1, 138.1, 139.1</p> <p><b>Reading Textbook 1:</b> Lessons 1.A, 2.A, 3.A, 4.A, 5.A, 6.A, 7.A, 8.A, 9.A, 11.A, 12.A, 13.A, 14.A, 15.A, 16.A, 17.A, 18.A, 19.A, 21.A, 22.A, 23.A, 24.A, 25.A, 26.A, 27.A, 28.A, 29.A, 31.A, 32.A, 33.A, 34.A, 35.A, 36.A, 37.A, 38.A, 39.A, 41.A, 42.A, 43.A, 44.A, 45.A, 46.A, 47.A, 48.A, 49.A, 51.A, 52.A, 53.A, 54.A, 55.A, 56.A, 57.A, 58.A, 59.A, 61.A, 62.A, 63.A, 64.A, 65.A, 66.A, 67.A, 68.A, 69.A</p> <p><b>Reading Textbook 2:</b> Lessons 71.A, 72.A, 73.A, 74.A, 77.A, 76.A, 77.A, 78.A, 79.A, 81.A, 82.A, 83.A, 84.A, 85.A, 86.A, 87.A, 88.A, 89.A, 91.A, 92.A, 93.A, 94.A, 95.A, 96.A, 97.A, 98.A, 99.A, 101.A, 102.A, 103.A, 104.A, 105.A, 106.A, 107.A, 108.A, 109.A, 111.A, 112.A, 113.A, 114.A, 115.A, 116.A, 117.A, 118.A, 119.A, 121.A, 122.A, 123.A, 124.A, 125.A, 126.A, 127.A, 128.A, 129.A, 131.A, 132.A, 133.A, 134.A, 135.A, 136.A, 137.A, 138.A, 139.A</p> <p><b>Language Presentation Book B:</b> (Lesson.Exercise) 84.6, 85.2, 86.3, 87.3, 88.4, 89.4, 90.3, 91.2, 92.5, 93.4, 94.5, 95.4, 96.5, 97.4, 98.3, 99.3, 101.2, 102.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 111.4, 112.4, 121.1, 122.2, 123.2, 124.2, 124.4, 125.2, 125.3, 126.2, 126.4, 127.2, 128.2, 128.4, 129.3, 131.4, 132.4, 134.2, 135.2</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 84.D, 88.C, 91.B, 94.D, 95.C, 96.D, 97.C, 98.B, 99.B, 104.C, 105.C, 106.B, 107.B, 108.B, 109.B, 111.C, 112.B, 121.A, 122.A, 123.A, 124.A, 124.C, 125.A, 125.D, 126.A, 126.C, 127.A, 128.A, 128.C, 129.B, 131.C, 132.C, 134.A, 135.A</p> <p><b>Language Workbook:</b> (Lesson.Exercise) 85.A, 86.B, 87.B, 89.C, 90.B, 92.D, 93.C, 101.A, 102.B, 103.C</p>

GRADE 3 STANDARDS	PAGE REFERENCES
	<p><b>Core Lesson Connections:</b> (Lesson.Part.Activity) 1.A.3, 2.A.1, 2.A.2, 3.A.1, 3.A.2, 4.A.1, 4.A.2, 5.A.1, 5.A.2, 6.A.1-3, 7.A.1, 7.A.2, 8.A.1, 8.A.2, 9.A.A, 9.A.2, 10.A.1, 10.A.2, 11.A.1-3, 12.A.1, 12.A.2, 13.A.1, 13.A.2, 14.A.1, 14.A.2, 15.A.1, 15.2, 16.A.1-3, 17.A.1, 17.A.2, 18.A.1, 18.A.2, 19.A.1, 19.A.2, 20.A.1-3, 21.A.1-3, 22.A.1, 22.A.2, 23.A.1, 23.A.2, 24.A.1, 24.A.2, 25.A.1-3, 26.A.1-3, 27.A.1, 27.A.2, 28.A.1, 28.A.2, 29.A.1, 29.A.2, 30.A.1-3, 31.A.1-4, 32.A.1, 32.A.2, 33.A.1, 33.A.2, 34.A.1, 34.A.2, 35.A.1-3, 36.A.1-3, 37.A.1, 37.A.2, 38.A.1, 38.A.2, 39.A.1, 39.A.2, 40.A.1-3, 41.A.1-3, 42.A.1, 42.A.2, 43.A.1, 43.A.2, 44.A.1, 44.A.2, 45.A.1-3, 46.A.1-3, 47.A.1, 47.A.2, 48.A.1, 48.A.2, 49.A.1, 49.A.2, 50.A.1-3, 51.A.1-4, 52.A.1, 52.A.2, 53.A.1, 53.A.2, 54.A.1, 54.A.2, 55.A.1-3, 56.A-13, 57.A.1-3, 58.A.1, 58.A.2, 59.A.1-3, 60.A.1-3, 61.A.1-3, 62.A.1, 62.A.2, 63.A.1, 63.A.2, 64.A.1, 64.A.2, 65.A.1-3, 66.A.1-3, 67.A.1, 67.A.2, 68.A.1, 68.A.2, 69.A.1, 69.A.2, 70.A.1-3, 71.A.1-4, 72.A.1, 72.A.2, 73.A.1, 73.A.2, 74.A.1, 74.A.2, 75.A.1-3, 76.A.1-4, 77.A.1, 77.A.2, 78.A.1, 78.A.2, 79.A.1, 79.A.2, 80.A.1-3, 91.A.1-4, 82.A.1, 82.A.2, 83.A.1, 83.A.2, 84.A.1, 84.A.2, 85.A.1-3, 86.A.1-3, 87.A.1, 87.A.2, 88.A.1, 88.A.2, 89.A.1, 89.A.2, 90.A.1-3, 91.A.1-4, 92.A.1-3, 93.A.1, 93.A.2, 94.A.1, 94.A.2, 95.A.1-3, 96.A.1-3, 97.A.1, 97.A.2, 98.A.1, 98.A.2, 99.A.1, 99.A.2, 100.A.1-3, 101.A.1-4, 1102.A.1,, 102.A.2, 103.A.1, 103.A.2, 104.A.1, 104.A.2, 105.A.1-3, 106.A.1-3, 107.A.1, 107.A.2, 108.A.1, 108.A.2, 109.A.1, 109.A.2, 110.A.1-3, 111.A.1-4, 112.A.1, 112.A.2, 113.A.1, 113.A.2, 114.A.1, 114.A.2, 115.A.1-3, 116.A.1-3, 117.A.1, 117.A.2, 118.A.1, 118.A.2, 119.A.1, 119.A.2, 120.A.1-3, 121.A.1-4, 122.A.1, 122.A.2, 123.A.1, 123.A.2, 124.A.1, 124.A.2, 125.A.1-3, 126.A.1-4, 127.A.1-3, 128.A.1-3, 129.A.1-3, 130.A.1-3, 131.A.1.1-3, 132.A.1, 132.A.2, 133.A.1, 133.A.2, 134.A.1, 134.A.2, 135.A.1-3, 136.A.1-3, 137.A.1, 137.A.2, 138.A.1, 138.A.2, 139.A.1-3, 140.A.1-3</p> <p><b>Activities Across the Curriculum:</b> Activities 8, 10, 22, 24, 25, 26, 27, 28</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p>