

PREPUBLICATION COPY

GRADE

3

ReadyGEN   

Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

Copyright © 2014 Pearson Education, Inc., or its affiliates. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. The publisher hereby grants permission to reproduce pages 194–195, 392–393, TR9–TR27, and TR77–TR91, in part or in whole, for classroom use only, the number not to exceed the number of students in each class. Notice of copyright must appear on all copies. For information regarding permissions, write to Rights Management & Contracts, Pearson Education, Inc., One Lake Street, Upper Saddle River, New Jersey 07458.

Pearson and ReadyGEN are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc., or its affiliates.

Common Core State Standards: © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

PEARSON

ISBN-13: 978-0-328-78870-5

ISBN-10: 0-328-78870-8

1 2 3 4 5 6 7 8 9 10 V064 17 16 15 14 13

Dear ReadyGEN Teachers,

Welcome to your third delivery of *ReadyGEN* materials. This delivery includes the materials you need to teach the second half of the year.

As the school year progresses, we encourage you to visit **PearsonSchool.com/ NYCReadyGEN**. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials. In addition, you will find new resources, such as P. David Pearson and Elfrieda “Freddy” Hiebert’s white paper on vocabulary, and important documents to help you keep your materials organized, such as the “*ReadyGEN* Delivery Checklist.”

In this delivery of *ReadyGEN* instructional materials, you will find:

Student Materials

- Text Collection, Volume 2 (Units 3–4)
These are in final form and will be used for the remainder of the year and into the future.
- Reader’s and Writer’s Journal, Units 1–4
While you have received Units 1–2 in previous deliveries, the enclosed Journal includes the complete set of all units in final format.

Teacher Materials

- Teacher’s Guide (*prepublication format*), Units 3–4
These will be replaced in June with the final versions.
- Reader’s and Writer’s Journal Teacher’s Guide, Units 1–4
This is the complete Teacher’s Guide of all four units.
- Scaffolded Strategies Handbook (*prepublication format*), Units 3–4
This will be replaced in June with the final version.

At this point you may wonder what materials to keep from prior deliveries. The followings materials can be replaced:

- The Start of Year Student Materials can be replaced. However, it is important to note that your students’ work from the first half of the year is recorded in the original Start of the Year journal for Unit 1. You may want to keep these versions on hand for a year-long view of student progress.
- The Reader’s and Writer’s Journal (Unit 2) can be replaced by the final version included in this delivery. However, the record of your students’ work will be found in your previous versions. You may want to keep these on hand for a year-long view of student progress.

Sincerely,
The ReadyGEN Team



Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,
Sharon Vaughn
University of Texas

Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.

This first unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

Pam Allyn
Executive Director and Founder, LitLife and LitWorld



What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

Elfrieda H. Hiebert

TextProject and University of California, Santa Cruz

ReadyGEN is an exciting, engaging experience for kids.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

P. David Pearson

University of California, Berkeley



The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3) and Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with ReadyGEN, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

UNIT 3

Seeking Explanations

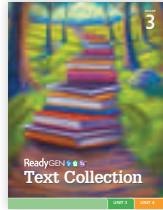


MODULE A Common Core Lesson Launch.....	1–9
Lessons 1–18	10–189
Performance-Based Assessment (Opinion)	190–197

TEXT SET



ANCHOR TEXT
Storm in the Night



SUPPORTING TEXT
Knots on a Counting Rope



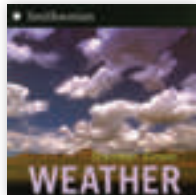
SUPPORTING TEXT
Paul Bunyan



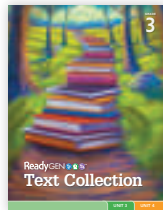
SLEUTH
“We Need New Tornado Warnings!”
“Taking Shelter”

MODULE B Common Core Lesson Launch.....	198–207
Lessons 1–18	208–387
Performance-Based Assessment (Expository).....	388–395

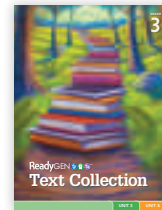
TEXT SET



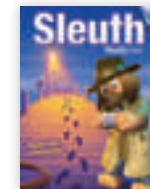
ANCHOR TEXT
Weather



SUPPORTING TEXT
Living Through a Natural Disaster



SUPPORTING TEXT
On the Same Day in March



SLEUTH
“Weather Work”
“Be Prepared!”

UNIT 3 Common Core Teacher Resources	
Unit Three End-of-Unit Assessment.....	TR2–TR27
Routines	TR28–TR75
Graphic Organizers.....	TR77–TR91
Text Complexity Rubrics	TR92–TR97
Leveled Reader Instructional Pages.....	TR101–TR110

Assessment

ReadyGEN provides various assessment opportunities for you to use with your students to gauge their progress toward mastery of the Common Core Learning Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If...students struggle to explain how a character's actions contribute to a story's events.
Then...use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)
If...students need extra support to understand the story.
Then...use the Close Reading Workshop in small groups to provide scaffolded support.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of students. Using these Monitor Progress formative assessments, you will be consistently aware of how students are changing and developing throughout the year. You can use this performance data to meet the individual needs of students.

Independent Writing Practice

FORMATIVE ASSESSMENT Now have students prepare their publications and presentations in the *Reader's and Writer's Journal*, p. 199, using their work from Lessons 12–15. Have them cut out photos, graphs, maps, charts, and other visuals and create layouts by hand.

FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from students' progress on these tasks can help you quickly identify students needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

Each module has a **Performance-Based Assessment** that can be used to measure students' mastery of standards.

UNIT 3 • MODULE A The Power of Story

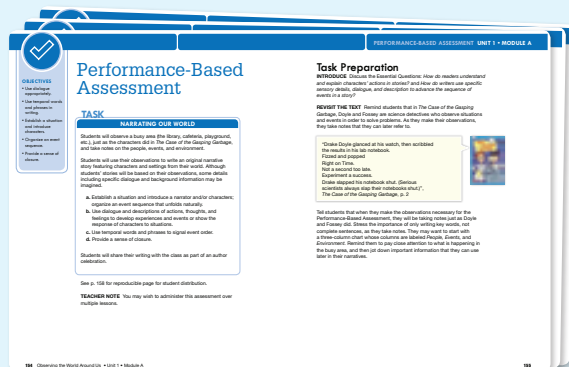
TASK: What is the benefit of stories as a way to explain things or allay fears? Students will write to support their opinion about this using text examples from *Storm in the Night* and *Knots on a Counting Rope*.

Students will state their opinion or point of view.

UNIT 3 • MODULE B News Report

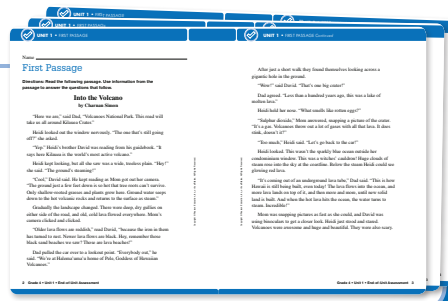
TASK: Students will use what they have learned from *Weather* and *Living Through a Natural Disaster* to create an engaging news report recounting an experience that demonstrates an understanding of the relationship between human beings and the weather/climate/Earth using relevant, descriptive details and visual displays that emphasize and enhance details and facts.

Students will write informative news reports to examine a topic and convey ideas and information clearly.



END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on students' mastery of the standards.



Path to Common Core Success

Dig Deeply into Complex Text

Big Ideas

- Interactions
- Climates

Enduring Understandings

- **Readers** will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.
- **Writers** understand that related information goes together when presenting a topic, with facts, definitions, and details.
- **Learners** will explore content to understand scientific reasons for how and why things occur in nature.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

How do readers understand complex informational text through both illustrations and text?

How do writers introduce and develop a topic with facts, details, and linking words?

MODULE GOALS

Readers will ask and answer questions about a topic, and determine main ideas and details that describe scientific concepts, using language that pertains to time, sequence, and cause/effect.

Writers will write informative/explanatory texts to examine a topic and convey ideas in order to share information.

EXPLORE CONTENT **Learners** will explore content to understand reasons explaining how and why things occur in nature.

Text Set

ANCHOR TEXT

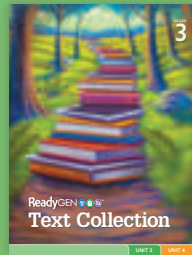


Weather
Lexile AD1020L
Informational Text

SUPPORTING TEXTS



Living Through a Natural Disaster
Lexile 940L
Informational Text



On the Same Day in March: A Tour of the World's Weather
Lexile AD540L
Informational Text

SLEUTH



"Weather Work"
"Be Prepared!"



PERFORMANCE-BASED WRITING ASSESSMENT

NEWS REPORT

Students will use what they have learned from *Weather* and *Living Through a Natural Disaster* to create an engaging news report recounting an experience that demonstrates an understanding of the relationship between human beings and the weather/climate/Earth using relevant, descriptive details and visual displays that emphasize and enhance details and facts.

TARGET STANDARDS



Common Core Learning Standard W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Vocabulary to Unlock Text

Generative Vocabulary

ReadyGEN provides systems for understanding how words work. Teach generative vocabulary as students dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help students internalize word-learning strategies. Go to www.PearsonSchool.com/NYCRReadyGEN to read more about generative vocabulary instruction in *ReadyGEN*.

BENCHMARK VOCABULARY Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

BY-THE-WAY WORDS By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

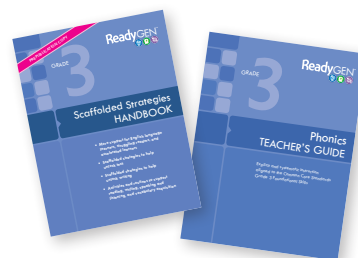
- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

Generative Vocabulary in Speaking and Writing Students should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



ANCHOR TEXT *Weather*

Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links
slant		incline, lean, tilt	<i>Topic</i>
equatorial	equator, equate, equal	central, tropical	<i>Topic</i>
poleward		North Pole, South Pole	<i>Topic</i>
currents		course, drift	<i>Topic</i>
reflects	reflector, reflective	rebound, mirrors	<i>Topic</i>
boundary	bind	barrier, border, edge, perimeter	<i>Topic</i>
glaciers	glacial	iceberg, icecap, ice	<i>Topic</i>
burn off			<i>Topic</i>
condensed	condensation	compressed, compacted	<i>Topic</i>
resistance	resist, resistant	defiance	<i>Topic</i>
crystals	crystallize		<i>Topic</i>
payloads			<i>Topic</i>
smog	smoggy	smoky, hazy	<i>Topic</i>
atmosphere	atmospheric	air, sky	<i>Big Ideas</i>
troposphere			<i>Big Ideas</i>
stratosphere			<i>Big Ideas</i>
sleet		precipitation, downfall	<i>Topic</i>
chinook			<i>Big Ideas</i>
forecaster	forecast, forecasting	sign	<i>Topic</i>

Vocabulary to Unlock Text

SUPPORTING TEXT *Living Through a Natural Disaster*

Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links
preparations	preparedness	groundwork	<i>Big Ideas</i>
evacuate	evacuation	leave, withdraw, depart	<i>Big Ideas</i>
canals		aqueduct, channel	<i>Topics</i>
dikes		barrier	<i>Topics</i>
famine	famished	scarcity	<i>Topics</i>
diverse	diversity, diversely, divergence	varied, wide, contrasting, different	<i>Topics</i>
prone			<i>Topics</i>
withered	withering	languish, perish	<i>Topics</i>
shriveled		shrunk, wilted	<i>Topics</i>
relocation	locate	movement, move	<i>Topics</i>
consequences	sequence, consequential	effect, repercussion, aftermath	<i>Topics</i>
traumatized	trauma, traumatic	upset, hurt, damaged	<i>Topics</i>
coping		handling, surviving, enduring	<i>Topics</i>
rationed	rationale	limited, conserved, restricted, allotted, budgeted	<i>Topics</i>
severe	severity	harsh, relentless, serious	<i>Topics</i>
devastated	devastation	destroyed, ruined, wrecked, ravaged	<i>Topics</i>
predictable	predict, unpredictable	foreseeable, expected, anticipated	<i>Topics</i>
crisis	critical	catastrophe, dilemma	<i>Topics</i>

SUPPORTING TEXT *On the Same Day in March: A Tour of the World's Weather*

Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links
hoist		raise, lift, elevate, heave	<i>Topic</i>
crouched		huddled, squatted, ducked, bent	<i>Topic</i>
huddled		crowded, clustered, gathered, grouped	<i>Big Ideas</i>
shears		snips, swipes, trims	<i>Topic</i>
vanish		disappear, fade, dissolve, melt	<i>Topic</i>
sleet		precipitation, downfall	<i>Topic</i>
chinook			<i>Big Ideas</i>

Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Expository Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 208–217

READ Trade Book pp. 4–9
Weather

READING FOCUS Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

WRITING FOCUS Use mode of explanatory writing to convey ideas and information.

LESSON 2

Teacher's Guide, pp. 218–227

READ Trade Book pp. 10–15
Weather

READING FOCUS Learners will explore content to understand scientific reasons for how and why things occur in nature.

WRITING FOCUS Use mode of explanatory writing to identify genre.

LESSON 6

Teacher's Guide, pp. 258–267

REVISIT Trade Book
Weather

READING FOCUS Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

WRITING FOCUS Include illustrations to aid comprehension.

LESSON 7

Teacher's Guide, pp. 268–277

REVISIT Trade Book
Weather

READING FOCUS Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

WRITING FOCUS Group related information.

LESSON 11

Teacher's Guide, pp. 308–317

READ Trade Book pp. 4–12
Living Through a Natural Disaster

READING FOCUS Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

WRITING FOCUS Use research to recall information from experiences.

LESSON 12

Teacher's Guide, pp. 318–327

READ Trade Book pp. 13–20
Living Through a Natural Disaster

READING FOCUS Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.

WRITING FOCUS Use research to take brief notes on sources, including quoting from a text.

LESSON 16

Teacher's Guide, pp. 358–367

COMPARE TEXTS

READING FOCUS Readers will understand how to seek answers to research questions about a topic using informational texts.

WRITING FOCUS Use the writing process to revise a piece of explanatory writing.

LESSON 17

Teacher's Guide, pp. 368–377

COMPARE TEXTS

READING FOCUS Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

WRITING FOCUS Use the writing process to edit a piece of explanatory writing.

LESSON 3

Teacher's Guide, pp. 228–237

READ Trade Book pp. 16–21
Weather

READING FOCUS Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.

WRITING FOCUS Use mode of writing to choose details to include in explanatory writing.

LESSON 4

Teacher's Guide, pp. 238–247

READ Trade Book pp. 22–27
Weather

READING FOCUS Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.

WRITING FOCUS Introduce a topic.

LESSON 5

Teacher's Guide, pp. 248–257

READ Trade Book pp. 28–32
Weather

READING FOCUS Learners will explore content to understand scientific reasons for how and why things occur in nature.

WRITING FOCUS Develop a topic with facts, definitions, and details.

LESSON 8

Teacher's Guide, pp. 278–287

READ Text Collection pp. 42–57
On the Same Day in March: A Tour of the World's Weather

READING FOCUS Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

WRITING FOCUS linking words and phrases to connect ideas within categories.

LESSON 9

Teacher's Guide, pp. 288–297

READ Text Collection pp. 42–57
On the Same Day in March: A Tour of the World's Weather

READING FOCUS Learners will explore content to understand scientific reasons for how and why things occur in nature.

WRITING FOCUS Provide a concluding statement.

LESSON 10

Teacher's Guide, pp. 298–307

COMPARE

- *Weather*
- *On the Same Day in March: A Tour of the World's Weather*

READING FOCUS Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

WRITING FOCUS Provide a concluding section.

LESSON 13

Teacher's Guide, pp. 328–337

READ Trade Book pp. 21–28
Living Through a Natural Disaster

READING FOCUS Learners will explore content to understand scientific reasons for how and why things occur in nature.

WRITING FOCUS Use research to sort evidence from notes into provided categories.

LESSON 14

Teacher's Guide, pp. 338–347

READ Trade Book pp. 29–32
Living Through a Natural Disaster

READING FOCUS Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

WRITING FOCUS Use the writing process to plan and prewrite a piece of explanatory writing.

LESSON 15

Teacher's Guide, pp. 348–357

REVISIT Trade Book
Living Through a Natural Disaster

READING FOCUS Learners will explore content to understand scientific reasons for how and why things occur in nature.

WRITING FOCUS Use the writing process to draft a piece of explanatory writing.

LESSON 18

Teacher's Guide, pp. 378–387

COMPARE TEXTS

READING FOCUS Learners will explore content to understand scientific reasons for how and why things occur in nature.

WRITING FOCUS Use the writing process to publish and present a piece of explanatory writing.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 388–395

TASK NEWS REPORT

Students will use what they have learned from *Weather* and *Living Through a Natural Disaster* to create an engaging news report recounting an experience that demonstrates an understanding of the relationship between human beings and the weather/climate/Earth using relevant, descriptive details and visual displays that emphasize and enhance details and facts.

Foundational skill instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.

Independent Reading

Reading grade-level self-selected texts is an important part of a student’s day. Have students choose one of the suggested texts that is listed on the opposite page to read independently, or select a different text based on your own observations of your students’ needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask students questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- What questions could be asked to demonstrate understanding of the text?
- How could questions be answered to demonstrate understanding of the text?

CRAFT AND STRUCTURE

- How could you determine the meaning of words and phrases in a text?
- How could you determine whether words and phrases are relevant to the text?

INTEGRATION OF IDEAS

- What questions can you come up with to further study the text?
- What ideas can you integrate into your writing about the text?

Informational Text

Ask students questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- How are the scientific ideas and concepts in your topic related to each other?
- What are some causes and effects of these ideas and concepts in your topic?

CRAFT AND STRUCTURE

- What text features and search tools are available for you to study your topic?
- How do these features and tools help you research your topic more efficiently?

INTEGRATION OF IDEAS

- How can information gained from illustrations and words demonstrate understanding of the text?
- What is the logical connection between particular sentences and paragraphs in the texts in terms of sequence and cause and effect?

See the Independent Reading Routine on pp. TR48–TR51.

Text Club

Encourage students to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Come to discussions prepared.
- Build on the ideas of other group members and express your own ideas clearly.
- Gain the floor in respectful ways.
- Listen to others with care and accept differences of opinion.
- Talk one at a time.
- Ask the speaker questions if you don't understand what he or she is saying.
- Use an agreed-upon rating system to rate the texts.

See the Text Club Routine on pp. TR52–TR55.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand that a character contributes to a sequence of events*. As you build your Text Club library, consider using the texts below.

What Will the Weather Be?

by Linda DeWitt
Informational Text
Lexile 500L

Sunny Weather Days

by Pam Rosenberg
Informational Text
Lexile 510L

Tornadoes!

by Marcie Aboff
Informational Text
Lexile GN650L

Wild Earth: Avalanche

by Jean Hopping
Informational Text
Lexile 670L

Earth's Weather and Climate

by Jim Pipe
Informational Text
Lexile IG800L

Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, students can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help students focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.

CENTER TASKS

- Have students use a Web to brainstorm research questions about their topic.
- Have students organize their research questions into a Two- or Three-Column chart.
- Have students use a Web to brainstorm ways they could seek answers for their research questions.
- Have students use their texts (including glossaries and indexes) to seek answers to their questions.

Writing Center

ENDURING UNDERSTANDING FOCUS

How do writers introduce and develop a topic with facts, details, and linking words?

CENTER TASKS

- Have students gather information onto a Web.
- Have students create a representative illustration of each fact, definition and detail they gathered.
- Have students group related information into a Two-, Three-, or Four-Column chart.
- Have students use the illustrations to create a poster showing how they grouped related information together.

Word Work Center

ENDURING UNDERSTANDING FOCUS

Writers understand that related information goes together when presenting a topic, with facts, definitions, and details.

CENTER TASKS

- Have students add words and phrases to the class word wall that relate to or identify the main ideas of informational texts.
- Have students create vocabulary lists. As they read books during independent reading, have students add interesting words to their lists that help them determine the meanings of words and phrases in their texts.
- Have students use a text or online dictionary to determine the meanings of words and phrases to see if those words and phrases are relevant to their texts.

Research and Technology Center


ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand scientific reasons for how and why things occur in nature.


CENTER TASKS


- Have students research their topics more deeply and blog about the information they found.
- Have students write a short report about their topic and present it in a word processing document. This could be collected for a class collection.
- Have students create a sequence chart that shows the connection between sentences and paragraphs in their report and present it in a word processing document.


**LESSON 1
OBJECTIVE**

Recount key details and explain how related information goes together to support the main idea.  RI.3.2

**READING
OBJECTIVES**

Determine the main ideas of the text and recount the key details that support the text.  RI.3.2

Use the context of words to determine the words' meanings as they are used in a sentence.  L.3.4.a

 See Text Complexity Rubrics on pp. TR94–TR97.

Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read *Weather: Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*

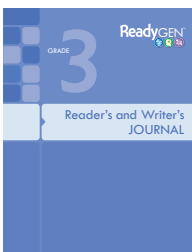
EXPLORE RESOURCES Have students turn to pp. 58–59 of the *Text Collection* and locate *Tools For Measuring Weather*. Read the text and examine the charts as a class. Look up the temperature outside today and have students compare it to the chart on p. 58.


LESSON 1
FIRST READ

Explore the Text

ENGAGE STUDENTS Invite students to examine the title of the informational text *Weather*. Explain that the text as a whole discusses important issues related to how and why weather patterns emerge in different ways in places around the world. Tell students that as they read the first section, they will learn about the atmosphere and the role it plays in creating weather patterns. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ ALOUD *Weather*** Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read *Weather*. As you read aloud pp. 4–9 to students, have students follow along silently and look for unclear words or information. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- What does the weather on Earth have to do with the atmosphere?
- Why are some areas of Earth colder or hotter than others?
- What questions do you have?

Have students use p. 201 in their *Reader's and Writer's Journal* to record their response to one of the questions above. Use students' written responses to monitor progress.

 See **Routines** on pp. TR28–TR75.

LESSON 1
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on understanding how related information goes together when presenting a topic with facts, definitions, and details. Use the following questions to lead the discussion.

- On page 4, why do you think the writer includes definitions for the Greek word parts *tropo* and *strato*? (They help the reader better understand the meanings of the words *troposphere* and *stratosphere*. Since the writer explains that *tropo* means “change,” this helps the reader know that the *troposphere* is a place where changes in weather occur. Also, the writer states that *strato* means “covering.” This helps the reader determine that the *stratosphere* is an upper layer of the atmosphere that covers the troposphere layer.) **Key Ideas and Details**
- What might happen if the processes of insolation and the greenhouse effect fell out of balance on Earth? (One possibility is that temperatures could decrease and an ice age might occur. Another possibility is that temperatures might rise, causing flooding conditions as a result of melting polar ice caps and increasing water levels in the ocean.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** On page 6, what do you think the word *insolation* means? Use context clues to help you understand and define the word’s meaning. (a process in which sunlight is absorbed into Earth)
- **BY-THE-WAY WORDS** Read the first two paragraphs on page 6. Using context clues, what do you think the word *radiation* means? (energy that comes from the sun’s rays as sunlight enters the atmosphere)
- Why are the majority of Earth’s hot areas located near the equator? (Areas near the equator receive more direct exposure to the sun’s rays, which means that the process of insolation is stronger in those areas. As a result, places near the equator are often hotter than other places.)

Integration of Knowledge and IdeasScaffolded
Instruction**ENGLISH LANGUAGE LEARNERS**

FIGURATIVE LANGUAGE Students may struggle to understand the description of the atmosphere as “the enormous ocean of air that surrounds Earth.” Point out that this description is not a literal definition. However, the description helps the reader think about the size of the atmosphere and how it works to protect Earth.


STRATEGIC SUPPORT

WORD RELATIONSHIPS Students may have difficulty understanding what the *poles* refer to on p. 9. Point out the references to the North Pole and the South Pole on the diagram. Explain that “North Pole” is a term used to describe the Arctic region, while “South Pole” is a term used to describe the Antarctic region.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as the basis for the answers.  RI.3.1

BENCHMARK VOCABULARY

- slant, p. 9
- equatorial, p. 9
- poleward, p. 9

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from pp. 4–9 in *Weather* with the words *slant*, *equatorial*, and *poleward*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *slant*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *equatorial* and *poleward*.

MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 204 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

Text-Based Conversation



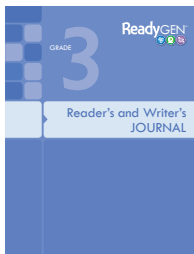
COLLABORATE Use the **Small Group Discussion Routine** on pp. TR36–TR39 to have students discuss *Weather*. You may wish to model a think aloud such as the following: *On page 9, the writer tells us, "The sun doesn't warm Earth evenly." I wonder why. As I continue reading, I learn that the unequal heating of Earth is connected to atmospheric patterns. Warm air near the equator moves toward the poles, while cold air near the poles moves toward the equator. I will continue reading to discover more facts and explanations.*

After small groups have discussed pp. 4–9 in *Weather*, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. *Does the writer do a good job of describing the greenhouse effect? Why or why not?* (Possible responses: Yes: The author first explains that the atmosphere prevents the sun's heat from leaving Earth and escaping into space. Then, the writer describes how windows of a greenhouse trap heat in a similar way. No: The writer does not make a clear enough connection between the way a greenhouse operates and how this relates to the atmosphere and the sun's heating of Earth.)



See **Routines** on pp. TR28–TR75.

Reading Analysis

ASK AND ANSWER QUESTIONS Explain that when identifying which questions to ask and answer, readers should always refer back to the text.

Have students use the K-W-L Chart graphic organizer. In the first column, students will record a detail they knew prior to reading *Weather*. In the second column, students will ask a question that requires referring to the text to answer. In the third column, students will examine the text to answer the question.

K-W-L Chart		
Topic _____		
What We K now	What We W ant to Know	What We L earned

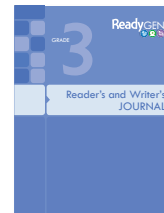
CITE TEXT EVIDENCE Focus on the diagram and both paragraphs on p. 9.

- What did you know before reading?
- What question would like to ask?
- Using the text, locate the answer to your question.

Independent Reading Practice

READING ANALYSIS: ASK AND ANSWER QUESTIONS Have students work independently to complete the K-W-L Chart graphic organizer by asking and answering questions that pertain to *Weather*.

WRITING IN RESPONSE TO READING Have students write a response to the prompt (*Reader's and Writer's Journal*, p. 205). Read the three paragraphs on p. 6. Have students write an expository paragraph discussing the relationship between insolation and the greenhouse effect, using text evidence to support their writing.




ACCOUNTABLE INDEPENDENT READING As students read texts independently, remind them to look for how related information goes together when authors present a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.

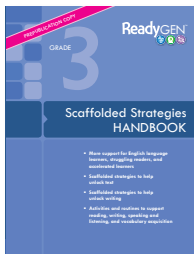
Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as the basis for the answers.  RI.3.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to ask and answer questions about the text, **then...**use the Reading Analysis lesson in small group to help them work through the K-W-L Chart graphic organizer by scaffolding the instruction.

If...students need extra support to understand the text, **then...**use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Help students work through the K-W-L Chart graphic organizer by focusing on the second paragraph of p. 4. Have students identify a detail they already knew about and record it in the first column of the chart. Next, model how to find new information that would serve as a good question. For example, write the following question in the second column: What happens in the troposphere layer of the atmosphere? Finally, guide students to locate the answer to the question posed in the second column of the chart.

CLOSE READING WORKSHOP

REVISIT *Weather* Read p. 6 from *Earth's weather is driven by* through a *greenhouse trap heat the same way*. Then discuss the following questions with the group. Have students use text evidence to support their answers.

- 1** What would happen if Earth received all of the sun's radiation? (If Earth received all of the sun's radiation during the insolation process, the planet could overheat and living things could die due to extreme exposure to radiation.)
- 2** What is the primary function of the atmosphere? (The atmosphere allows sunlight to pass through to Earth. Sunlight is critical to Earth's existence because it provides the necessary heat to warm the ground and air.)
- 3** Why is the greenhouse effect so important to the atmosphere? (The greenhouse effect is what enables the atmosphere to keep warm air trapped on Earth. Without this important process, much of the heat would escape back into space.)

EXTENSIONS

MONITOR PROGRESS

If...students understand how to ask and answer questions about a text,

then...extend the lesson by using a Three-Column Chart graphic organizer and responding to discussion questions.

READING ANALYSIS

Have students complete the Three-Column Chart graphic organizer by asking and answering questions pertaining to the information on p. 9 of the text. Record three questions and three answers within the chart; the questions should appear at the top of column, and the answer should be provided below. Have students discuss the following questions:

Three-Column Chart		

- **How does the positioning of the sun's rays as they reach Earth impact the distribution of heat on the planet?** (The sun's rays hit the equator more directly than other areas of Earth; equatorial areas are generally hotter. The sun's rays hit the poles indirectly; the polar regions are often colder.)
- **Based on the movement or exchange of air between the equator and the polar regions, how do you think this activity might impact weather conditions, such as hurricanes or thunderstorms? Provide an example.** (The exchange of different types of air pressure is likely a major cause of hurricanes, thunderstorms, and other weather conditions. When warm equatorial air meets cold polar air, the exchange of air patterns could cause a storm to occur.)
- **The writer notes that "The constant exchange of warm and cold air between the equator and poles is one key to the giant atmospheric patterns that make up the weather." What does the wording *one key* lead you to believe about what you have learned so far?** (This sentence leads me to believe that there are other, equally important aspects affecting atmospheric patterns function. I predict the writer will discuss some of these other aspects later in the text.)

WRITING OBJECTIVE

Model how explanatory texts convey information.



Writing

Informative Writing

CONVEYING IDEAS AND INFORMATION

TEACH Explain that informative writing is writing that is used to convey information and ideas. As writers, we must present our ideas and information in a way that makes sense. This includes choosing our words carefully so that they say exactly what we mean.

Remind students of the enduring understanding: *Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*

Ask students to imagine that they are explaining something to someone, like how to wrap a gift. *If the person is sitting there with you, they can ask you questions. You can see whether they are wrapping the gift correctly and correct them if necessary. This is very different from writing down instructions. When you write about something you know, you have to think about how to present it to someone so they will understand it without having to ask you what you mean.*

When you write informational texts, you have to ask yourself a few questions. *Are there words the reader needs to have explained? Are there steps that must be followed in a particular order? How do you know about the topic? Did you learn from your own observations and experience, or did you learn about it from reading books or talking to people? If you can answer these questions, you'll be able to present your ideas and information in a way that will make sense to your readers.*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students see that the writer defines important terms and uses his personal observations to convey information about the topic. Have students focus on the second paragraph of p. 4.

We live in the **atmosphere**, the enormous ocean of air that surrounds Earth. **Weather** is what's happening at the bottom of the atmosphere, mostly in a layer seven and a half miles thick called the **troposphere**. (**Tropo** comes from a Greek word meaning "change.")

The writer defines the terms *atmosphere*, *weather*, and *troposphere* at the beginning of the book to give the reader a foundation. The writer chooses words that accurately define the terms, but also make sense to the reader.


Have students focus on the third paragraph of p. 4.


Living in the troposphere, we feel the weather in the temperature of the air and the wetness of the rain. We see the weather in the puffy clouds and the white snow. We even hear the weather in the clatter of hail against a roof and the distant rumble of thunder.

The author uses the words *see*, *feel*, and *hear* to relate to the reader's own experiences with and observations of the weather.

PRACTICE The author of *Weather* is very knowledgeable about the weather. Have students think of something that they are knowledgeable about and then have partners make a list of words and phrases that they could use to convey information about the topic.

WRITING OBJECTIVES

Write explanatory texts to convey information.  W.3.2

Explain the function of adverbs.  L.3.1a

Informative Writing

CONVENTIONS The Function of Adverbs

TEACH AND MODEL Remind students that adverbs modify verbs, adjectives, and other adverbs. *Modify* means to say something more about the verb, adjective, or other adverb.

Rebecca walked slowly to the library.

The adverb *slowly* modifies the verb in this sentence. It tells *how* Rebecca walked.

Rebecca walked extremely slowly to the library.

The adverb *extremely* modifies the adverb *slowly* in this sentence. It tells *how* slowly Rebecca walked.

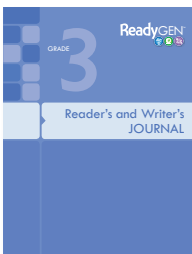
Rebecca's journey to the library was extremely slow.

The adverb *extremely* modifies the adjective *slow* in this sentence. It tells *how* slowly Rebecca walked.

PRACTICE Have students try to change this sentence to add adverbs that modify a verb, an adjective, and another adverbs:

Rain falls every afternoon in Diego's hometown.

For more practice, have students refer to p. 208 in their *Reader's and Writer's Journal*.



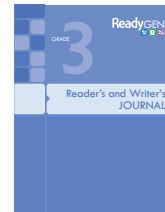
Independent Writing Practice

WRITE Now ask students to think about different types of weather in the different seasons in their area. Have them use a Four-Column Chart graphic organizer with each of the seasons listed as headings.

Four-Column Chart

Have students write as many words as possible that come to mind when they think about each season and place these words in the appropriate column.

Is today a typically seasonal day in your area? Does the weather outside match the words associated with the season in the organizer? Have students write a few sentences on p. 209 of their *Reader's and Writer's Journal* about today's weather, and whether today is a seasonal day.



APPLY Have students read their sentences and underline any adverbs they used and note which nouns, adjectives, or other adverbs they modify. If they did not use any adverbs, have them look for adjectives and nouns to modify with an adverb.

USE TECHNOLOGY If available, have students use computers or electronic tablets to create their graphic organizers. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.

Writing Wrap-Up



Ask volunteers to share their graphic organizers with the class. Have the class discuss yesterday's weather and how it is different from today's weather. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

ADJECTIVES Students may have particular trouble differentiating between adjectives that end in *-ly*, like *lively*, *silly*, or *curly* and adverbs that are formed by using *-ly*. Provide these students with a list of adjectives that end in *-ly* and have them use them as adjectives in sentences. Alternatively, have the students work together in groups to generate a list.

STRATEGIC SUPPORT


EXPLANATORY WRITING Struggling students may need to be reminded that everyone observes, experiences, and explains things every day of their lives and explanatory writing is an extension of skills they already have and use.

**LESSON 2
OBJECTIVE**

Describe the relationship between a series of scientific reasons for how and why things occur in nature.  RI.3.3

**READING
OBJECTIVES**

Understand scientific reasons for why and how things occur in nature, using evidence from the text to support responses.  RI.3.1

Use the context of words as they are used in sentences to determine the words' meanings.  L.3.4.a

Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read pp. 10–15 from *Weather*: *Learners will understand scientific reasons for how and why things occur in nature.*

**LESSON 2
FIRST READ**

Explore the Text

ENGAGE STUDENTS Revisit the title and cover of the informational text *Weather*. Ask students to examine the illustration on p. 11 and the diagram on p. 15. Encourage students to think about what they learned about in the previous excerpt of the text. Then, explain that they will learn more about how weather patterns develop over different regions of Earth as they read pp. 10–15. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.

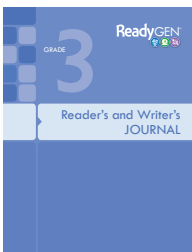


READ INDEPENDENTLY *Weather* Use the **Independent Reading Routine** on pp. TR48–TR51 with students as you read *Weather*.

Have students read the text independently and use sticky notes to mark interesting or unclear passages, as well as unfamiliar words. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- How does wind and elevation affect climates around the Earth?
- Does temperature affect the weather? Does weather affect the temperature?
- What questions do you have?

Have students use p. 201 in their *Reader’s and Writer’s Journal* to record their responses to one of the questions above. Use students’ written responses to monitor progress.



LESSON 2
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on understanding the scientific reasons regarding how and why things occur in nature, including weather phenomena. Use the following questions to lead the discussion.

- **What are three types of regional winds, and how are they different from one another?** (Chinook, haboob, and sirocco; each of these regional winds is associated with a specific location. The chinook is a wind associated with the Rocky Mountains; the haboob is a dust storm that occurs in North Africa; and the sirocco is a Mediterranean wind that blows from the Sahara Desert.) **Key Ideas and Details**
- **How does a forest handle the sun’s energy in comparison to a snow-covered mountainside?** (A forest will absorb the majority of the sun’s energy that reaches it, while a snow-covered mountainside will reflect up to nine-tenths of the sun’s energy.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** **What does the term *jet streams* mean on page 10?** (narrow bands of high-speed upper atmospheric winds)
- **BY-THE-WAY WORDS** **What does the term *trade winds* mean on page 10?** (winds that blow east to west on both sides of the equator)
- **Why does a cold front move more quickly than a warm front?** (With a cold front, cold air pushes warm air high in the atmosphere, and clouds begin to develop, along with the possibility of a quick and heavy rainfall or snowfall. On the other hand, a warm front takes a day or longer to build up before it arrives, and when it finally does, the weather is usually less severe.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

IDIOMS Students may have difficulty understanding the meaning of the phrase *colorful names* on p. 10. Explain that the reference is used to describe the names of the regional winds. Tell students that the use of the word *colorful* does not mean that the winds or their names are literally colorful. Instead, the word *colorful* is an expression that means “having a unique variety of something” or “exciting and lively.”


STRATEGIC SUPPORT

WORD ORIGINS Students may struggle to understand some of the foreign words used in the text. For example, explain to students that a *haboob* is an Arabic word that means “a North African dust storm.” Tell students that a *chinook* is a Native American word that originated in the Northwestern region of North America, which is where the chinook wind of the Rocky Mountains gets its name.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Describe the relationship between scientific ideas or concepts in a text, using language that pertains to cause and effect.  RI.3.3

BENCHMARK VOCABULARY

- currents, p. 10
- reflects, p. 12
- boundary, p. 14

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from pp. 10–15 in *Weather* with the words *currents*, *reflects*, and *boundary*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *currents*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *reflects* and *boundary*.

MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 204 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

Text-Based Conversation



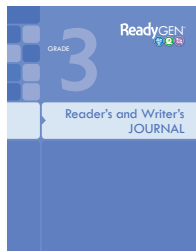
COLLABORATE Use the **Paired Discussion Routine** on pp. TR28–TR31 to have students discuss important moments in *Weather*. Model using a think aloud such as the following: *On page 10, I read that “The difference in speeds causes winds and ocean currents to curve to their right in the Northern Hemisphere and to their left in the Southern Hemisphere.” The word causes is a clue that the information is a cause and effect statement. I learned about the different speeds. Now, I understand that the “cause” is the different speeds in earlier sentences, while the “effect” is that the winds and ocean currents curve in different directions.*

After pairs have discussed the chapter, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. *Does the diagram on page 14 help you better understand the concepts of cold fronts and warm fronts?* (Possible responses: Yes: The diagram is clearly labeled, which helps me understand how cold air can push into warm air, creating a cold front, and vice versa. No: Although the diagram is labeled, it is unclear how a cold front and a warm front are created. I think the diagram should include more labeling and provide additional illustrations.)



Reading Analysis

SERIES OF SCIENTIFIC IDEAS Explain that writers often show cause and effect relationships in scientific texts. Look for signal words such as *because, cause, if, then, effect, affect, and since*.

Have students use the Cause and Effect graphic organizer to record details from the text. Tell students to write details that describe the cause in the first column and details that describe the effect in the second column.

Cause and Effect	
Causes	Effects
Why did it happen?	What happened?
Why did it happen?	What happened?
Why did it happen?	What happened?

CITE TEXT EVIDENCE Focus on pp. 12–14. Read each of the following cause and effect statements and complete the Cause and Effect graphic organizer.

- What are the causes and effects in each of these sentences from the text? “Mountains are cold because air temperatures drop about 3.5° Fahrenheit with each thousand feet of altitude.”
- “Our changing weather is the result of a continuous battle between large masses of air called air masses.”

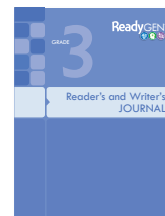
Independent Reading Practice

READING ANALYSIS: SERIES OF SCIENTIFIC IDEAS Have students work independently to complete the Cause and Effect graphic organizer related to scientific ideas in *Weather*.

WRITING IN RESPONSE TO READING Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* (p. 205).



ACCOUNTABLE INDEPENDENT READING As students read texts independently encourage them to explore content to understand scientific reasons for how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.



INDEPENDENT

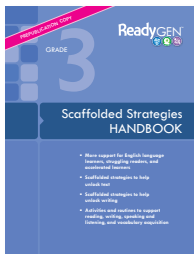
Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Have students use visual aids to enhance their paragraphs. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Describe the relationship between scientific ideas or concepts in a text, using language that pertains to cause and effect. © RI.3.3



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If... students struggle to describe the relationship between scientific ideas or concepts in a text using language that pertains to causes and effects,

then... use the Reading Analysis lesson in small group to help them work through the Cause and Effect graphic organizer by scaffolding the instruction.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity.

READING ANALYSIS

Help students work through the Cause and Effect graphic organizer by focusing on the following sentence from p. 10: “Earth’s spin, its irregular surface features, and differing amounts of water in the air cause complex and variable wind patterns.” Model how to identify the signal word in the statement: *cause*. Then, work with students to identify the three causes in the statement (Earth’s spin, its irregular surface features, and differing amounts of water in the air) that lead to the effect (the complex and variable wind patterns). Finally, guide students to understand why each portion of the sentence presents a cause or an effect.

ORAL READING

REVISIT *Weather* Focus on the passage from *Weather* on p. 12 from “Water warms up and cools off much more slowly...” through “...colder winters than do coastal areas.” Have students listen as you read aloud with appropriate rate.

Have students practice as a class by reading along with you three times. Have the class read aloud without you. For optimal fluency, students should read the passage three or four times with appropriate rate.

EXTENSIONS

MONITOR PROGRESS

If...students understand the relationship between scientific ideas or concepts using language that pertains to causes and effects, **then...**extend the lesson by having students identify other cause and effect relationships within the text.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity.

READING ANALYSIS

Have students complete the Cause and Effect graphic organizer with cause and effect relationships not discussed during the whole group activity.

Then have students discuss the following questions:

- Read the last two sentences on page 12: “Land areas can’t store much heat and become hot or cold more rapidly. That’s why mid-continental regions have warmer summers and colder winters than do coastal areas.” Identify a cause and an effect presented in these statements.
- How does the writer use cause and effect relationships on page 15 to discuss approaching cold fronts and warm fronts?
- Read the following sentence from page 10: “Earth’s spin, its irregular surface features, and differing amounts of water in the air cause complex and variable wind patterns.” How is this cause and effect relationship different from the others you have identified and discussed in this text?

ORAL READING

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity on p. 222.

WRITING OBJECTIVE

Understand and identify genres of informative writing.



Writing

Informative Writing

GENRE

TEACH Remind students that writing can be informative, opinion, or narrative. Explain the main difference between informative writing and other kinds of writing. **Informative writing explains or gives information about something. Unlike opinion writing, informative writing does not express opinions, but rather provides factual information about a topic.**

There are many different genres of informative writing:

- Procedural writing, such as a recipe for apple pie, tells how to do something in a step-by-step way.
- Report writing tells us facts and information about different topics. This type of writing can include news or history, among other things.
- Explanatory writing tells us how things work and why things happen. This genre includes most writing about science.

In all genres of informative writing, it helps to use specific examples to make things clear to the reader.

- What genre of writing is the book *Weather*? How do you know?
- Why does the author use so many examples on page 10?
- How many examples of cause and effect can you find on page 12?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students see that the writer of *Weather* is mainly concerned with explaining why things happen. The author uses the words *cause*, *effect*, and *result* many times in the book. Have students focus on p. 10.

But nothing about the weather is very simple. Earth spins rapidly from west to east. At the equator, the speed of rotation is about a thousand miles per hour, much faster than it is near the poles. The difference in speeds **causes** winds and ocean currents to curve to their right in the Northern Hemisphere and to their left in the Southern Hemisphere.

The writer uses the word *cause* to explain an important process on the Earth's surface.

Have students focus on p. 12 where the writer is discussing the processes that affect air temperature.


Many other things affect air temperature and weather conditions. **For example**, forests and trees absorb most of the sun's energy that falls on them, while a fresh snowfall reflects as much as nine tenths of the sun's energy. Mountaintops, **such as these in the Olympic Mountains in Washington State**, remain snow covered during summer months even while flowers bloom on the lower slopes.

The writer gives examples of things that affect air temperature and gives a particular example that refers to a photo.

PRACTICE Now ask students to identify whether each of the following statements would be found in a procedural, report, or explanatory text:

- In 2008, Barack Obama was elected president of the United States. (report)
- Digestive juices in your stomach break down the food you eat. (explanatory)
- Make sure that your left thumb is completely covering the bottom hole of the recorder. (procedural)

WRITING OBJECTIVES

Write informative texts to convey information.  W.3.2

Understand the function of adverbs.

 L.3.1.a

Informative Writing

CONVENTIONS Function of Adverbs

TEACH AND MODEL Remind students that when an adverb modifies a verb, it can describe *how*, *when*, or *where* an action takes place.

Remind students that an adverb often takes on the *-ly* suffix as its ending.

Maya stepped **carefully** around the spilled juice.

HOW

Lisa arrived **late** to the graduation ceremony.

WHEN

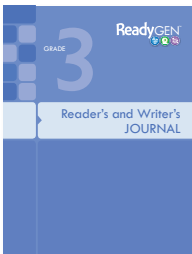
It was hot, so everyone ate dinner **outside**.

WHERE

Have students form adverbs out of the following words:

- beautiful
- quick
- smart
- hunger
- slow

PRACTICE Have students find as many adverbs as they can on pp. 10–12 of *Weather*. See if they agree that there are four of them: *rapidly* (p. 10), *slowly*, *slowly* and *rapidly* (p. 12). Have them determine whether they are *how*, *when*, or *where* adverbs. For more practice, have students refer to p. 208 in their *Reader's and Writer's Journal*.



Independent Writing Practice

WRITE Have students refer to an online weather site to study today's local weather and tomorrow's forecast for the nation. Make sure they go to the page that has national weather.

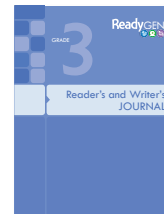
Assign groups of two or three to different cities around the country. Have them:

- Take notes on today's weather and tomorrow's forecast.
- Prepare a T-chart graphic organizer with the categories "Cause" and "Effect."
- Refer back to p. 15 of *Weather*. Use the information there to assign causes and effects to tomorrow's forecast in their assigned city.

T-Chart

--	--

Have students take notes to prepare their T-chart graphic organizer on p. 209 of their *Reader's and Writer's Journal*.



APPLY Have students note any adverbs they encounter and determine whether they are *how*, *when* or *where* adverbs.

USE TECHNOLOGY If available, have students use computers or electronic tablets to draft their charts. If they have classroom or school e-mail, ask them to send their charts to a classmate for peer review.

Writing Wrap-Up



Ask volunteers to share their charts with the class. Have the class discuss relationships between one area and another. For example, the cold front that passes off one city today may arrive in another city tomorrow. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADVERBS Just as students may be confused by adjectives that end in *-ly*, they may also be confused by adverbs that do not change form from adjective to adverb, such as *late* and *early*. Prepare a list of adverbs that retain the same form. Have students work in pairs to create two sentences for each word: one that uses an adjective and the other that uses a verb.

STRATEGIC SUPPORT

CAUSE AND EFFECT Students may have trouble understanding how cause and effect relationships are expressed. Remind them that there are many ways of expressing cause and effect. Have them practice linking sentences with causal relationships. (i.e., "A warm front moved in. The air heats up." → "The air heated up because a warm front moved in.")

**LESSON 3
OBJECTIVE**

Understand how to seek answers to research questions about a topic, using informational texts.

**READING
OBJECTIVES**

Understand the main idea of a text.



Determine word meaning through context.



Read Anchor Text

Build Understanding

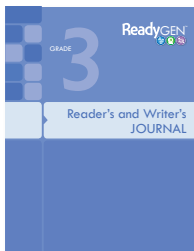
INTRODUCE Have students focus on the following Enduring Understanding as you read pp. 16–21 in *Weather: Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.*

**LESSON 3
FIRST READ**

Explore the Text

ENGAGE STUDENTS Reintroduce the informational text *Weather*, by Seymour Simon. Have students scan the text and photographs on pp. 16–21 to predict what this section is about. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Weather* Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read pp. 16–21 in *Weather*. Read aloud the first few pages and then transition to having small groups of three to four students continue to read through p. 21 with the **Shared Reading Routine** on pp. TR44–TR47. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- Why do clouds get different names?
- What kinds of clouds are most likely to be present when it is raining?
- What questions do you have?

Have students use p. 201 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.



See **Routines** on pp. TR28–TR75.

LESSON 3
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on seeking answers to research questions about a topic, using informational texts that describe how and why things occur in nature. Use the following questions to lead the discussion.

- **What is the most important atmospheric substance in weather?** (the gas called water vapor) **Key Ideas and Details**
- **BY-THE-WAY WORDS** Using the text on page 16 and the photograph on page 18, what do the words *cumulus cloud* mean? (water vapor that is mounded up like balls of cotton)
- Look at the photograph on page 19. What kind of clouds are in the picture? (cumulus) What is different about these cumulus clouds? (They have built up into cumulonimbus clouds. It usually means it is getting colder and a rain shower will fall from them.) **Details**
Integration of Knowledge and Ideas
- **BY-THE-WAY WORDS** Using the text on page 16 and the photograph on page 20, what do the words *stratus cloud* mean? (water vapor that is spread out in layers)
- What kind of clouds blanket the sky on gray days? (stratus) What is a common term for stratus clouds that form very close to the ground? (fog) When can we see fog? (late at night, early in the morning)
Integration of Knowledge and Ideas
- **BY-THE-WAY WORDS** Using the text on page 16 and the photograph on page 21, what do the words *cirrus cloud* mean? (ice crystals in wispy, curly shapes)

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

SPANISH COGNATES Students from Spanish-speaking countries may have difficulty with the word *cloud* since it is so different from the Spanish translation *nube*. Point out that some of the different types of clouds (nubes) have very similar spellings and pronunciations in English and Spanish. Two examples are: *cumulus* is *cúmulo* and *cirrus* is *cirro* in Spanish.

STRATEGIC SUPPORT

INFORMATIONAL TEXTS Some students may need to be encouraged to read informational texts. The vocabulary can be difficult and certain processes may be hard to understand. Bring students' attention to the photographs on pp. 18–21. Explain that they can use the photographs and text to demonstrate understanding. Read pp. 16–21 with students, having them point out when the photographs show what the words of the text say.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Ask and answer questions to demonstrate understanding.

 RI.3.1

Determine literal and nonliteral word meanings in context.

 L.3.5.a

BENCHMARK VOCABULARY

- glaciers, p. 16
- burn off, p. 20

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from pp. 16–21 in *Weather* with the words *glaciers* and *burn off*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *glaciers*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the phrase *burn off*.

MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 204 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

Text-Based Conversation



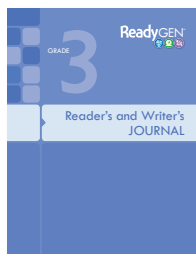
COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR32–TR35 to have students discuss important moments in *Weather*. You may wish to model using a think aloud, such as the following: *Cumulus clouds usually come out on sunny days, but they can change into rain clouds. Reading the text on page 19, I see this can happen when a cold front pushes these clouds upward, turning them into tall cumulonimbus clouds. I'll continue reading to see how other clouds form.*

As a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. *Look at the photograph of the astronaut on page 17. Do you think being an astronaut who studies the weather from space is a good job or not?* (Possible responses: Yes: I think it would be great to float around in space and take photographs of the weather fronts of Earth. I think the job would be exciting and interesting. No: I think I would be too scared to go that high in space. I would be afraid of getting hurt or not getting back to Earth because it is so far away.)



Language Analysis

WORD RELATIONSHIPS Explain that it is important to distinguish between the literal and nonliteral meanings of words in context. The literal meaning is the exact meaning. Authors sometimes use the nonliteral meaning of words, and readers can often use context to determine the meaning.

Have students use a Three-Column Chart graphic organizer to record details from the text. Tell students to write the following headings in the boxes: “Word or Phrases,” “Literal Meaning,” and “Nonliteral Meaning.”

Three-Column Chart		
Word or Phrases	Literal Meaning	Nonliteral Meaning

CITE TEXT EVIDENCE Focus pp. 18–21 in *Weather*.


- **balls of cotton, page 18** (Literal: lumps of soft white plant material used to clean the skin; Nonliteral: giant rounded mounds of water vapor in blue skies)
- **blanketing, page 20** (Literal: cover with a blanket; Nonliteral: complete covering)
- **burn off, page 20** (Literal: to set fire to something to get rid of it; Nonliteral: to cause to evaporate due to the ground heating up)

Independent Reading Practice

LANGUAGE ANALYSIS: WORD RELATIONSHIPS Have students work independently to complete the Three-Column Chart graphic organizer. Remind students to read the text and examine the pictures to gather details.


WRITING IN RESPONSE TO READING Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* (p. 205).




 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently, remind them to explore how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

Reading Wrap-Up

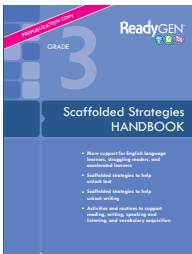
 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Ask the class to determine the cloud type being described. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Use evidence from the text to answer questions.  RI.3.1

Compare and contrast two texts with similar topics.

 RI.3.9



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students need extra support to determine literal and nonliteral meanings in text,

then...use the Language Analysis activity in small group to provide scaffolded support.

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

LANGUAGE ANALYSIS

Help students work through the Three-Column Chart graphic organizer. Model a think aloud for the use of the word, “blanketing” on p. 20, such as the following: *I know a blanket is a cover on a bed. Since clouds can’t cover a person on a bed, this must be a nonliteral phrase. It probably means the clouds are long and completely cover an area, like a blanket covers a person on a bed.* Next, have students complete the Three-Column Chart with other literal and nonliteral phrases.

CLOSE READING WORKSHOP

SLEUTH WORK Have students read “Weather Work” on pp. 28–29 of *Sleuth*. Then discuss the following questions with the group. Have students use text evidence to support their answers.

GATHER EVIDENCE Find details from the story that tell how meteorologists gather their information. (They go to school to learn about the weather. They depend on technology and weather observers for information about the current weather conditions. Ships at sea collect weather data as do weather balloons.)

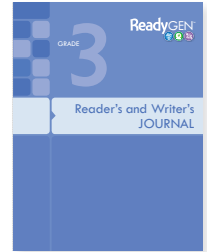
MAKE YOUR CASE What are two reasons meteorologists have an important job? List two things meteorologists do to protect people.

ASK QUESTIONS Find someone in the group who has watched a weather report. Think of a fact-based question to ask him or her about how the meteorologist prepared to give the report.

PROVE IT What will the weather be like tomorrow? Make a predication and make sure to include an explanation from the text as to how you arrived at this forecast.

STRATEGIC SUPPORT, CONTINUED

After students discuss the Sleuth work, direct them to pp. 202–203 of the *Reader's and Writer's Journal* to further explore “Weather Work.”



EXTENSIONS

MONITOR PROGRESS

If... students understand how to point to specific areas of the text to answer questions,

then... extend the lesson by having students compare and contrast the information given in two different texts.

READING ANALYSIS

As students read “Weather Work,” have them compare the information in “Weather Work” to the information on pp. 16–21 of the informational text *Weather*. Have them answer the question and tell whether they read about it in “Weather Work,” *Weather*, or both.

- **What do scientists do?** (I read in *Weather* on p.16 that scientists group clouds in families. This helps predict the weather. In “Weather Work,” I read that meteorologists are scientists.)
- **What can meteorologists do to keep people safe from dangerous weather?** (In “Weather Work,” it describes many situations where meteorologists help people stay safe. Meteorologists help decide how many snowplows are needed after a storm. They provide information to power companies. They help sporting events decide if they should continue based on the weather.)
- **What do cirrus clouds and meteorologists have in common?** (They both forecast the weather. In “Weather Works,” a meteorologist forecasts all kinds of weather. In *Weather* on p. 21, it says that cirrus clouds are a good forecaster of unsettled weather.)
- **If a meteorologist sees cumulus clouds building into towering masses called cumulonimbus clouds, what might the forecast be?** (The meteorologist would most likely forecast rain showers. On p. 19 of *Weather*, I read that cumulonimbus clouds are unstable and rain showers fall from them.)

WRITING OBJECTIVE

Analyze how writers choose details to explain a topic.



Writing

Informative Writing

CHOOSING DETAILS

TEACH Explain to students that informative writing uses details to examine a topic and convey ideas and information clearly. Writers must decide which details to include and when to include them in order to best express the main idea to readers. Informational texts often begin with a general explanation about a topic and then become more specific. Try using the following analogy to explain this concept to students:

Look at it this way. Imagine you want some grapes. Would you go to the store and buy grapes one at a time? Of course not. Would you buy all the fruit in the store? No. You would buy a bunch of grapes. When a writer writes about a topic, the topic is like a bunch of grapes. The writer starts by telling you generally what they are writing about. This means they separate what they are talking about from what they are NOT talking about. That's like buying just grapes and not any other fruit. Then the writer gets more specific. That's like breaking a branch of grapes off the bunch. The writer gets even more specific. That's like eating a single grape.

Writers have to make decisions about how much they are going to write and how detailed they are going to get.

- How does the writer introduce the topic on page 16?
- What is the writer generally talking about?
- What are some of the most specific pieces of information on pages 16–22?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students see that the writer organizes the information on pp. 16–22 into larger and then smaller chunks. Have students focus on p. 16, where the author introduces the topic of clouds.

Most of the water on our planet is in liquid or solid form. It is stored in oceans, lakes, ice caps, glaciers, rivers, or the ground. **Only a small amount of water is in clouds**, rain, snow, fog, frost, hail, or sleet, or is in the form of a gas called water vapor. **Yet the tiny fraction of water that is in the air is more important than any other atmospheric substance in weather.**

The writer begins by talking about water but quickly lets the reader know the topic is more specific than that by introducing clouds.

Have students focus on the following paragraph, where the writer makes a transition.

This view from a space shuttle shows clouds covering much of Earth’s surface. Clouds may seem to be only white puffs or gray streaks, but **if you begin looking at them more closely**, they show a great variety of shapes and colors.

The writer signals that he is going to narrow down the subject even further.

Have students focus on the following paragraph, where the writer provides more details in the form of specific vocabulary.


Scientists group clouds in families according to their shape and color. The **three basic shapes** of clouds are cumulus (meaning “mound”), stratus (meaning “spread out”), and cirrus (meaning “curly”). **Other cloud words** are nimbus (a rain cloud), cirro (high clouds), and alto (a mid-level cloud). When two names are combined, as in altostratus or cumulonimbus, the cloud has properties of both.

The writer now reaches down into two more levels of detail.

PRACTICE Have small groups of students work together to brainstorm a list of details about a specific type of weather. Then have them take a closer look at their lists and choose those details that would best convey information about the type of weather they’ve chosen.

WRITING OBJECTIVES

Write informative texts.  W.3.2

Use comparative adverbs.  L.3.1.g

Informative Writing

CONVENTIONS Use Comparative Adverbs

TEACH AND MODEL Remind students that comparative adverbs can be used to compare two actions.

Hawks fly higher **than** sparrows.

Add **-er + than** to one-syllable adverbs.

Joe checked his work **more** carefully **than** Vanessa did.

Add **more or less + -ly + than** to many two-syllable adverbs.

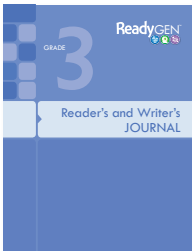
Roger dances **less** elegantly **than** Ryan.

Add **more or less + -ly + than** to all adverbs with more than two syllables.

PRACTICE Have students use the comparative of the word in parentheses to complete the sentences.

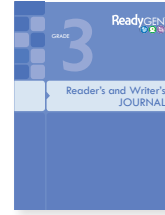
- The sun shines (direct) on the equator than on the poles.
- Cumulous clouds float (low) in the sky than cirrus clouds do.
- Flowers bloom (plentiful) on the lower slopes of the Olympic Mountains.

For more practice, have students refer to p. 208 in their *Reader's and Writer's Journal*.



Independent Writing Practice

FORMATIVE ASSESSMENT Ask students to recount key events in this section of *Weather* on p. 210 in their *Reader's and Writer's Journal*. Have students:



1. Use key details to determine the main idea.
2. Use examples to show how the main idea is supported in the text.
3. Write a paragraph explaining how the writer used key details to support the main idea of the text in order to inform readers about the topic.

APPLY Have the students use at least one comparative adverb in their key events.

USE TECHNOLOGY If available, have students use computers or electronic tablets to draft their work. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.

INDEPENDENT

Writing Wrap-Up



Ask students to share their key events and main idea with the class. Have the class discuss any different main ideas they came up with and what key details support them. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADVERBS Students may be confused about irregular adverbs, especially those that have two syllables. Explain to them that native speakers also have trouble with them. Post a list of two-syllable adverbs that take *-er* in their comparative form.

STRATEGIC SUPPORT

ORGANIZATION If students struggle to explain how a writer convey's information using a main idea and key details, then have students use a Main Idea and Details graphic organizer to work through the text. Then have them use the completed graphic organizer to write a paragraph.

**LESSON 4
OBJECTIVE**

Use illustrations and words in a text as evidence to answer research questions about nature. © RI.3.7

**READING
OBJECTIVES**

Understand complex information through illustrations and text. © RI.3.7

Determine word meaning through context. © RI.3.4

Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read *Weather: Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.*

**LESSON 4
FIRST READ**

Explore the Text

ENGAGE STUDENTS Introduce pp. 22–27 in the informational text *Weather* by Seymour Simon. Invite students to leaf through the pages and look at the photographs to make predictions about the text. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

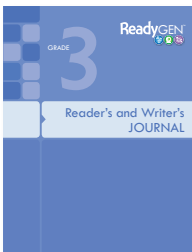
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ INDEPENDENTLY *Weather* Use the **Independent Reading Routine** on pp. TR48–TR51 with students as you read pp. 22–27 in *Weather*. Begin by reading aloud the first two paragraphs and then transition to having students read independently. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- How are dew and frost alike? How are they different from each other?
- What role does water or precipitation play in the formation of clouds?
- What questions do you have?

Have students use p. 201 in their *Reader’s and Writer’s Journal* to record their responses to one of the questions above. Use students’ written responses to monitor progress.



See **Routines** on pp. TR28–TR75.

LESSON 4
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on seeking answers to research questions about a topic, using informational texts that describe how and why things occur in nature. Use the following questions to lead the discussion.

- **What is the difference between a cloud droplet that never makes it to the ground as precipitation and one that falls as rain?** (The droplets that become rain have to grow thousands of times bigger and get much heavier as they fall. Very tiny droplets fall too slowly and evaporate.)

Key Ideas and Details

- **Why do scientists believe that even in summer, most rain begins as snow?** (Snow crystals grow fast and evaporate slowly. They become heavy enough to fall, and as they go through warmer air, they melt into rain.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** The following sentence from page 22 of *Weather* states: “Water that falls to the ground in liquid or solid form is called precipitation.” **What is precipitation?** (Rain, snow, hail, sleet and drizzle are all kinds of precipitation.)
- **BY-THE-WAY WORDS** Read the following sentence from p. 22: “A cloud droplet is so small that the resistance of air prevents it from falling fast enough to reach the ground before it evaporates.” **What does the word evaporate mean?** (to change into a gas, to disappear)
- **Look at the photograph on page 25. What information does the text give about the photograph?** (The photograph was taken with a special kind of light to show all the layers. It also tells the different sizes of hailstones and how they are formed. **What additional information is given in the photograph?** (It shows the shape and different layers of a hailstone.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

WORD RELATIONS Students may have experienced different amounts of precipitation. Encourage students to talk about the precipitation in their country of origin. For example, Central America, South America, Asia, and Africa have rainforests. North Africa and Australia have large deserts. And in Chili, the peaks of the Andes mountains are snow covered year round.


STRATEGIC SUPPORT

TERMINOLOGY Some students may need help understanding the technical terms *evaporate* and *condense*. Provide examples that students are likely to encounter in life, such as the “fog” on the bathroom mirror and their hair drying after a shower.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

State an opinion and support it with evidence from the text.  SL.3.1.a

Use illustrations to gain information.

 RI.3.7

BENCHMARK VOCABULARY

- condensed, p. 22
- resistance, p. 22
- crystals, p. 22

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from pp. 22–27 in *Weather* with the words *condensed*, *resistance*, and *crystals*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *condensed*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *resistance* and *crystals*.

MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the selected words in sentences on p. 204 in their *Reader's and Writer's Journal*. Use their responses to monitor students' progress.

Text-Based Conversation



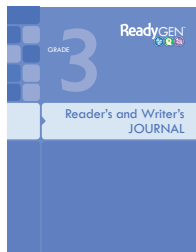
COLLABORATE Use the **Small Group Discussion Routine** on pp. TR36–TR39 to have students discuss important moments in *Weather*. You may wish to model using a think aloud such as the following: *I have seen hail bounce off cars and sidewalks. They can be very big stones. One even hit my arm once, and it hurt. I wonder how large hailstones can grow and how they get to be so large. I'll check the text on page 25 to see if I can find the answers to my questions.*

After the Small Group Discussion, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will dig deeper into the text to understand the meaning.

Team Talk



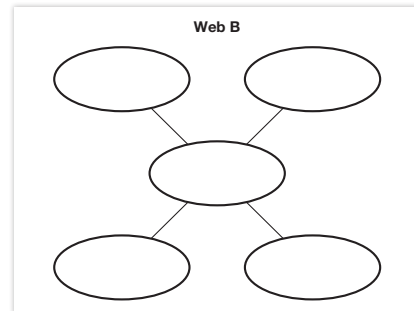
STATE AND SUPPORT AN OPINION **Team Talk Routine** on pp. TR28–TR31. *Read about hail on page 25 and look at the photograph. Do you think hail can cause damage to people or things? Use text evidence to support your answer.* (Possible responses: Yes: It says that hail can be as large as my fist. It also says it is made of layers of ice. I think it is important to take cover when a hailstorm begins. No: The hail doesn't look or sound that dangerous to me. Most hailstones are only about the size of my fingernail. That isn't big enough to hurt anything.)



Reading Analysis

INFORMATION FROM ILLUSTRATIONS Remind students that illustrations (e.g., maps, photographs) and words in a text (where, when, why, how events occur) can be used to help understand the text.

Have students use the Web B graphic organizer. Have students name the subject of a photograph in the center oval. In the surrounding ovals, have students describe the subject.



CITE TEXT EVIDENCE Focus on p. 24 in *Weather*.

- **What extra information is in the photograph? Write these details in the surrounding ovals.** (Answers may include the idea that sometimes snowflakes can have rounded edges like in the second photograph.)
- **How does the photograph help the reader to better understand the text? Write this detail in another oval.** (Snowflakes are complex; the photographs show how many parts snowflakes have.)

Independent Reading Practice

LANGUAGE ANALYSIS: INFORMATION FROM ILLUSTRATIONS Have students work independently to complete the Web B graphic organizer. Remind them to read their chosen page in the *Weather* text thoroughly, looking at the photographs carefully to complete the graphic organizer.

WRITING IN RESPONSE TO READING Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* (p. 205).



ACCOUNTABLE INDEPENDENT READING As students read texts independently, remind them to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.



INDEPENDENT

Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with students. Then, have volunteers share their Writing in Response to Reading. Lead a class discussion about the value of the photographs to the text. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

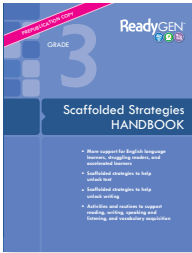
READING OBJECTIVES

Use illustrations to better understand what you read.

RI.3.7

Compare and contrast photographs.

RI.3.7



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If... students struggle to use illustrations to demonstrate easier understanding of the text,

then... use the Reading Analysis lesson in small group to help them work through the web to better understand how illustrations can help them comprehend what they read.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity.

READING ANALYSIS

Help students work through the Web B graphic organizer to record how illustrations can help them better understand the text. Model paying careful attention to detail when examining photographs. Finally, guide students to record details on their graphic organizers.

ORAL READING

REVISIT *Weather* Work with students individually to gauge each student's fluency and understanding of the text.

RATE Begin by reading aloud the first two paragraphs on p. 22 of *Weather* at an appropriate pace and rate. Tell students that you are reading at a steady rate with no hesitation, neither too fast nor too slow. Then have students practice as a class by reading along with you.

When listening to individual students read, make sure students practice with text at their independent reading level. Then to check comprehension of the passage, have students retell what was read.

While listening to individuals read, provide additional fluency practice for the other students by pairing nonfluent readers with fluent readers.

EXTENSIONS

MONITOR PROGRESS

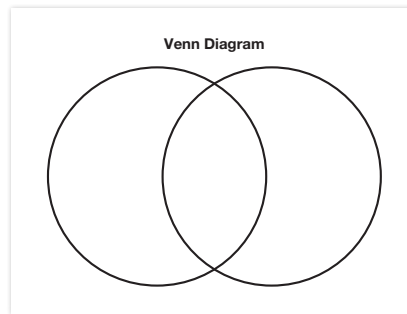
If...students understand how illustration can help them better understand what they read,

then...extend the lesson by using a Venn Diagram graphic organizer to compare and contrast two photographs from *Weather*. Remind students to read the text associated with each photograph.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity.

READING ANALYSIS

Have students complete a Venn Diagram graphic organizer comparing and contrasting the photographs on pp. 26–27 in *Weather*. Have students write “Both” in the center of the Venn Diagram. Have them write “p. 26” in the left circle and “p. 27” in the right circle. Then have students discuss the following questions:



- What types of moisture are shown in the photographs on pages 26–27? (moisture that doesn't fall from the sky)
- What is the photograph on page 26 showing that is different from page 27? (morning dew on a flower)
- What is only shown on page 27? (frost that formed on a window)
- What is another similarity about the way these two water vapors are formed? (Both are water vapors that condense onto objects.)
- What is different about the way each water vapor condenses? (Dew condenses at cool but not freezing temperatures; frost condenses at freezing temperatures.)

ORAL READING

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity on p. 242.

WRITING OBJECTIVE

Analyze how writers introduce a topic.



Writing

Informative Writing

INTRODUCE A TOPIC

TEACH Explain to students that the first step in informative writing is to introduce the topic. *When you introduce your topic, you give basic information about what you will be writing about. In other words, you are telling your reader what your main idea is.*

Tell students that the purpose for introducing the topic is to help readers understand what they will be reading about. *When introducing a topic, the writer must keep in mind that many readers may be reading about the topic for the first time. It is important to give the main idea and a few important key details in the very beginning so that readers know what will be coming later. Having this information early helps readers prepare for the more detailed information that will follow later in the piece of writing.*

Explain that introductions are also meant to capture a reader's attention and interest. *An introduction could ask a rhetorical question, make an observation, or offer an interesting fact. These types of sentences are often called *grabbers* because they grab the reader's attention. The grabber leads into the rest of the introduction, which is meant to provide details that will help the reader follow the piece of writing.*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students see how the writer of *Weather* introduces a topic.

It's cloudy today. It's also sunny, rainy, and snowy, hot and cold, calm and windy, dry and damp. Each of these descriptions of the weather is true every day of the year, someplace in the world.

The writer grabs the reader's attention with a clever sentence. At first, the sentence seems like it doesn't make sense. How can weather be all of these things at the same time? So the reader has to read it again.

Help students see how the writer continues the introduction.

We live in the atmosphere, the enormous ocean of air that surrounds Earth. Weather is what's happening at the bottom of the atmosphere, mostly in a layer seven and a half miles thick called the troposphere. (Tropo comes from a Greek word meaning "change.") Above the troposphere, another layer called the stratosphere extends up to about thirty miles. (Strato comes from a Greek word meaning "covering.") Living in the troposphere, we feel the weather in the temperature of the air and the wetness of the rain. We see the weather in the puffy clouds and the white snow. We even hear the weather in the clatter of hail against a roof and the distant rumble of thunder.

The writer continues the introduction by providing details that suggest the main idea. After reading the first three paragraphs of the text, the reader knows that the text is going to be about different kinds of weather and how weather is created. Knowing the main idea will help the reader follow the text as the explanations become more technical.

PRACTICE Have partners brainstorm ways to introduce a topic. Tell them they may use the way the writer has introduced topics in *Weather* as a jumping off point or they can come up with another way to grab the reader's attention and interest.

WRITING OBJECTIVES

Introduce a topic.



Group together related information.



Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.



Informative Writing

CONVENTIONS Superlative Adverbs

TEACH AND MODEL Explain to students the difference in comparative and superlative adverbs. Comparative adverbs can only be used when comparing two things, but superlative adverbs can be used to compare more than two things. Tell students to use the word *super* in “superlative” to remind them that superlative adverbs compare the largest number of things: more than two.

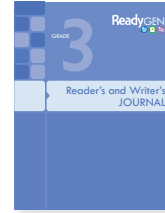
Of all the boys on the team, Nathan ran the **fastest**. (This compares Nathan’s speed to the speeds of all the other boys on the team.)
Sara jumped the **highest**. (This compares Sara’s jump to everyone else’s.)
Joseph was the **least prepared** for the work. (This compares Joseph’s preparation to everyone else’s.)

PRACTICE For more practice, have students refer to p. 208 in their *Reader’s and Writer’s Journal*.



Independent Writing Practice

WRITE Now ask students to introduce a topic on p. 210 in their *Reader's and Writer's Journal*. Have students write a few sentences that introduce a weather-related topic of their choice. Have them:



1. Choose a topic.
2. Use a Main Idea graphic organizer to plan the main idea and key details you will write about.
3. Write the sentences that will introduce the topic, including a sentence that will grab the reader's interest and attention.

Refer students to the model as they introduce their topics, and encourage them to use their Benchmark Vocabulary words *condensed*, *resistance*, and *crystals* (all on p. 22).

APPLY Have students identify several examples of superlative adverbs in *Weather*.

USE TECHNOLOGY If available, have students use computers or electronic tablets to write their introductions. If they have classroom or school e-mail, ask them to send their introductions to a classmate for peer review.

INDEPENDENT

Writing Wrap-Up



Ask volunteers to share their introductions with the class. Have the class respectfully make suggestions for improvement, including asking questions and suggesting facts that could be included in the introduction that would help the audience better understand what to expect. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

ADVERBS Provide an illustration for each sentence, and point out that three or more things are being compared in each example. For instance, for the first example (Of all the boys on the team, Nathan ran the fastest) draw several boys and circle the one who is Nathan. Point out that Nathan is the fastest runner out of all the boys on the team, not just one or two of them.


STRATEGIC SUPPORT


INTRODUCTION Some students who struggle with introducing a topic may not have their information organized. Have them use a Main Idea graphic organizer. Then have them pick out three details that seem important, and write them on the organizer. Explain to students that figuring out the main idea and some key details can help them figure out what to say in the introduction.

**LESSON 5
OBJECTIVE**

Describe the relationship between a series of scientific reasons for how and why things occur in nature.  RI.3.3

**READING
OBJECTIVES**

Describe relationships between scientific ideas using specific language.  RI.3.3

Determine word meaning through context.  RI.3.4

Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read *Weather: Learners will understand scientific reasons for how and why things occur in nature.*

LESSON 5
FIRST READ

Explore the Text

ENGAGE STUDENTS Reintroduce the informational text *Weather* by Seymour Simon. Have students skim the text and photographs on pp. 28–32 to preview the section. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

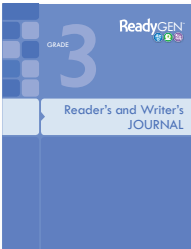
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ TOGETHER *Weather* Use the **Shared Reading Routine** on pp. TR44–TR47 with students as you read *Weather*. Begin by reading the first page aloud and then transitioning to shared reading. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- What kinds of devices do scientists use to measure weather?
- What effect can humans have on the weather?
- What questions do you have?

Have students use p. 201 in their *Reader’s and Writer’s Journal* to record their responses to one of the questions above. Use students’ written responses to monitor progress.



LESSON 5
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on understanding scientific reasons for how and why things occur in nature.

Use the following questions to lead the discussion.

- Explain how a weather balloon can be both light and strong. Use evidence from the text to support your answer. (The big weather balloons are light because they are filled with a very light gas called helium. They are very strong because the text says they can carry up to two tons of instruments.) **Key Ideas and Details**
- What is the purpose of weather balloons? (Weather balloons measure the weather and radio down the information to Earth.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** According to the text on page 28, what do the *thermometers* on weather balloons measure? (The thermometers measure air temperature.)
- **BY-THE-WAY WORDS** Another instrument that measures weather is a *barometer* (page 28). What does a *barometer* measure? (A barometer shows air pressure.)
- How are the two types of smog created? Use text evidence to support your answer. (Factories and homes that burn coal and oil create gray smog. The fumes from cars create brown smog.) **Key Ideas and Details**
- What harmful effects does the text say are caused by smog? (irritating to the eyes, throat, and lungs, damage to rubber, metal, and other materials) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

PRONUNCIATION Students may have difficulty pronouncing technical terms such as meteorologists and atmospheric. Have students repeat the words *meteorologist* and *atmospheric* after you. Write them on the board, leaving a little space between the syllables and have students read the words after you syllable by syllable, individually and as a group. Provide definitions as needed.


STRATEGIC SUPPORT


VOCABULARY Some students may have trouble understanding all of the technical words on the first page. Have students write a list of the words and a short definition. Find photographs or on-line images of each technical word for students to examine.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

State an opinion and support it with evidence from the text.  SL.3.1.d

Describe the relationship between a series of scientific ideas.  RI.3.3


BENCHMARK VOCABULARY

- payloads, p. 28
- smog, p. 30

Focused Reading Instruction


Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from pp. 28–32 in *Weather* with the words *payloads* and *smog*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *payloads*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the word *smog*.


MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 204 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

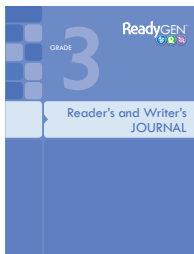
Text-Based Conversation

 **COLLABORATE** Use the **Paired Discussion Routine** on pp. TR28–TR31 to have students discuss important moments in *Weather*. You may wish to model using a think aloud such as the following: *I can tell from page 28 that there are many instruments used to measure weather. I know what a barometer and a thermometer are, but I wonder what an anemometer and a hygrometer are. I'll reread those sections of the book to remind me what all of the new terms mean.*

After pairs have discussed the chapter, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text.

Team Talk

 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Do you think the author explains clearly how smog forms? Use text evidence to support your answer.* (Possible responses: Yes: The author is very thorough; he begins by telling about industrial cities that burn coal and oil. That forms a gray cloud covering. Then he tells about the problems car fumes can cause, such as irritating someone's lungs, eyes, and throat. No: I want more details about the kinds of throat, lung, and eye problems people might have, and I want a few examples of the cities where gray smog is common.)



Reading Analysis

SCIENTIFIC IDEAS Explain that words such as *first*, *second*, *next*, *then*, and *finally* show the sequence of a series of scientific ideas.

Have students use the Story Sequence B graphic organizer to record the sequence of scientific ideas in the text. Have students write “Steps in a Process” on the Title line and “Measuring Weather” on the line below it.

Story Sequence B	
Title	
Characters	Setting
Events	
1. First	
2. Next	
3. Then	
4. Last	


CITE TEXT EVIDENCE Focus on p. 28 from *Weather*.

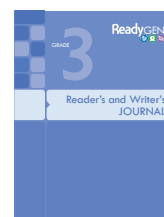
- **What is the first step in measuring weather?** (A balloon is filled with helium and launched into the atmosphere.)
- **What is the second step?** (Instruments measure the weather.)
- **What happens next?** (Information is sent by radio to meteorologists.)
- **Then what happens in the process of measuring weather?** (Satellites beam down photos of cloud systems moving across the world.)
- **What is the final step in measuring weather?** (Make forecasts.)

Independent Reading Practice

READING ANALYSIS: SCIENTIFIC IDEAS Have students work independently to complete the Story Sequence B graphic organizer to list the series of scientific ideas in order from the text *Weather*.


WRITING IN RESPONSE TO READING Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* (p. 205).

 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently, remind them to explore content to understand scientific reasons for how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.




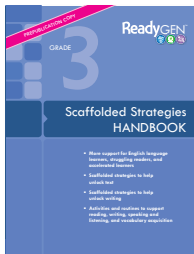
INDEPENDENT

Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take time to wrap up today's reading with students. Ask volunteers share their Writing in Response to Reading and posters. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Describe a relationship between a series of scientific ideas.  RI.3.3



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If... students struggle to describe a relationship between a series of scientific ideas,

then... use the Reading Analysis lesson in small group to help them work through the Steps in a Process A graphic organizer by scaffolding.

If... students need extra support to understand the text,

then... use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Help students work through the Story Sequence B graphic organizer with the series of scientific ideas about the green house effect on p. 30 of *Weather*. Model finding and recording the first step (forest fires and burning fuels create carbon dioxide). Have students record what happens next (warming of the Earth). Finally, guide students to complete the graphic organizer with the ending result, (powerful storms and other great changes).

CLOSE READING WORKSHOP

REVISIT *Weather* Read the last paragraph on p. 30. Then discuss the following questions with the group. Have students use text evidence to support their answers.

- 1 **What causes the greenhouse effect?** (carbon dioxide from large forest fires in the tropics and the burning fuels from factories and cars)
- 2 **What can happen as a result of the greenhouse effect?** (Earth will warm up as much as 5° Fahrenheit in the next 100 years.)
- 3 **What events could be caused by the heating up of the Earth?** (There will be more powerful storms and other changes in the weather.) **Can more powerful storms and other great changes in weather affect Earth?** (It might be hard for weather people to predict what can happen. They will need to get different instruments to measure the weather. It is hard to know what might happen.)

EXTENSIONS

MONITOR PROGRESS

If...students understand how to describe a relationship between a series of scientific ideas,

then...extend the lesson by having students complete a Story Sequence B graphic organizer to explain the creation of and possible solutions to the problem of smog.

READING ANALYSIS

Have students complete the Story Sequence B graphic organizer. After reviewing the first two paragraphs on p. 28, have students record the series of scientific ideas about the smog problem in cities. Tell students to begin with how smog is created, then record the damage smog causes, and finally suggest ways to prevent and reduce smog. Then have students discuss the following questions:

- **How is gray smog created?** (Industrial cities burn a lot of coal and oil. This is done in factories and homes.)
- **What causes the brown smog in cities like Denver and Los Angeles?** (Fumes from cars cause brown smog to cover the cities.)
- **What can be done to prevent and reduce smog?** (driving electric cars; using public transportation more often; putting filters on factories; using solar, water, and wind power to create energy for factories and homes)

WRITING OBJECTIVE

Analyze how writers develop a topic.



Writing

Informative Writing

DEVELOP A TOPIC

TEACH Explain to students that in informative writing, a writer must develop a topic in order to fully explain it. The writer develops a topic by expanding on the key details in the introduction. The writer expands the key details using facts, definitions, and other details that support the main idea.

In *Weather*, the author introduces basic facts about the weather, and then goes into detail about the different things that cause or play a role in different kinds of weather. The author clearly explains where weather takes place in the Earth's atmosphere, how the sun heats the Earth, why some places are hotter than others, and the key role clouds play in providing precipitation. The author also discusses how scientists measure weather.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students see how the writer of *Weather* develops weather as a topic:

Every hour of the day and night, at weather stations around the world, instruments measure the weather. Thermometers show air temperature. Barometers show air pressure. Weather vanes and anemometers show wind direction and speed. Hygrometers measure humidity, and rain and snow gauges measure the amount of precipitation.

Hundreds of miles above Earth's surface, weather satellites beam down photos of cloud systems moving across the world. Meteorologists, scientists who study weather, use this information to learn about the weather and to forecast it.

The writer develops the topic by providing facts, definitions, and other details about the topic.

The writer expands upon the idea that instruments around the world are measuring weather around the clock by listing and defining several weather measurement instruments.

PRACTICE Have students practice developing a topic by freewriting about one of the ideas presented in *Weather*.

WRITING OBJECTIVES

Develop a topic with facts, definitions, and details.  W.3.2.b

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

 L.3.1.g

Informative Writing

CONVENTIONS Select between Comparative and Superlative Adverbs

TEACH AND MODEL Review with students the difference in comparative and superlative adverbs. Tell students to use the word *super* to remind them that superlative adverbs compare the largest number of things, two or more. Have students select the appropriate adverb to use in the following sentences, and have students identify it as comparative or superlative.

Thomas can run ____ than me. **(faster/fastest)**

Correct answer: faster – comparative, comparing Thomas and me

Eight o'clock is the ____ we can leave. **(sooner, soonest)**

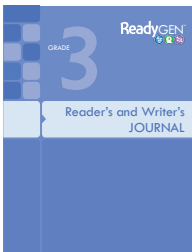
Correct answer: soonest – superlative, comparing eight o'clock to all other times

This picture is even ____ perfect than the last one I drew. **(more, most)**

Correct answer: more – comparative, comparing this picture to the last picture

PRACTICE Have students compose a sentence about each member of their family and use a superlative or comparative adjective to describe each one.

For more practice, have students refer to p. 208 in their *Reader's and Writer's Journal*.

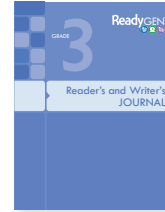


Independent Writing Practice

WRITE Now ask students to write an informational news report on p. 210 in their *Reader's and Writer's Journal* that develops their topic with facts, definitions, and details.

Have them:

1. Use the graphic organizers they used in Lesson 4.
2. Identify facts, definitions, and details to develop their topic.
3. Write one or two paragraphs that develop their topic.



INDEPENDENT

APPLY Have students identify several examples of comparative and superlative adverbs in *Weather*, being sure to explain what makes them comparative or superlative.

USE TECHNOLOGY If available, have students use computers or electronic tablets to type their news reports. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.

Writing Wrap-Up



Ask volunteers to share their news reports with a partner. Have partners provide feedback about anything that is confusing or unclear. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

ADVERBS Students may struggle with determining appropriate times to use comparative versus superlative adverbs. Use illustrations to help aid these students. For example, in the first sentence, “Thomas can run ___ than me,” instruct students to draw a picture to show what is happening in the sentence.

STRATEGIC SUPPORT

DETAILS Some students may be overwhelmed by the facts and details that are important to informative writing. Have these students use a graphic organizer of their choice to track and organize the key details that support the main idea. Encourage the student to focus on creating a sentence about only that one fact/detail.


**LESSON 6
OBJECTIVE**

Recount key details and explain how related information goes together to support the main idea.  RI.3.2

**READING
OBJECTIVES**

Determine the main idea of an informational text.

 RI.3.2

Determine word meaning through context.  RI.3.4

Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read *Weather: Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*


**LESSON 6
FIRST READ**

Explore the Text

ENGAGE STUDENTS Tell students that they will be revisiting *Weather*. Remind them that the selection is nonfiction. Have students leaf through the pages and look at the photographs, illustrations, and diagrams to remind themselves of what the book is about. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ INDEPENDENTLY** *Weather* Use the **Independent Reading Routine** on pp. TR48–TR51 with students as you read *Weather*. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- Why do weather patterns change?
- Why is weather for someone living on the coast of Southeast Asia different than for someone living in the middle of Canada?
- What questions do you have?

Have students use p. 211 in their *Reader's and Writer's Journal* to record their response to one of the questions above. Use students' written responses to monitor progress.

LESSON 6
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, help students understand that related information goes together to support the main idea when presenting a topic with facts, definitions, and details. Use the following questions to lead the discussion.

- **Can we experience what is happening in the troposphere?** (Yes, it is the layer closest to Earth. We feel the temperature, and we feel snow and rain.) **Key Ideas and Details**
- **Read the following sentence from p. 15 of *Weather*: “In winter, snow, sleet, or freezing rain may form as raindrops fall from the warm air to the cold air below.” Based on this sentence, what is the weather like outside as sleet falls from the sky? (It is cold out.) How do you know that? (Because the beginning of the sentence says, “In winter,” and it is cold in winter.)** **Key Ideas and Details**
- **How does the movement of cold or warm fronts into a new area of air affect weather?** (When a cold front nears an area, towering clouds can form, producing rain or snow, and the temperature can drop after the precipitation stops. When a warm front arrives, rain or drizzle can fall and snow or freezing rain can occur.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

FIGURATIVE LANGUAGE Students may still have difficulty understanding our atmosphere as “an ocean of air.” Remind them that “an ocean of air” is a phrase that is used to paint a picture in the reader’s mind. It makes the reader think of the vast amounts of air that surround Earth, just as Earth’s oceans can seem to go on forever when viewing them from shorelines.


STRATEGIC SUPPORT


USING A DIAGRAM Some students may need help understanding diagrams in informational texts. Have students look at the diagram on p. 10. Tell students that you can get lots of information from looking at the diagram and reading p. 9. Point to the area in the center of the globe. Tell students that this is the equator. Have them tell you what the weather is like near the equator.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

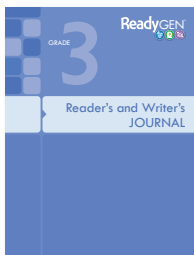
 RI.3.4; L.3.6

Understand text-based weather vocabulary.  RI.3.4

Ask and answer questions to demonstrate understanding of a text.  RI.3.1

BENCHMARK VOCABULARY


- atmosphere, p. 4
- troposphere, p. 22
- stratosphere, p. 24



Focused Reading Instruction


Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from *Weather* with the words *atmosphere*, *troposphere*, and *stratosphere*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *atmosphere*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *troposphere* and *stratosphere*.


MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 214 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

Text-Based Conversation

 **COLLABORATE** Use the **Whole Class Discussion Routine** on pp. TR32–TR35 to have students discuss *Weather*. You may wish to use a think aloud such as: *According to the first page we are going to learn about all kinds of weather. It says that it is sunny, rainy, snowy, hot, cold, calm, windy, dry, and damp some place in the world today. I also see a lot of words that may be hard to understand and pronounce. The illustrations, photographs, and diagrams will be a big help.*

As a class, compare important and interesting information and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

Team Talk

 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Read about smog on page 30 and look at the photograph on page 31. Do you think it is possible for people to reduce the amount of smog in the air? Use text evidence to support your answer.* (Possible responses: Yes: It says on p. 30 that people can get sick from smog. It also says that most of the smog is caused by fumes from cars. Maybe people could drive less. No: It says on p. 30 that car fumes create smog in cities like Denver and Los Angeles. Well, people need their cars. How would they get to work or school without them?)

Reading Analysis

ASK AND ANSWER QUESTIONS Remind students that when reading informational text, it is important to ask questions about concepts and processes they may not understand.

Have students use a K-W-L Chart graphic organizer to record what they know in the first column, what they want to know in the second column, and what they learned in the third column.

CITE TEXT EVIDENCE Focus on p. 30 in *Weather*.

- What do you want to know about this topic?
- What did you learn? Find evidence in the text that answers your questions. Write the answer to your question in the third box.

K-W-L Chart

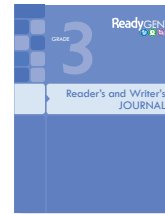
Topic _____


What We K now	What We W ant to Know	What We L earned

Independent Reading Practice


LANGUAGE ANALYSIS: ASK AND ANSWER QUESTIONS Have students work independently to complete the K-W-L Chart graphic organizer. Remind them to read the text to fill in the chart.

WRITING IN RESPONSE TO READING Have students write a response to the prompt (*Reader's and Writer's Journal*, p. 214). Look at the photograph on p. 31 from *Weather*. Describe the photograph. How is the picture related to the text? Does it help you to better understand the text? Why or why not?



 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently encourage them to explore how related information goes together when presenting a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.

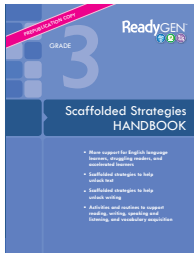
Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Then, have volunteers share their Writing in Response to Reading. Have them read their entries to the class. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Ask and answer questions, referring to the text as a basis for the answers.

RI.3.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to ask and answer questions, **then...**use the Reading Analysis lesson in small group to help them work through the K-W-L Chart graphic organizer to demonstrate how asking and answering questions can help them better comprehend what they read.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading Activity.

READING ANALYSIS

Help students work through the Chart graphic organizer. Instruct students to refer to the illustrations as well as the text to help them find the answers to their questions.

ORAL READING

REVISIT *Weather* Read p. 22. Explain that reading with accuracy means reading words without mistakes. Have students follow along as you read aloud and model reading with accuracy.

Explain that before you read, you will identify and make sure you know how to pronounce unfamiliar words.

Explain that you will read each individual word correctly. You will look up unfamiliar words before you read. You will also pause at commas and stop when you see a period.

Have students read the same passage aloud, stressing accuracy. Monitor progress and provide feedback. For optimal fluency, students should read the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...students understand how asking and answering questions helps them better understand what they read,

then...extend the activity by using a different page from the text to fill in a K-W-L Chart graphic organizer. Pose an additional question to the students that cannot be answered by using the *Weather* text. Have students seek out the answer to the question by researching the answer in the library or online.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading Activity.

READING ANALYSIS

Have students complete a K-W-L Chart graphic organizer using the photographs and text on pp. 26–27 in *Weather*. Have students record what they know by writing the first sentence from p. 26 in the first box in their chart. Have them write what they want to know in the form of a question in the second box. Have them write what they learned in the third box. Pose these questions to the students and have them write them in the second box: **What is the freezing point? At what temperature will frost form rather than dew?** Have students research the answers to the questions. Then have students answer the following questions:

- What is one thing you read about in the text that you already knew?
- What is something you wanted to know after reading the text that wasn't answered in the text itself?
- What did you learn about the question you had? How did you discover the answer to your question?

ORAL READING

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity on p. 262.

WRITING OBJECTIVES

Analyze how illustrations aid comprehension.

 RI.3.7

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

 L.3.1.g

Writing

Informative Writing

USING ILLUSTRATIONS

TEACH Explain that Writers often use illustrations to convey information and aid comprehension. **Illustrations are especially helpful when dealing with complicated topics or things that the reader likely has not learned about before.**

Explain that illustrations can be drawings, diagrams, photographs or other visuals that help explain and expand upon the words on the page.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students discover how illustrations in *Weather* are used to aid comprehension of a text.

When a cold front nears, the cold air forms a sort of a wedge and pushes the warm air aloft. Towering clouds form quickly and it may begin to rain or snow heavily.

The illustration on p. 15 helps me get a clearer understanding of what is happening when a cold front approaches.

Have students focus on p. 9 of the anchor text *Weather*. Have students discuss how the illustration at the top of the page helps the reader better understand the topic.

The sun doesn't warm Earth evenly. At the equator, where the sun's rays are most direct, insolation is several times greater than at either of the poles, where the sun's rays come in at a slant. Most of Earth's hot spots are located near the equator, and most of the cold spots are in the Arctic or Antarctic.

This illustration helps me see the areas the text is referring to. I can see where the equator is and how the sun's rays hit the Earth at different angles.

WRITING OBJECTIVE

Write informative/explanatory texts, including illustrations useful to aiding comprehension.

 W.3.2.a

Informative Writing

CONVENTIONS FOCUS Comparative and Superlative Adverbs

TEACH AND MODEL Review with students the difference in comparative and superlative adverbs. Remind students of the word *super* in the word *superlative*, and tell students to use the word *super* to remind them that superlative adverbs compare the largest number of things: three or more. Have students use comparative and superlative adverbs and switch between the two to create sentences comparing different numbers of things.

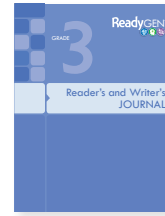
1. Create a sentence comparing the speed of John and his brother.
2. Create a sentence comparing the color of rose and a daisy.
3. Create a sentence comparing the feelings of Jennifer and everyone else.

PRACTICE Have students identify several examples of comparative and superlative adverbs in *Weather*, being sure to explain what makes them comparative or superlative. For more practice, have students refer to p. 218 in their *Reader's and Writer's Journal*.



Independent Writing Practice

WRITE Now ask students to create an illustration for their news report. Students should plan their illustrations on p. 219 in their *Reader's and Writer's Journal*. Illustrations should provide additional facts, definitions, or details that support the main idea of the news report.



INDEPENDENT

USE TECHNOLOGY If available, have students use computers or electronic tablets to scan and print their illustrations. If they have classroom or school e-mail, ask them to send their illustrations to a classmate for peer review.

Writing Wrap-Up



Ask volunteers to share their illustrations with a partner. Have partners examine the illustrations to be sure they provide additional information about the topic covered in the news report. Have them report to the author anything that is confusing or unclear. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ILLUSTRATIONS Many students will benefit from labeling their illustrations. Have students label specific portions of the illustration with English words to help them increase vocabulary and understanding.


STRATEGIC SUPPORT

CONNECTIONS Some students may not fully understand how to use illustrations to aid comprehension. Students will refer to p. 9 of the anchor text, *Weather*. As you read through the text on the page together, have them touch each part of the illustration to make a physical connection between the text and the illustration.


LESSON

7

LESSON 7 OBJECTIVE

Recount key details and explain how related information goes together to support the main idea.  RI.3.2

READING OBJECTIVE

Determine the central lesson and explain how it is conveyed through key details in the text.  RI.3.2

Read Anchor Text

Build Understanding

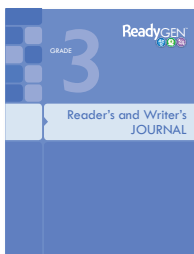
INTRODUCE Have students focus on the following Enduring Understanding as you read *Weather: Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*


LESSON 7 FIRST READ

Explore the Text

ENGAGE STUDENTS Revisit the informational science text *Weather*. Have students read p. 4 and ask volunteers to state the main idea of the page. Ask them to provide examples of key details the author uses to support this main idea. Explain to students that as they read, they should pay close attention to how the information presented in the text supports each main idea. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ INDEPENDENTLY** *Weather* Use the **Independent Reading Routine** on pp. TR48–TR51 with students as you read *Weather*. Have students read the text independently and focus on understanding the key ideas of the text. After reading, discuss the questions below.

- Why is summer cold and winter warm in the southern hemisphere?
- How does precipitation bring about changes in temperature?
- What questions do you have?

Have students use p. 211 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.

LESSON 7
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on understanding how related information goes together to support the main idea when a writer presents a topic by including facts, definitions, and details. Use the following questions to lead the discussion.

- **Why is insolation an important process that takes place on Earth?** (Energy from the sun is absorbed during the process, and, along with the greenhouse effect, insolation makes our planet livable.) **Key Ideas and Details**
- **Give an example of a region on Earth where insolation has a great effect on the area's temperature.** (At the equator, the sun's rays are most direct, so insolation is several times greater than at the poles. As a result, the Earth is hotter at the equator.) **Key Ideas and Details**
- **What does the unequal heating of the Earth have to do with how weather forms?** (Heated air at the equator rises, and cold air at the poles settles. When the hot air moves toward the poles and the cold air moves toward the equator, the exchange of air makes up different atmospheric patterns that form the weather.) **Key Ideas and Details**

Scaffolded
Instruction


ENGLISH LANGUAGE LEARNERS


GREEK AND LATIN ROOTS Help students understand that many words in science are derived from the Greek and Latin languages. Prepare a list of words with Greek or Latin roots that are featured in *Weather*, along with the words' definitions and pronunciations. Have students pronounce each word and then recite its definition in their own words.

STRATEGIC SUPPORT

TERMINOLOGY Help students understand that learning the names for the different shapes of clouds can help them understand and even predict the weather. Have students write the word for each cloud type, then draw what that cloud type looks like. Then have students explain under what conditions each cloud type forms and how knowing this can help them understand and possibly predict the weather.

READING OBJECTIVES

Recount key details and explain how related information goes together to support the main idea.  RI.3.2

Distinguish between literal and nonliteral meanings of words in context.  L.3.5.a

Focused Reading Instruction

Text-Based Conversation



COLLABORATE Use the **Paired Discussion Routine** on pp. TR28–TR31 to have students discuss important moments in *Weather*. You may wish to model using a think aloud such as the following: I notice the author spends a lot of time talking about clouds and under what conditions they form. I'm going to search the text to see why he does this and what these clouds show the reader about weather. I'm also going to see if he groups any other information together and what that shows the reader about the weather.

After pairs have discussed the text, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Do you think the author adequately explains how weather conditions form? Use text evidence to support your answer. (Possible responses: Yes: The author is very thorough, starting off by explaining how the Earth's atmosphere absorbs the sun's rays and why areas near the equator are hotter than areas at the poles. Then he talks about how cold and warm fronts move and what kind of weather they form. Finally, he talks about how the water in our atmosphere contributes to the weather. No: I would have liked more details about why certain clouds form and under what conditions, but the author only devoted a sentence or two to this most of the time.)



Reading Analysis

LITERAL AND NONLITERAL MEANINGS Explain that sometimes authors use nonliteral meanings for words and phrases as well as literal meanings.

Have students use a Three-Column Chart graphic organizer and label columns “Word or Phrase,” “Literal or Nonliteral Meaning,” and “Why?” Then have students fill in details from the text in the appropriate columns.

Three-Column Chart		
Word or Phrase	Literal or Nonliteral Meaning	Why?

CITE TEXT EVIDENCE Focus on p. 4, from, “It’s cloudy today...” to “(Strato comes from a Greek word meaning ‘covering.’)”

- Does the author literally mean that it’s cloudy, sunny, rainy, and snowy all at the same time?
- Does the author use the phrase “an enormous ocean of air” in a literal way?
- The author says the stratosphere is 30 miles thick. Does he mean this in a literal way? Why?

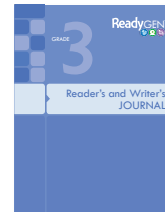
Independent Reading Practice

LANGUAGE ANALYSIS: DETERMINE MAIN IDEAS Have students work independently to complete the Three-Column Chart graphic organizer to distinguish between literal and nonliteral meanings in *Weather*.

WRITING IN RESPONSE TO READING Have students write a response to the prompt (*Reader’s and Writer’s Journal*, p. 215).



ACCOUNTABLE INDEPENDENT READING As students read texts independently encourage them to explore how authors group related information together when presenting a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.



INDEPENDENT

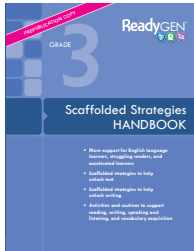
Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading, and point out examples of literal and nonliteral word usage. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Distinguish between literal and nonliteral meanings. © L.3.5.a



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If... students struggle to distinguish between literal and nonliteral uses of words and phrases,

then... use the Language Analysis lesson in small group to help them work through the Three-Column Chart graphic organizer by scaffolding.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity.

LANGUAGE ANALYSIS

Help students work through the Three-Column Chart graphic organizer by choosing a word or phrase from the text and writing it on the chart. Have students look up literal meanings of the words and phrases in a dictionary or online. Then have them read the text and decide whether the word or phrase was used as in the definition. If not, that's a clue that the author was using the phrase in a nonliteral way. Model how to look up words and phrases in a dictionary or online. Finally, guide students to decide how the word or phrase they chose was used.

ORAL READING

REVISIT *Weather* Select the passage from *Weather* on p. 9 from “The sun doesn’t warm evenly...” through “...most of the cold spots are in the Arctic or Antarctic.” Have students listen as you read with appropriate rate.

Have students practice as a class by reading along with you three times. Have the class read aloud without you. For optimal fluency, students should read the passage three or four times with appropriate rate.

EXTENSIONS

MONITOR PROGRESS

If...students understand how to distinguish between literal and nonliteral uses of words and phrases,

then...extend the activity by having students use words and phrases that are used in a literal way in the text in a nonliteral manner.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity.

LANGUAGE ANALYSIS

Have students look up one word or phrase in the text that is used literally. (Students may use their previously filled out Three-Column Chart graphic organizers if they have examples of words and phrases used in literal ways.) Then, have students think of ways these words and phrases can be used in nonliteral ways, perhaps in fictionalized stories that feature scientific facts from the text. Then have students discuss the following questions:

- **What is an example of a word or phrase used in a literal way that can be used in a nonliteral way?** (*Boundary line* on p. 14 is used in a literal way, even though there's no actual boundary line between the cold and warm fronts. This phrase can be used nonliterally to mean the boundaries between states or countries, such as "Florida's northern boundary line meets up with the states of Alabama and Georgia.")
- **How does the author use the phrase *continuous battle* on page 14? Use text evidence to support your answer.** (He uses it in a nonliteral way. While the cold and warm fronts are continually pushing against each other, they're not actually conscious beings "doing battle.")
- **How could *continuous battle* be used in a literal way?** ("The two basketball teams were in a continuous battle until the final second of the game.")

ORAL READING

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity on p. 272.

WRITING OBJECTIVES

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

 W.3.2

Group related information together.

 W.3.2.a

Use abstract nouns.

 L.3.1.c

Writing

Informative Writing

GROUP RELATED INFORMATION

TEACH Explain to students that part of writing involves grouping related information together. Grouping related information means that you are placing information in to categories. You are putting similar information together. So if you are talking about how it rains, you'll probably include information about clouds and precipitation together in one paragraph.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students see how the writer of *Weather* groups together related information.

Earth's weather is driven by the intense heat of the sun. The sun's energy travels through space in the form of visible light waves and invisible ultraviolet and infrared rays. About one-third of the energy reaching Earth's atmosphere is reflected back into space. The remaining two-thirds is absorbed during a process called insolation (from incoming solar radiation).

The writer groups information about the sun and how it heats the Earth together in one paragraph..

Help students see how the writer groups together other information.

Earth's spin, its irregular surface features, and differing amounts of water in the air cause complex and variable wind patterns. These are called wind belts and have names such as the jet streams (narrow bands of high-speed upper atmospheric winds) and the trade winds (winds that blow east to west on both sides of the equator). Some regional winds also have colorful names, such as chinook (the warm wind that rushes down the eastern slopes of the Rocky Mountains), haboob (a North African dust storm), and sirocco (a Mediterranean wind that blows from the hot Sahara).

The writer groups together information about winds and how they affect weather.

PRACTICE Have use a Web graphic organizer to organize their thoughts about precipitation from pp. 22–25.

WRITING OBJECTIVES

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

 W.3.2

Group related information together.

 W.3.2.a

Use abstract nouns.

 L.3.1.c

Informative Writing

CONVENTIONS Define Abstract Nouns

TEACH AND MODEL Explain to students that abstract nouns are those that cannot be detected by using the five senses. Abstract nouns are ideas, feelings, traits, and concepts that cannot be touched, heard, seen, smelled, or tasted. Provide students with the following abstract noun examples and explanations.

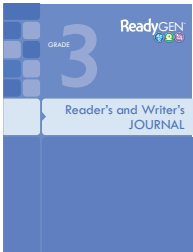
I was struck by the **beauty** of the sunset.

Beauty is an abstract idea. While you use your eyes to see something, it's your brain that decides that it is beautiful.

I often enjoyed playing board games during my **childhood**.

Childhood is an abstract period of time. It doesn't have a definite starting and ending point, as many people define it different ways.

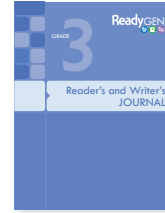
PRACTICE Have students identify several examples of abstract nouns in *Weather* and explain on another sheet of paper why they are abstract nouns. For more practice, have students refer to p. 218 in their *Reader's and Writer's Journal*.



Independent Writing Practice

WRITE Now ask students to group related information for their chosen topic on p. 219 in their *Reader's and Writer's Journal*. Students will use this information in their news reports. Have them:

1. Use a Web graphic organizer.
2. Group their related information.



INDEPENDENT

Refer students to the model as a guide as they group related information.

APPLY Have students identify examples of abstract nouns when reading the sentences and paragraphs they wrote in earlier lessons.

USE TECHNOLOGY If available, have students use computers or electronic tablets to group related information. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.

Writing Wrap-Up



Ask volunteers to share their work with a partner. Instruct student pairs to read each other's work and point out details that are unrelated to the group of details. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

DETAILS Students may struggle with determining which facts, details, and definitions should be included in their writing. Provide support by giving these students a checklist to follow as they read each of their supporting sentences.


- This sentence gives a fact, detail, or definition about ____ (topic).
- This sentence is in the right place to tell about ____ (topic).

STRATEGIC SUPPORT


DETAILS For students who struggle with keeping information grouped together and on topic, provide the following support. Have students read each sentence aloud and pause as you pose the following questions:


- Is this sentence related to your topic?
- Is this sentence something your reader needs to know about the topic?
- Is this sentence in the right place in your writing?


**LESSON 8
OBJECTIVE**

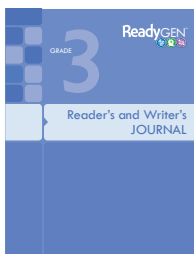
Recount key details and explain how related information goes together to support the main idea.  RI.3.2

**READING
OBJECTIVES**

Determine the main idea and explain how key details support it.  RI.3.2

Determine word meanings through context.  RI.3.4

 See Text Complexity Rubrics on pp. TR94–TR97.



Read the Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read *On the Same Day in March: A Tour of the World's Weather: Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*

**LESSON 8
FIRST READ**

Explore the Text

ENGAGE STUDENTS Have students leaf through *On the Same Day in March: A Tour of the World's Weather* in the *Text Collection* and look over the illustrations how the text looks on the page. Ask them to tell you how the text is organized. Is it by sentences? stanzas? Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *On The Same Day In March: A Tour of the World's Weather* Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read *On the Same Day in March*. As you read aloud, have students follow along in their texts. In this first read of the lesson, students should focus on understanding the “gist” of the text. When you encounter vocabulary that may be unfamiliar to students, stop and briefly define those terms. After reading, discuss the questions below.

- What is the common thread that links all of the locations together in the text?
- What location in the story has weather most like the one we are having now?
- What questions do you have?

Have students use p. 211 in their *Reader's and Writer's Journal* to record their response to one of the questions above. Use students' written responses to monitor progress.



See **Routines** on pp. TR28–TR75.

LESSON 8
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on understanding how related information goes together to support the main idea when presenting a topic with facts, definitions, and details. Use the following questions to lead the discussion.

- Why does the writer use the same day in March to describe the weather in different countries? (The writer wants to show that the weather is wildly different in various climates of Earth.)
- What can you guess about New York City’s weather compared to Central Thailand’s? (It’s usually colder in March in New York City than it is in Central Thailand.)
- **BY-THE-WAY WORDS** On page 48, the author says “They said it was just a tiny twister—not big enough to spin a horse or hoist a cow.” What does *twister* mean? (It’s a strong wind.)
- On page 50, the author says “Hailstones all over the hillside!” To what are *hailstones* compared? Use text evidence to support your answer. (Based on the line “the moon has broken and scattered its necklace of pearls,” it sounds like hailstones are balls of ice.) **Key Ideas and Details**
- Why does the writer suggest, on page 52, that everyone should drink and play “Before the sun shines”? (The writer means that during the day, the hot sun will dry up the river.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

IDIOMS Some students might have trouble understanding “Just when you can’t even remember spring, that wild chinook blows in like a dragon” on p. 45. Explain to students that a *chinook* wind is a warm wind that can melt a lot of snow in one day. They are common in springtime in Alberta, Canada. Have students choose other idioms they don’t understand and look up their definitions online.

STRATEGIC SUPPORT

COMPREHENSION Some students may have trouble understanding why weather changes. Have students read pp. 56–57. Explain to students that one of the reasons weather changes is because sometimes the North Pole tips toward the sun, and sometimes it tips away from it. Have students choose other sentences in these pages that tell why the weather is the way it is in certain places.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Identify real-life connections between words and their uses.

 RI.3.4


BENCHMARK VOCABULARY

- hoist, p. 48
- crouched, p. 53

Focused Reading Instruction


Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from *On the Same Day in March* with the words *hoist* and *crouched*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *hoist*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the word *crouched*.


MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 214 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

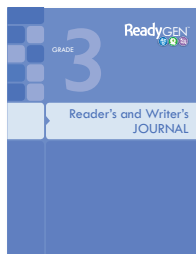
Text-Based Conversation

 **COLLABORATE** Use the **Paired Discussion** on pp. TR28–TR31 to have students discuss important moments in *On the Same Day in March*. You may wish to model using a think aloud, such as the following: *I'm going to search through the text to see why the writer uses words like chinook and chocolat. I think I have a clue as to why the writer does this. Chocolat sounds like it could be French word, and the writer uses it when she describes the weather in Paris, France.*

After pairs have discussed the chapter, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper to better understand the meaning.

Team Talk

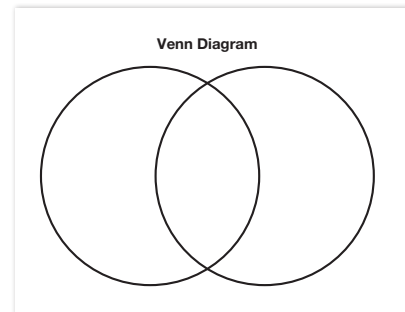
 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *What do you think about the way the writer has organized the text on the page? Do you think it's easy to comprehend?* (Possible responses: Yes: The writer breaks up the sentences in ways that make the text easy to follow. This leaves a lot of room for illustrations that help explain the meaning. No: The way the writer organizes the text on the page is confusing because the text appears in different places on the pages. This makes it confusing and hard to read.)



Language Analysis

REAL-LIFE CONNECTIONS Explain that words used in a story can and do have connections to real life.

Have students use a Venn Diagram graphic organizer. Have them write the words *wide*, *dry*, and *warm* in the overlapping sections. On the left, have them describe how each word is used. (e.g., The words *wide* and *dry* are “used to describe a plain.”) On the right, have them write something each word could be used to describe in real life.



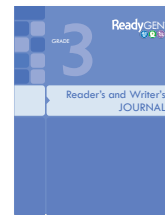
CITE TEXT EVIDENCE Focus on p. 54 of *On the Same Day in March*.


- What connection could the word *wide* have to real life?
- What connection could the word *dry* have to real life?
- What connection could the word *warm* have to real life?

Independent Reading Practice


LANGUAGE ANALYSIS: REAL-LIFE CONNECTIONS Have students work independently to complete the Venn Diagram graphic organizer to connect words from the text to real life in *On the Same Day in March*.

WRITING IN RESPONSE TO READING Have students write a response to the prompt (*Reader's and Writer's Journal*, p. 215). Read p. 54. The words *wide* and *dry* are used to describe a plain in the text. These words can be used to describe many things in real life, such as a classroom board (*wide*) and unused paper towels (*dry*). Have students support their answers with evidence from the text.




 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently, encourage them to examine how related information goes together when authors present a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.

Reading Wrap-Up

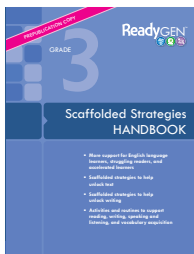
 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Determine the main idea and explain how key details support it.  RI.3.2

Identify real-life connections between words and their uses.

 RI.3.4



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to identify real-life connections between words and their uses

then...use the Language Analysis lesson in small group to help them work through the Venn Diagram graphic organizer.

If...students need extra support to understand the text,

then...use the Close Reading lesson in small group to provide scaffolded support.

LANGUAGE ANALYSIS

Help students work through the Venn Diagram graphic organizer to identify real-life connections between words and their uses. Model the activity by drawing a Venn Diagram on the board and then picking a word from the text, such as *wet*. Write the word in the overlapped section. In the left section, write how *wet* is used in the text. Finally, guide students to connect the word to their lives by thinking of something from their own lives that is wet. Write that word in the right-hand section.

CLOSE READING WORKSHOP

REVISIT Review *On the Same Day in March* with students by reading p. 54 and discussing the following questions with the group. Have students use text evidence to support their answers.

- 1 What do you think “autumn shears the clouds like a flock of sheep” means? (I think it means the clouds are becoming smaller just as the sheep become smaller when their wool is sheared.)
- 2 How do you know Mama is teasing her son? (She tells him to “Catch the wool,” or the clouds, which is impossible to do.)
- 3 Why do the *white puffs* vanish in the boy’s hands? (The boy cannot really catch a cloud. When he tries, he feels the cold air, heavy with moisture.)

EXTENSIONS

MONITOR PROGRESS


If...students understand connections between words and their uses, **then...**extend the activity by having students describe connections between the words in the text and the words in their lives.


READING ANALYSIS

Have students complete another Venn Diagram by choosing words and phrases from the text and writing them in the overlapping section. Have them write how the word is used in the text in the left-hand section. Have them think of something the word describes in their own lives and write in the right-hand section. Then, have students say or write how this word connects to their own lives. Then have students discuss the following questions:

- How could you describe the word *white* as it is used on page 54 without actually using the word *white*? (I could describe something white, like a piece of paper, which is something I use every day.)
- How could you describe the word *cold* on page 54 without actually using the word *cold*? (I could describe something like winter, which comes every December in my area of the country.)
- How does a day in March in the text compare to a day in March in real life? (A day in March in real life might be colder than one in Argentina but not as cold as one in Canada.)

WRITING OBJECTIVES

Connect ideas within categories.  W.3.2.c

Analyze how writers use linking words and phrases to connect ideas within categories.  W.3.2.c

Writing

Informative Writing

CONNECT IDEAS WITHIN CATEGORIES

TEACH In informative writing, writers use information to connect ideas within categories. Doing this helps readers better understand the topic—particularly if those readers know nothing about the topic before reading the writer’s work.

One way a writer can connect ideas is to use linking words and phrases, such as *and* and *but*. The word *and* connects similar ideas, and the word *but* contrasts them. These kinds of words can help readers see the connections between the ideas and whether the ideas are alike or different.

- What kinds of linking words and phrases does the writer of *Weather* use?
- How do these words help readers better understand the text?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students see how the writer uses linking words and phrases.

Cumulus clouds are only a few hundred yards thick **and** are usually separated by patches of clear blue sky.

This sentence uses the word *and* to connect two sentences. This helps the reader see that these two facts are both related to cumulus clouds.

Have students focus on p. 26 of the anchor text, *Weather*. Help students see how linking words and phrases are used to make connections.


Dew is not precipitation: it does not fall down from clouds **but** forms directly on cool surfaces, **such as** this spider web in the early morning.


This sentence uses the linking word *but* to connect related sentences. It also uses the linking phrase *such as* to provide a related example.


PRACTICE Have students identify the linking words or phrases used in the following examples from the anchor text.

- “This brown cloud forms near the ground **and** can reduce visibility and irritate the eyes, throat, and lungs.”
- “Some scientists think that the greenhouse effect is increasing **as a result** of carbon dioxide released by huge forest fires in the tropics **and** the burning of fossil fuels in factories and automobiles.”
- “Sunlight heats the ground, which **in turn** warms the air near the surface.”

WRITING OBJECTIVES

Connect ideas within categories.  W.3.2.c

Use linking words and phrases to connect ideas within categories.  W.3.2.c

Use abstract nouns.  L.3.1.c

Informative Writing

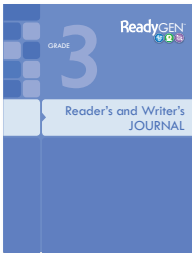
CONVENTIONS Use Abstract Nouns

TEACH AND MODEL Review with students that abstract nouns cannot be detected by using the five senses. Abstract nouns are ideas, feelings, traits, and concepts that cannot be touched, heard, seen, smelled, or tasted. Ask students to provide an abstract noun that would be appropriate to use in each sentence.

I thought the artist's painting was a work of ____.
(beauty, ugliness, interest, etc...)

The first day of school made me feel ____.
(anxiety, happiness, etc...)

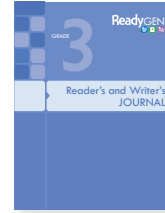
PRACTICE Have students identify several examples of abstract nouns in *Weather*. Ask students to give a synonym or antonym of the abstract noun. For more practice, have students refer to p. 218 in their *Reader's and Writer's Journal*.



Independent Writing Practice

WRITE Ask students to use linking words and phrases in their news reports on p. 220 in their *Reader's and Writer's Journal*. Have students:

1. Identify linking words and phrases that connect ideas.
2. Identify linking words and phrases that contrast ideas.
3. Use the linking words and phrases in their news reports.



INDEPENDENT

APPLY Have students read their sentences and identify the abstract nouns.

USE TECHNOLOGY If available, have students use computers or electronic tablets to write and revise their work. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.

Writing Wrap-Up



Ask volunteers to share their work with a partner. Instruct student pairs to read each other's writing and point out facts and details that can be linked together using linking words or phrases. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

LINKING WORDS Have students copy sentences from their news reports onto sentence strips. Provide linking words and phrases on separate bits of sentence strips. Help students identify sentences that can be linked, then have them physically link them together. Students can use tape or glue sticks to attach the linking words and phrases between the sentences. Have students use the sentence-strip links to revise their earlier writing.


STRATEGIC SUPPORT

LINKING PHRASES Provide each student with a copy of the following list of sentences from the text:


- “Land areas can't store much heat and become hot or cold more rapidly.”
- “Clouds may seem to be only white puffs or gray streaks, but if you begin looking at them more closely, they show a great variety of shapes and colors.”
- “When two names are combined, as in altostratus or cumulonimbus, the cloud has properties of both.”


Instruct students to circle the linking words or phrases in each sentence. Have students circle linking words and phrases in their own writing.

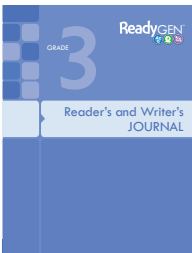
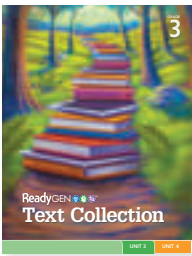
**LESSON 9
OBJECTIVE**

Describe the relationship between a series of scientific reasons for how and why things occur in nature. 

**READING
OBJECTIVES**

Describe the relationship between a series of scientific ideas or concepts, using language that pertains to time and cause/effect. 

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



Read the Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read *On the Same Day in March: A Tour of the World's Weather: Learners will understand scientific reasons for how and why things occur in nature.*

**LESSON 9
FIRST READ**

Explore the Text

ENGAGE STUDENTS Note that *On the Same Day in March* is about the weather in different places. Have students leaf through the text to get a sense of the kinds of weather in different places. Have them study the illustrations and make connections between the illustrations and the text. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ TOGETHER *On the Same Day in March* Use the **Shared Reading Routine** on pp. TR44–TR47 with students as you read *On the Same Day in March*. You might want to read aloud the first few pages and then have students read together. In this read of the lesson, students should focus on understanding the “gist” of the text, or what is happening and why. After reading, discuss the questions below.

- Why do the students in Thailand want to skip spelling lessons?
- Why is the river in Kenya called a gift?
- What questions do you have?

Have students use p. 211 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.



See **Routines** on pp. TR28–TR75.

LESSON 9
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on understanding the scientific reasons for how and why things occur in nature. Use the following questions to lead the discussion.

- Why does the snow melt so fast when a “wild chinook” blows into Alberta, Canada? (The chinook is warm wind.) **Key Ideas and Details**
- Why do the “white puffs” vanish in the boy’s hands in Patagonia, Argentina? (The white puffs are not wool, but clouds, which the boy reaches for, but he only catches the cold, dry air.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** In the sentence “Polar bears ride on floes of ice,” what does *floes* mean? (They are large pieces of floating ice.)
- How many months of sun does the Arctic get at a time in a year? Use text evidence to support your answer. (It gets six months. There’s a reference to the “six-month sun” on p. 44, and p. 56 goes into more detail about why the Arctic gets six months of sun at a time.) **Key Ideas and Details**
- In which season in the northern hemisphere is the North Pole tipped away from the sun? Use text evidence to support your answer. (The northern hemisphere is in winter when the North Pole tips away from the sun. The further away the northern hemisphere is from the sun, the colder it is). **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

FIGURATIVE LANGUAGE Some students may have trouble understanding the part, “as the six month sun begins to *slice* down below Antarctic ice...” Explain that in this case, *slice* is used to describe how the sun’s rays look through the clouds. Have students sketch how they think the sun’s rays might look when this word is used.


STRATEGIC SUPPORT

COMPREHENSION Some students may have trouble understanding the scientific reasons for how and why things occur in nature. Have students read the first paragraph on p. 56. Have students explain why the Earth’s tilt toward and away from the sun causes the different seasons.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

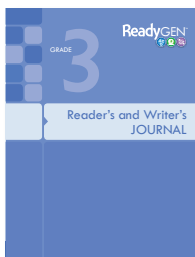
Describe the relationship between a series of scientific ideas or concepts, using language that pertains to time, sequence, or cause/effect.  RI.3.3

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

 L.3.4.a

BENCHMARK VOCABULARY


- huddled, p. 46
- shears, p. 54
- vanish, p. 54



Focused Reading Instruction


Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from *On the Same Day in March* with the words *huddled*, *shears*, and *vanish*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *huddled*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *shears* and *vanish*.


MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 214 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

Text-Based Conversation

 **COLLABORATE** Use the **Whole Class Discussion Routine** on pp. TR32–TR35 to have students discuss important moments in *On the Same Day in March*. You may wish to model using a think aloud such as the following: *The writer explains some of the reasons why we get different kinds of weather all over the world. The author references “the six-month sun” on pages 44–55. She must mean that the Arctic and the Antarctic each get six months of sun throughout the year. I think they must each get sun at different times. When the North Pole tilts toward the sun, the South Pole tips away from it. This must be what happens since the poles are at the opposite ends of the Earth.*

As a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

Team Talk

 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Do you think the author's use of poetic language in a scientific text is effective?* (Possible responses: Yes: I get a sense of what kind of weather each place of the world gets. No: It makes figuring out the information hard to do. For example, when I read about Darjeeling, India, it's hard to know what the hailstones actually are.)

Language Analysis

SCIENTIFIC IDEAS Explain that when writing a scientific text, writers often use a series of scientific ideas that are related. To do this, writers will use language that pertains to time, sequence, or cause and effect.

Have students use a Cause and Effect graphic organizer to record details from the text to answer questions. Have students fill in the right side of the chart, identifying “what happened” first.

Cause and Effect	
Causes	Effects
Why did it happen?	What happened?
Why did it happen?	What happened?
Why did it happen?	What happened?

CITE TEXT EVIDENCE Focus on all of pp. 56–57.

- **Why does the Arctic get six months of daylight each year?** (It leans closer to the sun for six months each year.)
- **Why is Antarctica dark six months out of the year?** (As the North Pole tilts toward the sun, the South Pole tilts away from it.)
- **Why are the seasons in the northern hemisphere different than they are in the southern hemisphere?** (One pole leans closer to the sun, while the other leans further away giving the hemispheres different seasons.)

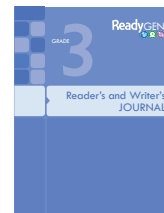
Independent Reading Practice

READING ANALYSIS: SCIENTIFIC IDEAS Have students work independently to complete a Cause and Effect graphic organizer to describe scientific reasons for how and why things occur in *On the Same Day in March*.

WRITING IN RESPONSE TO READING Have students write a response to the prompt (*Reader's and Writer's Journal*, p. 215).



ACCOUNTABLE INDEPENDENT READING As students read texts independently encourage them to reflect on how the author represents children in different cultures. Use the **Independent Reading Routine** on pp. TR48–TR51.




INDEPENDENT

Reading Wrap-Up



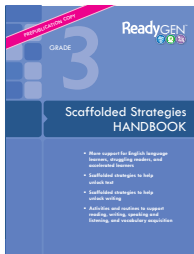
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading responses. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Describe the relationship between a series of scientific ideas or concepts, using language that pertains to time, sequence, or cause/effect.  RI.3.3

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

 L.3.4.a



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to understand how a series of scientific ideas or concepts are related by time, sequence, or cause and effect, **then...**use the Reading Analysis lesson in small group to help them work through the Cause and Effect graphic organizer.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity.

READING ANALYSIS

Help students work through the Cause and Effect graphic organizer to describe the relationship between scientific ideas or concepts using language that pertains to time, sequence, and cause and effect. Have students review p. 56. Model finding the “six-month sun” in the text on p. 44, and write what the sun is doing in the graphic organizer under “What happened?” Then have students find the “six-month sun” on p. 55 in the text and write what the sun is doing under “What happened?” in the next row. Finally, guide students to figure out what happens by reminding them of the information on p. 56.

ORAL READING

REVISIT Review *On the Same Day in March*.

ACCURACY Explain that before you read, you will identify and make sure you know how to pronounce unfamiliar words.

Explain that you will read each word correctly. Look up unfamiliar words before you read. Remember to pause at commas and stop when you see a period.

Have students read from “It takes the Earth 365 days...” through “This tilt is what gives us the seasons on p. 56.” For optimal fluency, students should read the passage several times.

Provide feedback on students’ pronunciation, pace, and overall accuracy.

Provide feedback, noting pronunciation and whether students missed or added any words to the reading.

EXTENSIONS

MONITOR PROGRESS

If...students understand how a series of scientific ideas or concepts are related by time, sequence, or cause and effect,

then...extend the activity by having students connect why the weather in different parts of the world is so different on the same day in March.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity.

READING ANALYSIS

Have students complete a Cause and Effect graphic organizer to connect why the weather is so varied in different parts of the world. Have students review pp. 56–57. Then, have students write the name of the place and its weather under “What happened?” Students should write what they know about the weather under “Why did it happen?” Then have students discuss the following questions:

- **How does the title tell the reader that the events in the story are happening at the same time?** (The title uses the words *same day in March*, so I know that something is happening on a particular day in the month of March.)
- **Why do you think the author picked the month of March?** (The weather is so different in the month of March. For example, there are twisters in the Texas Panhandle and a hailstorms in Darjeeling, India.)
- **Why is this significant to the text?** (The author wants to show how there are many different types of weather happening in March on the same day.)

ORAL READING

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity on p. 292.

WRITING OBJECTIVES

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

 W.3.2

Analyze how writers provide a concluding statement or section.

 W.3.2.d

Writing

Informative Writing

PROVIDE A CONCLUDING STATEMENT

TEACH Explain to students that when writing an informative text, a writer ends the work with a concluding statement. This statement should “wrap up” the topic in an informative and interesting way.

The concluding statement helps readers understand that the ideas and information in a paragraph are coming to a close. By the time the concluding statement takes place, readers should have a thorough understanding of the paragraph they read.

- What are some concluding statements used in the anchor text, *Weather*?
- How do these concluding statements help readers?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students understand how concluding statements are used in *Weather*.

And whatever we decide to do, we can be sure of only two things about the weather: We're going to have it and it's going to change (p. 32).

The author provides a concluding statement about the weather, and how it affects humanity's daily decisions.

Have students discuss how the concluding statement brings closure to the paragraph.

That's why mid-continental regions have warmer summers and colder winters than do coastal areas (p. 32).

The concluding statement closes the paragraph showing why some regions have warmer weather than others.

PRACTICE Have students identify the connection between topic sentence and concluding statement in the following examples from the text.

Topic Sentence: "The sun doesn't warm Earth evenly."

Concluding Sentence: "Most of Earth's hotspots are located near the equator, and most of the cold spots are in the Arctic or Antarctic."

Topic Sentence: "The unequal heating of Earth sets the atmosphere in motion."

Concluding Sentence: "The constant exchange of warm and cold air between equator and poles is one key to the giant atmospheric patterns that make up the weather."

Have students brainstorm their own ideas for concluding sentences. They might want to use a Web graphic organizer to organize their thoughts.

WRITING OBJECTIVES

Provide a concluding statement or section.

 W.3.2.d

Explain the function of plural irregular verbs.

 L.3.1.d

Informative Writing

CONVENTIONS Function of Plural Irregular Verbs

TEACH AND MODEL Explain that some verbs are irregular and must change form when changing from present to past tense. This means that they don't simply add a *-d* or *-ed* like other verbs. Instead, they change other ways. Tell students that we hear and use these irregular verbs in everyday conversations, and point out the correct and incorrect conjugations below to illustrate.

Tomorrow I am going to **choose** my favorite one.

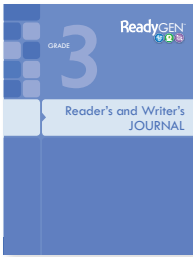
Incorrect: Yesterday I **choosed** my favorite one.

Correct: Yesterday I **chose** my favorite one.

The boy **bites** into the cookie.

Incorrect: The boy **bited** into the cookie.

Correct: The boy **bit** into the cookie.

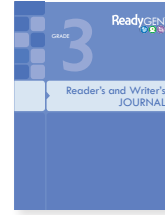


PRACTICE Ask volunteers to first give a sentence with a present tense verb and then change the sentence to past tense. Write the two sentences on the board, and have students tell whether verb is regular (only adds *-d* or *-ed*) or irregular. For more practice, have students refer to p. 218 in their *Reader's and Writer's Journal*.

Independent Writing Practice

WRITE Now ask students to write a concluding statement for their news reports on p. 220 in their *Reader's and Writer's Journal*.

USE TECHNOLOGY If available, have students use computers or electronic tablets to write their concluding statements. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.



INDEPENDENT

Writing Wrap-Up



Have students share their concluding statements with a partner and provide constructive feedback. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

PLURAL VERBS Have the students write an irregular verb on a sentence strip or notecard. Then fold the strip so that only part of the word is showing and write the changes to the verb on the outside of the strip. For example, with the word *run*, begin by writing the full word on the strip. Then fold the strip so that only the *r* is showing and write “an” on the backside of the strip so that the word now reads *ran*. Have the students use the irregular verbs in a sentence, opening and closing the strip to show the appropriate form of the verb.

STRATEGIC SUPPORT

DETAILS Provide each student with a copy of the following two sentences from the text:


“Water that falls to the ground in liquid or solid form is called precipitation.”

“Precipitation comes from water vapor in the air that has condensed to form clouds.”


Have students circle the detail mentioned in both the topic sentence and the concluding sentence (precipitation). Then have students examine other paragraphs from the text and identify ideas, details, and concepts used in both the topic and concluding sentences.

LESSON 10

LESSON 10 OBJECTIVE

Recount key details and explain how related information goes together to support the main idea.  RI.3.2

READING OBJECTIVES

Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.2

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

 L.3.4.a

Read the Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read *Weather* and *On the Same Day in March*: *Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*

LESSON 10 FIRST READ

Explore the Text

ENGAGE STUDENTS Reintroduce the informational text *Weather* and the literary text *On the Same Day in March*. Have students reacquaint themselves with characteristics of the texts, such as genre and structure. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

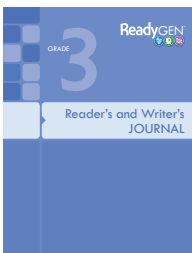
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Weather* and *On the Same Day in March* Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read *Weather* and *On the Same Day in March*. As students become more familiar with the text, you may wish to transfer the responsibility of reading to them. In this first read of the lesson, students should focus on understanding the “gist” of the texts, or understanding their major events and the impacts of those events. After reading, discuss the questions below.

- How do the animals react to the weather in *On the Same Day in March*? How do the people react?
- What details can you learn about the countries as you are looking at the pictures in *On the Same Day in March*?
- What questions do you have?

Have students use p. 211 in their *Reader's and Writer's Journal* to record their response to one of the questions above. Use students' written responses to monitor progress.



LESSON 10
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on understanding that related information goes together to support a text's main idea. Use the following questions to lead the discussion.

- Read the second paragraph on page 4 of *Weather*. What inference can you draw from the sentence, “*Tropo* comes from a Greek word meaning ‘change’”? Without this information, would the paragraph still make sense? (This layer of the atmosphere is likely named troposphere because weather is always changing. This information is interesting but not so important to understand the main points.) **Key Ideas and Details**
- What clue does the phrase “On the Same Day in March” provide about the text’s main idea? (The text’s main point is to show that the same day in March looks very different all around the world. The phrase is used again and again to introduce a place that will illustrate the text’s main idea.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** How does the author of *Weather* help the reader understand the word *haboob* in the following sentence: “Some regional winds also have colorful names, such as...haboob (a North African dust storm)”? (The author provides the definition in parentheses.)
- **BY-THE-WAY WORDS** According to the last sentence on page 10 of *Weather*, what does the word *sirocco* mean? (A sirocco is a Mediterranean wind that blows from the hot Sahara.)
- Contrast the first pages of each text. How do they differ in their presentation of key details that support the main idea? (The informational text states its main idea in a sentence. The literary text gives examples that support its main idea, but does not explicitly state it.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Model pronunciation and have students repeat new vocabulary words. Define the words in ways that relate to their lives. Explain the words in a context that is familiar to them. Finally, have students interact with the words in meaningful ways. Drawing a picture to represent a word and finding a representative image of a word on the Internet are examples of meaningful interactions.


STRATEGIC SUPPORT

MAIN IDEA Provide a main idea and key details graphic organizer to students struggling to see how related information supports the text’s main idea. Work with students to decide which key details support the main idea and why. Then have students write the details in the boxes. Discuss how the details are related.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

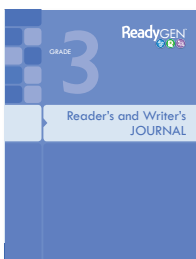
Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.2

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

 L.3.4.a

BENCHMARK VOCABULARY


- sleet, p. 15 (*Weather*), p. 47 (*March*)
- chinook, p. 10 (*Weather*), p. 45 (*March*)



Focused Reading Instruction


Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from *Weather* and *On the Same Day in March* with the words *sleet* and *chinook*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *sleet*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the word *chinook*.


MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 214 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

Text-Based Conversation

 **COLLABORATE** Use the **Whole Class Discussion Routine** on pp. TR32–TR35 to have students discuss important moments in *Weather* and *On the Same Day in March*. Model using a think aloud such as: *I know the writer chose the title *Weather* for a specific purpose. *Weather* is a very big topic. I predict that such a general title means the author should provide me with various information about weather. The first paragraph gives me a general idea about weather. The second paragraph explains where in the atmosphere weather occurs and the third paragraph gives some very beautiful descriptions of weather. So far, it seems that my prediction is true.*

As a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

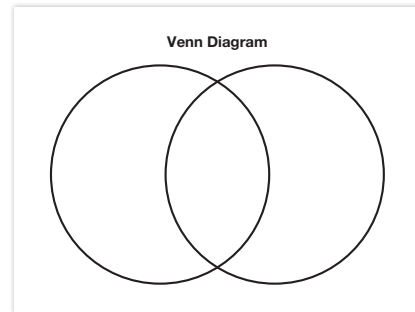
Team Talk

 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Do you prefer to know what a book will be about immediately or to discover what it is about as you read? Use evidence from the texts to support your answer.* (Possible responses: Know immediately: I like to know exactly what I will be reading about as soon as possible. By the end of the first paragraph in the informational text, I have a good idea about what I will be learning. Discover as I go: Discovering as I go is exciting. I can use clues, like the author's description of the Arctic and Canada, to guess what I'll learn.)

Reading Analysis

COMPARE AND CONTRAST Explain that texts on the same topic do not necessarily approach that topic in the same way. Each text makes different points and uses key details relevant to those points.

Have students use the Venn Diagram graphic organizer to record details from the text to answer questions. Have students list common important points and key details in *Weather* and *On the Same Day in March* in the space shared by the circles. Have them list differences in the spaces belonging only to a single story.




CITE TEXT EVIDENCE Focus on pp. 46–49 in *On the Same Day in March* and pp. 14–15 in *Weather*.

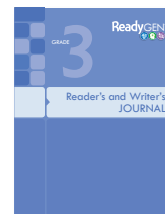
- How does the author of *On the Same Day in March* convey information about places all over the world?
- Would it be appropriate for the author of *Weather* to convey important points and key details in the same way the author of *On the Same Day in March* does? Explain.
- How do drawings and pictures in each text reflect the main idea?

Independent Reading Practice

READING ANALYSIS: COMPARE AND CONTRAST Have students work independently to complete the Venn Diagram graphic organizer to compare and contrast points and key details in *Weather* and *On the Same Day in March*.


WRITING IN RESPONSE TO READING Have students write a response to the prompt (*Reader's and Writer's Journal*, p. 215).

 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently encourage them to explore how related information goes together when author's present a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.





INDEPENDENT

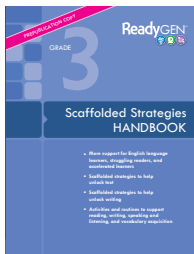
Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.2

Compare and contrast the most important points and key details presented in two texts on the same topic.  RI.3.9



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to compare and contrast the most important points and key details presented in the two texts,

then...use the Reading Analysis lesson in small group to help them work through the Venn diagram to organize similarities and differences in the texts.

If...students need extra support to understand the text,

then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Help students work through the Venn Diagram graphic organizer to compare and contrast important points and key details in the two texts. Model how to find similar points and details in the two different books. Finally, guide students to write a few sentences that articulate what their graphic organizers reveal.

CLOSE READING WORKSHOP

REVISIT *Weather* and *On the Same Day in March* Focus on the pages identified in each question. Then discuss the questions with the group. Have students use text evidence to support their answers.

- 1 According to page 16 in *Weather*, what are the properties of an altostratus cloud? (mid-level, broad, thin, spread out)
- 2 Read page 50 of *On the Same Day in March* and page 18 in *Weather*. Identify a similarity in the authors' descriptions. (The author of *On the Same Day in March* describes hailstones as broken and scattered parts of the moon's pearl necklace. The author of *Weather* describes cumulus clouds as puffy, dome-shaped ball of cotton. Both descriptions use everyday items to describe an element of nature.)
- 3 Read page 52 of *On the Same Day in March* and page 22 in *Weather*. Identify key details that convey information about rain. (*On the Same Day in March*: "The rains come, and all in one day, they leave the gift of a river." *Weather*: "Water that falls to the ground in liquid or solid form is called precipitation.")

EXTENSIONS

MONITOR PROGRESS

If...students understand how to compare and contrast the most important points and key details presented in the two texts, **then...**extend the lesson by having them evaluate the effectiveness of each text’s presentation of those important points and key details.

READING ANALYSIS

Have students complete the Venn Diagram graphic organizer to compare and contrast important points and key details in the two texts. Next, have students write a brief essay that evaluates each text’s presentation of important points and key details. Then have students discuss the following questions:

- **Based on the information on page 53 of *On the Same Day in March*, what conclusion can you draw about the weather in Darwin, Australia? What text evidence did you use to come to your conclusion?** (Darwin, Australia sometimes experiences powerful storms that cause people to go inside and secure their valuable possessions. I know this because of lines like, “Board up the windows! Bring in the boat!”)
- **Read page 25 of *Weather*. Based on the text, is it likely that hailstones will form during a winter snowstorm? Use text evidence to support your answer.** (No, it’s not likely. According to the text, hail usually forms in warmer weather during thunderstorms.)
- **Compare and contrast the beginning of *On the Same Day in March* to its end. Then explain how the beginning and end contribute to the story’s main idea.** (*On the Same Day in March* begins with a description of a day in March in the Arctic. It ends with a description of the same day in Antarctica. Neither of the pages explicitly state the story’s main idea, but they do repeat the phrase “On the same day in March,” which is a key detail that supports the text’s main point of exploring the same day in many different places around the world.)

WRITING OBJECTIVES

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2

Provide a concluding statement or section.

W.3.2.d

Explain the function of plural irregular verbs.

L.3.1.b

Writing

Informative Writing

PROVIDE A CONCLUDING SECTION

TEACH Explain to students that some works—especially longer works—may require a concluding section. This group of sentences—usually at least one paragraph—briefly recounts the main idea and the key details that were used to support the main idea.

In the same way a concluding statement closes a paragraph, a concluding section “wraps up” the entire piece of writing.

- How does the writer conclude *Weather*?
- How does this concluding section help a reader?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students understand how the concluding section in the anchor text, *Weather*, brings closure to the entire writing.

Weather influences so much of what we do. Should we go swimming today or wear a raincoat? Is it a good day for picnicking or for ice skating? It all depends upon the weather. And whatever we decide to do, we can be sure of only two things about the weather: We're going to have it and it's going to change (p. 32).

The writer concludes the work by reminding us of two basic facts about weather.

It's cloudy today. It's also sunny, rainy, and snowy, hot and cold, calm and windy, dry and damp. Each of these descriptions of the weather is true every day of the year, someplace in the world.

The concluding paragraph refers back to the very first paragraph. It recount what was stated in the introduction: weather happens all the time and is unpredictable.

PRACTICE Have students write about the author of *Weather* recounts the main idea and details in the concluding section.

WRITING OBJECTIVES

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2

Provide a concluding statement or section.

W.3.2.d

Explain the function of plural irregular verbs. L.3.1.b

Informative Writing

CONVENTIONS Form Plural Irregular Verbs

TEACH AND MODEL Remind students that some verbs are irregular and must change form. This means they don't simply add a *-d* or *-ed* like other verbs. Instead, they change other ways. Have volunteers supply correct answers to the following sentences.

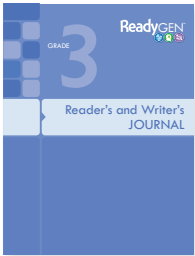
The boys (run) through the field. (ran)

Yesterday I (swim) in the swimming pool. (swam)

I loved it when you (sing) my favorite song. (sang)

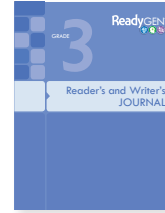
The runner (steal) second base. (stole)

PRACTICE Have students write three complete sentences using plural irregular verbs correctly. For more practice, have students refer to p. 218 in their *Reader's and Writer's Journal*.



Independent Writing Practice

FORMATIVE ASSESSMENT Ask students to read the text and view the illustrations closely in *Weather* to create a brief news report from what they have learned on p. 220 in their *Reader's and Writer's Journal*. Have students:



1. Read the text and view the illustrations.
2. Use their work from Lessons 4–9.
3. Write the news report including a concluding section.

USE TECHNOLOGY If available, have students use computers or electronic tablets to write their news reports. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.

INDEPENDENT

Writing Wrap-Up



Have students share their news reports with a partner. Instruct student pairs to read each other's work and provide feedback. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

IRREGULAR VERBS Have students write an irregular verb on a sentence strip or notecard. Fold the strip so that only part of the word is showing and write the changes to the verb on the outside of the strip. For example, with the word *sit*, begin by writing the full word on the strip. Then fold the strip so that only the *s* is showing and write *at* on the backside of the strip so the word now reads *sat*. Have students use the irregular verbs in sentences, opening and closing the strip to show the appropriate form of the verb.


STRATEGIC SUPPORT


SENTENCES For students who struggle with constructing a concluding section, provide one-on-one or small-group support. Help student identify details, concepts, and ideas to place on the list. Then provide additional support to help students construct a sentence or sentences that wrap up the writing by mentioning the items on the list.


**LESSON 11
OBJECTIVE**

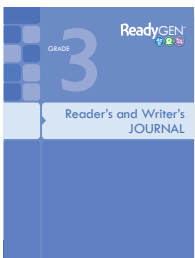
Recount key details and explain how related information goes together to support the main idea.  **RI.3.2**

**READING
OBJECTIVES**

Explain how key details support the main idea of a text.  **RI.3.2**

Identify real-life connections between words and their use.  **L.3.5.b**

 See Text Complexity Rubrics on pp. TR94–TR97.



Read the Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read *Living Through a Natural Disaster: Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*

**LESSON 11
FIRST READ**

Explore the Text

ENGAGE STUDENTS Introduce students to the informational text *Living Through a Natural Disaster*. Invite students to leaf through the book and look at the photographs in order to make predictions about the text. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Living Through a Natural Disaster* Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read pp. 4–12 of *Living Through a Natural Disaster*. Instruct students to read along silently as you model fluent reading. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- What happened on Christmas Day, 1974, in Darwin, Australia?
- How were the citizens of Darwin affected by this disaster?
- What questions do you have?

Have students use p. 221 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.



See **Routines** on pp. TR28–TR75.

LESSON 11
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on noticing how related information, facts, and details are presented together in the text. Use the following questions to lead the discussion.

- After reading the first section of *Living Through a Natural Disaster*, what do you predict will be included in the remainder of the text? (The rest of the text will continue with survival stories of other natural disasters around the world.) **Key Ideas and Details**
- What features of the text helped you make this prediction? (When I look at the headings and photographs, I see names of strong storms and photographs of places that were hit by these storms. I can also use the text's title to help me make my prediction.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** One type of disastrous weather event is a *drought* (page 5). What type of weather can bring on a *drought*? (A drought is brought on by long periods of time without rainfall.)
- **BY-THE-WAY WORDS** Judging from the text, how are the terms *cyclone* (page 5) and *hurricane* (page 7) similar? (These two words are both used to describe the same type of storm. The word *cyclone* is used in Australia, while the word *hurricane* is used in North America.)
- Why do you think Cyclone Tracy caught so many people by surprise? (It was Christmas Eve, and many people were busy with holiday celebrations and didn't pay attention to the warning signs of the storm.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

TERMINOLOGY Students may have difficulty understanding that the terms *hurricane* and *cyclone* are both used to describe the same type of storm. Provide these students with another example of similar terms, such as *present* and *gift*. Explain that these words can both be used to describe the same thing, just as both *hurricane* and *cyclone* describe the same type of storm.

STRATEGIC SUPPORT

CONNECTIONS For students who may struggle with understanding the real-life connections in words used to describe storms, provide an explanatory chart that features the words. For example:
Cause: Months without rain =
Effect: Drought
Cause: Drought =
Effect: Crops cannot grow.
Cause: Crops cannot grow =
Effect: People and animals do not have enough food.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Recount key details.

 RI.3.2

Use context to determine word meaning.

 RI.3.4

BENCHMARK VOCABULARY

- preparations, p. 4
- evacuate, p. 4

Focused Reading Instruction

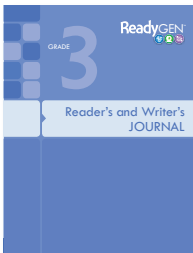
Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from pp. 4–12 of *Living Through a Natural Disaster* with the words *preparations* and *evacuate*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *preparations*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the word *evacuate*.

MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 224 in their *Reader's and Writer's Journal*. Use responses to monitor progress.



Text-Based Conversation



COLLABORATE Use the **Small Group Discussion Routine** on pp. TR36–TR39 to have students discuss important moments in *Living Through a Natural Disaster*. You may wish to use a think aloud such as the following: *On pages pp. 4–12, I first see introductory information about storms. This introduction gives me an idea of what this text will be about. Then I see detailed information about Cyclone Tracy. All the information about Cyclone Tracy is gathered together on these pages, which makes it easier to read and understand.*

As a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will dig deeper into the text.

Team Talk



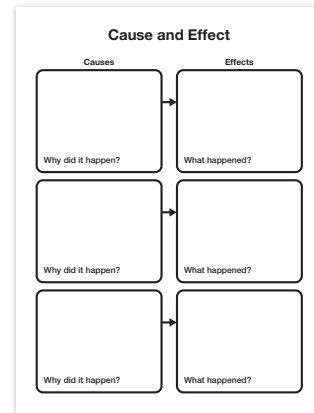
Use the **Team Talk Routine** on pp. TR28–TR31. *Did the government do enough to warn the people of Darwin about Cyclone Tracy? Why or why not? Use evidence from the text to support your answer.* (Possible responses: Yes: The weather service broadcasted cyclone warnings hours before the storm hit Darwin at midnight. No: The government should have evacuated Darwin before the storm hit the city. They also could have sent police or other officials door-to-door to warn residents.)



Language Analysis

WORD MEANINGS Explain that readers must make real-life connections between words and their uses in order to fully comprehend nonfiction texts.

Have students use the Cause and Effect graphic organizer to record details from the text. Students will write the following cause in the first box on the organizer: “An area receives too much rainfall.” Instruct students to use the text and what they know to determine the effect too much rainfall would have on rivers.



CITE TEXT EVIDENCE Focus on p. 5 of *Living Through a Natural Disaster*.


- What effect is caused when an area near a river receives too much rainfall?
- When rivers flood, what might happen next?
- What effect could flooding have on people?

Independent Reading Practice

LANGUAGE ANALYSIS: WORD MEANINGS Have students work independently to complete the Cause and Effect graphic organizer. Give them a cause (e.g., farmlands are flooded) and have them determine the effect (e.g., crops are ruined).


WRITING IN RESPONSE TO READING Have students write a response to the prompt (*Reader's and Writer's Journal*, p. 225).



 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently encourage them to explore how related information goes together when writers present a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

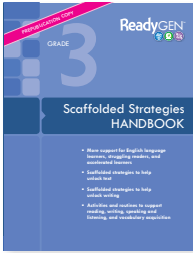
Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading responses. Have students read their paragraphs aloud and have others identify specific examples of the included text evidence. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Identify real-life connections between words and their uses.

 L.3.5.b



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to identify real-life connections between words and their uses,

then...use the Language Analysis lesson in small group to help them work through the Cause and Effect graphic organizer.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity.

LANGUAGE ANALYSIS

Help students work through the Cause and Effect graphic organizer. Students should determine the real-life effects of flooded rivers upon people living in the area. Model filling out the organizer and use the following think aloud: *I know that too much rain can cause rivers to flood their banks. When rivers flood their banks, the rising water can enter nearby homes and farmland. These floodwaters ruin homes and damage farmland and crops.* Finally, guide students to identify the effect of floods on farmlands and record this effect on the organizer.

ORAL READING

REVISIT *Living Through a Natural Disaster* Read a page from the selection aloud at an appropriate pace and rate. Tell students that you are reading at a steady rate with no hesitation, neither too fast nor too slow.

Have students practice as a class by reading along with you three times. Have the class read aloud without you. For optimal fluency, students should read the page three or four times with appropriate rate.

EXTENSIONS

MONITOR PROGRESS

If...students understand the real-life connections between words and uses,

then...extend the lesson by using cause/effect relationships to draft a paragraph about the effects of floods.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity.

LANGUAGE ANALYSIS

Have students complete the Cause and Effect graphic organizer. Students should use given causes to determine the effects on people living in nearby areas. Then, have students use the organizer to draft a paragraph about the effects of floods on people who live near rivers. Then have students discuss the following questions:

- **Why is it important for people who live near rivers to be prepared for flooding?** (Floods can happen quickly, and people must be prepared to protect their lives and property.)
- **If you lived in an area prone to floods, how would you prepare?** (Answers may vary but should indicate preparedness measures.)
- **How are floods similar to other natural disasters?** (Floods and many other natural disasters can destroy homes, businesses, and farmland.)

ORAL READING

REVISIT *Living Through a Natural Disaster* Read a page from the selection aloud at an appropriate pace and rate. Tell students that you are reading at a steady rate with no hesitation, neither too fast nor too slow.

Have students practice as a class by reading along with you three times. Have the class read aloud without you. For optimal fluency, students should read the page three or four times with appropriate rate.

WRITING OBJECTIVE

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.



Writing

Informative Writing

RESEARCH Recall Information from Experiences

TEACH Explain to students that informative writing can be based on information that they read about in books, magazines, or online, or it can be based on their personal experiences or observations.

When you write about a personal experience or observation, it helps to remember as many of the details about that experience as possible. You'll want to remember what the experience or observation looked like, how it smelled, how it felt to the touch, and maybe even how it tasted. These are called sensory details.

Remind students to focus on factual data they remember (e.g., high winds, loud noises) and away from feelings or personal data (I was scared. The noise hurt my ears.) Sometimes, personal experiences or observations may also involve emotional feelings, but informative writing is not the place to include such information.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Have students study the following passage on p. 7 from *Living Through a Natural Disaster*.

What Is a Cyclone

Tropical cyclones are powerful storm systems that develop over warm ocean waters. In North America, these storms are called hurricanes, whereas in Australia they are called cyclones. In eastern Asia, they are known as typhoons. A tropical cyclone develops when warm, moist air is sucked into an area of low pressure. Over time, “huge huge thunderclouds build up and strong winds begin to rotate ...”? winds begin to rotate around the storm center.

Talk students through the process of filling out the organizer, modeling each step.

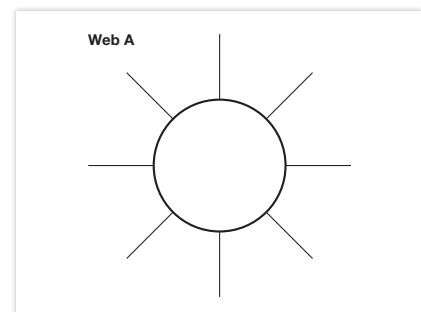
Before the author was able to write this text about cyclones, she first had to gather facts about the topic. Use your Web A graphic organizer to help you organize the facts about cyclones from this text.

In the center circle, write the word “cyclones.” This will be your topic. In the spaces around the center, you’ll write facts about cyclones. The first thing I see about cyclones is that they are powerful storms. So I will write “powerful storm” in one space on the organizer. What is another fact about cyclones we can write on the organizer? (Continue until all facts have been written on the organizer.)

- Cyclone:
- Powerful storm
- Develops over warm ocean waters
- Called hurricane in North America
- Called typhoon in Asia
- Formed when moist air is sucked into low pressure
- Strong winds
- Winds rotate around center
- Center is called eye

Remind students that organizing facts and details saves time and frustration when performing research. Explain that even our own memories and experiences can become confusing if we don’t first take the time to organize our thoughts.

PRACTICE Have students complete a Web A graphic organizer about a recent experience or observation. Tell them to fill in the center circle with a label that describes the event they experienced. Then have them write details they remember about the event in the area around the circle.



WRITING OBJECTIVES

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

 W.3.8

Explain the function of verbs in general and their functions in particular sentences.

 L.3.1.a

Informative Writing

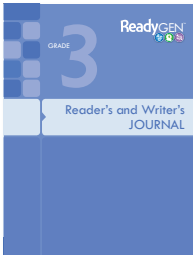
CONVENTIONS How Past Tense Verbs Function

TEACH AND MODEL Explain to students that the English language has three simple tenses or grammatical categories that tell when an action or situation occurs. An action or situation that has already happened needs to be described in the past tense. Most past tense verbs are formed by adding a *-d* or *-ed* to the present tense verb.

The dog **jumped** onto the bed.
The verb **jump** is made past tense by adding **-ed**.

We **arrived** right on time.
The verb **arrive** is made past tense by adding **-d**.

PRACTICE Have students identify several examples of past tense verbs in *Living Through a Natural Disaster*. For more practice, have students refer to p. 228 in their *Reader's and Writer's Journal*.



Independent Writing Practice

WRITE Now ask students to complete the Web A graphic organizer to recall information about a significant weather event they have experienced in their lifetimes. Have students take notes on p. 229 in their *Reader's and Writer's Journals*.



USE TECHNOLOGY If available, have students use computers or electronic tablets to create their webs. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.

INDEPENDENT

Writing Wrap-Up

Ask volunteers to share their webs with a partner. Have partners examine the webs and provide students with feedback. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

PAIRING UP Help students who may not have adequate vocabulary for completing the webs by pairing them with a student who is more confident in his or her language ability. Instruct the student to describe (through words or actions) and have the other student write the information on the organizer. Have the student recopy the information onto a blank organizer, giving an explanation or motion to go with each word or phrase.

STRATEGIC SUPPORT

FACTS Help students who struggle to determine facts from feelings about the weather event by reviewing their work on the graphic organizer individually. Read each entry and pose the question “Fact or feeling?” for each. As students determine the difference, have them replace any incorrectly written data with facts.

**LESSON 12
OBJECTIVE**

Use illustrations and words in a text as evidence to answer research questions about nature.

**READING
OBJECTIVE**

Use information gained from illustrations and text to demonstrate understanding of the text. RI.3.7

Read the Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read *Living Through a Natural Disaster* and work through the first lesson: *Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.*

**LESSON 12
FIRST READ**

Explore the Text

ENGAGE STUDENTS Remind students that they will be reading the nonfiction text *Living Through a Natural Disaster*, by Eve Recht. Spend a few minutes reviewing pages covered in last lesson, and tell students that today they will be focusing on pp. 13–20. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

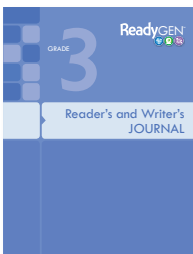
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Living Through a Natural Disaster* Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read pp. 13–20 of *Living Through a Natural Disaster*. At the end of p. 20, students may transition to reading independently. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- How did people in China react to the flooding of their river?
- Why did the dikes fail to hold the water in?
- What questions do you have?

Have students use p. 221 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.



LESSON 12
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on using the text to describe how and why the devastating flood occurred. Use the following questions to lead the discussion.

- **What happened when the Huang He flooded its banks?** (Homes and crops were destroyed and millions were left homeless.) **Key Ideas and Details**
- **How does the map on page 13 help you better understand the text?** (The map shows where the Huang He is located and how far it stretches across the land. When I look at the map, I can better understand the widespread damage caused when the river flooded.)

Integration of Knowledge and Ideas

- **BY-THE-WAY WORDS** On page 13, the text refers to silt. **What is silt, and how did you discover the answer?** (Silt is a type of dirt or mud. The text says that after flood waters leave, silt is left behind.)
- **BY-THE-WAY WORDS** Page 13 says that the silt left behind from the floods makes the land fertile. **What does fertile mean? How do you know?** (Fertile means good for growing crops. I know this because the next sentence tells about the many crops that are grown there.)
- **Look at the diagram on page 16. What can you learn by studying this diagram?** (I can see how the people tried to control the river flooding by building dikes. I can also see why this solution didn't work and how the flood waters rose to such high levels.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction**ENGLISH LANGUAGE LEARNERS**

VOCABULARY IN CONTEXT Students may require more explicit instruction to be able to determine a word's meaning through context. Talk through the identifiers with students who struggle. For example, *The text says silt makes the land fertile. If I'm not sure what the word fertile means, I can read on to try to figure it out. The next sentence talks about the millions of people fed by the land's crops. This lets me know that fertile must mean "good for growing crops."*


STRATEGIC SUPPORT

ILLUSTRATIONS Some students may have difficulty understanding the relationship between the text and diagrams or maps. Have these students first point to the illustration and then find and point to the section of text to which it correlates.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Use information gained from illustrations and text to demonstrate understanding of a text.  RI.3.7


BENCHMARK VOCABULARY

- canals, p. 15
- dikes, p. 15
- famine, p. 19

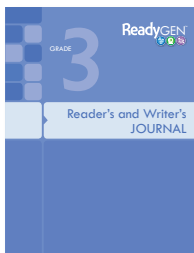
Focused Reading Instruction

Benchmark Vocabulary


INTRODUCE Have students find and read aloud the sentences from pp. 13–20 of *Living Through a Natural Disaster* with the words *canals*, *dikes*, and *famine*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *canals*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *dikes* and *famine*.

MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 224 in their *Reader's and Writer's Journal*. Use responses to monitor progress.




Text-Based Conversation

 **COLLABORATE** Use the **Paired Discussion Routine** on pp. TR28–TR31 to have students discuss important moments in pp. 13–20 of *Living Through a Natural Disaster*. You may wish to model using a think aloud, such as the following: *This section of the text gave information about the flooding of the Huang He River. I learned about the efforts to stop the river from flooding and about the devastation caused by the flood. Photographs and maps showing where the flood happened helped me understand it better. I also used the diagram of the dikes to increase my understanding.*

After pairs have discussed the chapter, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper to better understand the meaning.

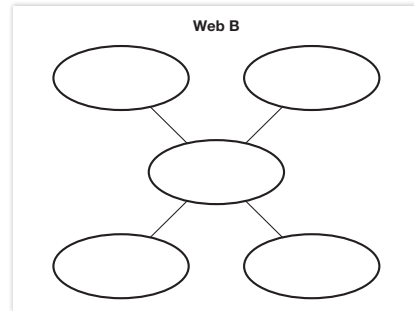
Team Talk

 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Do you think people who live in this area should move away? Why or why not? Give evidence from the text in your answer.* (Possible responses: Yes: The text says the river has already flooded many times, and people should leave the area for their safety. No: The text says that people have planted vegetation to control the flooding.)

Reading Analysis

SEEK ANSWERS Explain that readers use information presented in illustrations and words in the text to increase understanding.

Have students use the Web B graphic organizer to record details from the text to answer questions. Instruct students to write “Huang He Flood” in the center circle. In one circle, students should write what happened. In other circles, students should write what happened, where it happened, when it happened and how it happened.




CITE TEXT EVIDENCE Focus on pp. 13–20 of *Living Through a Natural Disaster*. Use the maps and illustrations to help you find your answers.

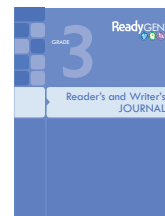
- **What can the illustration on page 13 help you find?** (It shows where it happened.)
- **How does the sidebar on page 14 help you?** (It explains what happened.)
- **What does the illustration on page 16 help you find?** (It shows how it happened.)

Independent Reading Practice

READING ANALYSIS: SEEK ANSWERS Have students work independently to complete the Web B graphic organizer to outline details about the Huang He Flood. Students should use the illustrations and text features to help them discover details about the flood from pp. 13–20 of *Living Through a Natural Disaster*.


WRITING IN RESPONSE TO READING Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* on p. 225.

 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently, encourage them to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.




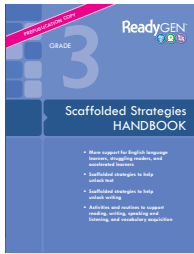
INDEPENDENT

Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Use information gained from illustrations and text to demonstrate understanding of a text.  RI.3.7



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to use information in illustrations and text features to answer questions,

then...use the Reading Analysis lesson in small group to help them work through the Web B graphic organizer with scaffolded support.

If...students need extra support to identify how a character solves a problem,

then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Help students work through the Web B graphic organizer. Provide support to help students discover how to use illustrations and text features to help them answer questions. Model by reading the information in the diagram aloud and noting which question (what, where, when, how) it answers. Finally, guide students to study the illustrations and text features to help them determine what question the illustration answers.

CLOSE READING WORKSHOP

REVISIT Review *Living Through a Natural Disaster* with students. Read pp. 13–20. Then discuss the following questions with the group. Have students use text evidence to support their answers.

- 1 Why did people along the Huang He use crops to plug the gaps in the dyke? (Crops were one of the few resources immediately available to the workers.)
- 2 Why did people along the Huang He stay in their homes when the water levels began rising? (They might not have had money to move, they might have had no place else to do, or they might have been holding on to hope that the waters would go back down.)
- 3 Why is the danger of flooding from the Huang He less threatening today? (The land is in a drought and human behavior has lowered water levels significantly.)

EXTENSIONS

MONITOR PROGRESS

If...students understand how to point to specific areas of the text to answer questions,

then...extend the lesson by having students create their own illustration.

READING ANALYSIS

Have students create their own illustration similar to the one on p. 16 of *Living Through a Natural Disaster* or another passage from the text. The students' illustration should help another reader understand the passage better, just as the illustration in *Living Through a Natural Disaster* helped them. Ask students the following questions:

- **What does your illustration show?** (Answers will vary.)
- **What does the illustration help the reader understand better?** (Answers will vary but the illustration should show what happened, where it happened, when it happened, or how it happened.)

WRITING OBJECTIVE

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.



Writing

Informative Writing

RESEARCH Take Brief Notes and Quote from a Text

TEACH Explain to students that a large part of completing a research project involves locating and using sources to gain information about a topic.

Most nonfiction writers use sources to learn more about the topic they are writing about. When using information about a topic from a source, you must give credit to the original source. Using someone else's information without giving credit is called plagiarism.

Tell students that once they find the information they need to write, they need to take notes about what they have found. Taking notes means writing brief comments about what you've read. It is recounting the facts and details in the source.

Writers sometimes use direct quotes from sources to say what they mean more clearly.

Sometimes the source says the information best and it makes sense to use the exact words from the source. When you quote from a text, you need to place the exact words inside of quotation marks, and you need to cite the source. Citing a source means that you tell the name of the author of the source.

Talk students through the process of using the text as a source. Model by writing a paragraph on the board, including quoting and crediting the text.

To write my own paragraph about cumulus clouds, I start by reading the information in this source. I like the description the author of *Weather* has used in the first sentence, so I will quote it in my paragraph.

Begin writing the following on the board:

Cumulus clouds are big, white, and fluffy. They look like “puffy, dome-shaped balls of cotton.”

I put the words I used from *Weather* in quotes, because they are words that I copied directly from the text. Later, at the end of my paragraph, I'll include a note to the reader to let him or her know where this information came from.

Next, I'll continue writing the things I've learned about cumulus clouds from reading this text. I'll be careful to use my words and not simply copy the text.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

Continue writing on the board:

These clouds are usually seen on warm summer days. They are easy to pick out against the blue sky. They are low clouds, usually formed from Earth's summer heat. You might have noticed that you don't see many cumulus clouds at night. That's because they disappear as temperatures drop after sunset.

As you can see, I used all the same information from the source, I just used my own words. The last thing I need to do is credit the source I used for the quote above.

Finish by writing the following underneath the paragraph:

From Weather, by Seymour Simon

Remind students that crediting your source is an important part of nonfiction writing.

ANALYZE THE MODEL Have students study the following excerpt from *Weather*. Tell students you will use this model to write your own paragraph about cumulus clouds.

Cumulus clouds look like puffy, dome-shaped balls of cotton. These are low-level clouds, their bases less than a mile above Earth. Cumulus clouds are only a few hundred yards thick and are usually separated by patches of clear blue sky. They often form because of local heating during a sunny summer day and disappear in the cooler temperatures of evening.

PRACTICE Provide students with a brief text and have partners practice taking notes and quoting from the text.

WRITING OBJECTIVES

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

 W.3.8

Explain the function of verbs in general and their functions in particular sentences.

 L.3.1.a

Informative Writing

CONVENTIONS Function of Irregular Past Tense Verbs

TEACH AND MODEL Remind students that most past tense verbs are formed by adding a *-d* or *-ed* to the present tense verb, but some verbs are irregular. These verbs must change form when changing to past tense.

Terry **eats** dinner every night.

Last night, Terry **ate** dinner at our house.

The verb **eat** is irregular. It does not add *-d* or *-ed*.

It must change to **ate**.

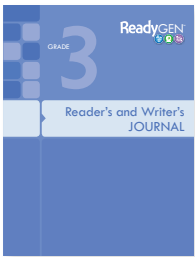
We like to **sit** together on the bus.

Last week, we **sat** together every afternoon.

The verb **sit** is irregular. It does not add *-d* or *-ed*.

It must change to **sat**.

PRACTICE Have students identify several examples of past tense verbs in *Weather*. For more practice, have students refer to p. 228 in their *Reader's and Writer's Journal*.



Independent Writing Practice

FORMATIVE ASSESSMENT Ask students to write an article on p. 229 in their *Reader's and Writer's Journal*, using *Weather* and including quotes from the text. Students will explain why a type of weather is interesting to them.


APPLY Have students include and identify irregular past tense verbs in their articles.

USE TECHNOLOGY If available, have students use computers or electronic tablets to create their articles. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.



INDEPENDENT

Writing Wrap-Up

 Ask volunteers to share their articles with a partner. Have partners identify the quoted phrases or sentences and ensure that they have been quoted correctly. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS


PARTNERS Help students who lack adequate vocabulary for completing the assignment by pairing them with a student who is more confident in his/her language and writing ability. Instruct the student to dictate words or partial sentences to the partner. The partner should then restate and record the complete sentence. The student should then read the complete sentence aloud. Finally, have the student recopy the completed paragraph in his/her writing journal.

STRATEGIC SUPPORT


DICTATION Help students who struggle to paraphrase information by helping them talk through their thoughts. Begin by reading a quote from the text, and ask the student to tell you what the sentence means in his or her own words. As the student dictates, write his/her words. Then, have the student read the sentence you've written aloud. Finally, have the student write the sentence he/she has dictated.

LESSON 13

LESSON 13 OBJECTIVE

Describe the relationship between a series of scientific reasons for how and why things occur in nature.  RI.3.3

READING OBJECTIVE

Describe the relationship between a series of historical events or scientific ideas using language that pertains to time, sequence, and cause/effect.  RI.3.3

Read the Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read *Living Through a Natural Disaster* and work through the first lesson: *Learners will understand scientific reasons for how and why things occur in nature.*

LESSON 13 FIRST READ

Explore the Text

ENGAGE STUDENTS Remind students they will be reading the nonfiction text *Living Through a Natural Disaster* by Eve Recht. Spend a few minutes reviewing pages covered in previous lessons, and tell students that today they will be focusing on pp. 21–28. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

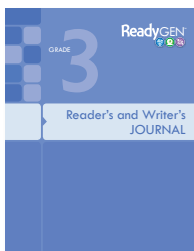
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Living Through a Natural Disaster* Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read pp. 21–28 of *Living Through a Natural Disaster* and have students follow along in their books. At the end of p. 28, students may transition to reading independently. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- How did El Niño change the normal weather patterns in Central America?
- What other countries were affected by the 1997 El Niño?
- What questions do you have?

Have students use p. 221 in their *Reader’s and Writer’s Journal* to record their responses to one of the questions above. Use students’ written responses to monitor progress.



LESSON 13
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on discovering the scientific reasons behind the existence of El Niño. Use the following questions to lead the discussion.

- **Why is Central America especially affected by El Niño?** (The area is already unstable due to volcanoes, earthquakes, hurricanes, and human activity. It must have a stable amount of rain.)
- **Why is it important that meteorologists study weather patterns like El Niño?** (Meteorologists need to understand weather patterns and predict when events like El Niño are close to happening to help people prepare.)
- **BY-THE-WAY WORDS** **What does the word *meteorologist* (page 24) mean, and how can you figure it out?** (A *meteorologist* is a person who studies weather. I know I'm learning about weather because the text is talking about rain and heat. The illustrations show brightly colored streaks on a map that are usually used when studying weather. I see the word *weather* used, which tells me a meteorologist must be a person who studies the weather.)
- **BY-THE-WAY WORDS** **What is *El Niño* (page 21), and how did you discover the answer?** (El Niño is a pattern of winds and ocean currents that affects weather. I first read about El Niño on p. 21. When I read a little farther, I see El Niño mentioned in the second sentence. In this sentence, the words right after El Niño tell me what it is.)
- **What causes El Niño, and what were the effects of 1997's El Niño on the people of Central America?** (El Niño is caused by changing wind patterns. It can bring drought to many areas, like it did in Central America in 1997. Many people died from heat or from starvation after the drought withered their crops. The land was also burned by wildfires, which were difficult to stop due to already dry conditions.)

Key Ideas and DetailsScaffolded
Instruction**ENGLISH LANGUAGE LEARNERS**

BY-THE-WAY WORDS Help students make a connection between the words *meteor* and *meteorologist* to help them remember that a meteorologist studies weather. Tell students to remember that a meteor is something that falls from space and that meteorologists study weather like rain and, which also fall to Earth.


STRATEGIC SUPPORT

CAUSE AND EFFECT Help students make cause/effect connections through oral questioning such as: "What happened when the wind patterns changed?" (The weather patterns changed, too.) "What happened when the weather patterns changed?" (Drought and extreme heat.)

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Describe the relationship between a series of scientific ideas/concepts using language that pertains to time, sequence, and cause/effect.  RI.3.3

BENCHMARK VOCABULARY

- diverse, p. 22
- prone, p. 22
- withered, p. 25
- shriveled, p. 26

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from pp. 21–28 of *Living Through a Natural Disaster* with the words *diverse*, *prone*, *withered*, and *shriveled*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *diverse*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *prone*, *withered*, and *shriveled*.

MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 224 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

Text-Based Conversation



COLLABORATE Use the **Small Group Discussion Routine** on pp. TR36–TR39 to have students discuss important moments in pp. 21–28 of *Living Through a Natural Disaster*. You may wish to model using a think aloud such as the following: *In this section, I learned how the changing winds and currents of El Niño can have devastating effects on the land and the people of Central America. I also learned how people tried to cope with the disaster and learn from this event.*

After small groups have discussed the chapter, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. *Was there anything positive that came from 1997's El Niño? Use evidence from the text to support your answer.* (Possible responses: Yes: 1997's El Niño taught people a great deal about preparing for and helping people deal with a natural disaster. No: The devastation of 1997's El Niño was so great that it is still discussed today. Scientists could likely have used other methods to learn how to plan for a disaster.)



Reading Analysis

CAUSE AND EFFECT RELATIONSHIPS Explain that scientific and historical information in a text is presented in an organized way to help the reader better understand the information. Explain that cause and effect relationships are often used to help explain events.

Have students use the Cause and Effect graphic organizer to record details from the text. Provide students with a list of causes and have them find the corresponding effects. Remind students to use the information presented in illustrations to help them find their answers.

Cause and Effect	
Causes	Effects
Why did it happen?	What happened?
Why did it happen?	What happened?
Why did it happen?	What happened?


CITE TEXT EVIDENCE Focus on pp. 21–27 of *Living Through a Natural Disaster*.

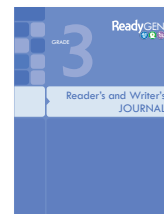
- Think about what you've learned about the effects of El Niño. Look at the first cause on your chart. What was the effect when El Niño caused a change in wind and ocean currents?
- What was the effect when the land suffered a drought?
- What was the effect when people didn't have enough food and water?

Independent Reading Practice

READING ANALYSIS: CAUSE AND EFFECT RELATIONSHIPS Have students work independently to complete the Cause and Effect graphic organizer to identify the effects of the causes in 1997's El Niño by using pp. 21–27 of *Living Through a Natural Disaster*.


WRITING IN RESPONSE TO READING Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* (p. 225).

 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently encourage them to explore content to understand scientific reasons for how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.




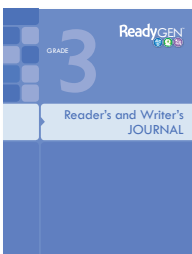
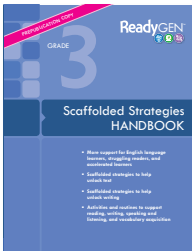
INDEPENDENT

Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Instruct students to cite text evidence in their answers. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Describe the relationship between a series of historical events or scientific ideas/concepts using language that pertains to time, sequence, and cause/effect.  RI.3.3



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If... students struggle to identify effects in the text, **then...** use the Reading Analysis lesson in small group to help them work through the Cause and Effect graphic organizer with think-aloud support.

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

READING ANALYSIS

Help students work through the Cause and Effect graphic organizer. Students should use the text to identify effects of listed causes. Model finding one effect in the text to match a given cause. Finally, guide students to complete the Cause and Effect graphic organizer by using oral questioning and think-aloud support as needed.

CLOSE READING WORKSHOP

SLEUTH WORK Have students read “Be Prepared!” in the Sleuth Book. Then discuss the following questions with the group. Have students use text evidence to support their answers.

GATHER EVIDENCE Make a list of items that you would include in your emergency supply kit. Refer to the text for clues about what you should include.

ASK QUESTIONS Write three questions you would ask a disaster volunteer about preparing for an emergency.

MAKE YOUR CASE How did the writer organize the information in the selection? What other way do you think it could have been arranged? Explain your thinking.

PROVE IT Make a list of items that you would include in your emergency supply kit. Refer to the text for clues about what you should include.

After students discuss the Sleuth work, direct them to pp. 222–223 of the *Reader's and Writer's Journal* to further explore “Be Prepared!”

EXTENSIONS

MONITOR PROGRESS

If...students understand the connections between causes and effects in the text,

then...extend the lesson by having students draw their own illustrations of cause and effect for “Be Prepared.”

READING ANALYSIS

Have students create their own illustration similar to the one on p. 16 of *Living Through a Natural Disaster* about how a cyclone forms. Students’ illustration should help another reader better understand the relation of cause and effect in the passage. Ask students the following questions:

- What are the basic points you need to include in your illustration?
- How could an illustration make the chapter about cyclones clearer? (The passage could include an illustration that helps readers better understand the cause and effect relationship.)
- How would your illustration look?

WRITING OBJECTIVE

Take brief notes on sources and sort evidence into provided categories.

 W.3.6

Writing

Informative Writing

RESEARCH Sort Evidence from Notes

TEACH Explain to students that sorting information into categories can help writers organize their thoughts and data when preparing to write on nonfiction topics.

Many nonfiction topics cover several different categories. A nonfiction book such as *Weather*, for example, covers many different categories of weather, including clouds, precipitation, winds, etc. Without proper planning and organization, all this information can run together, making the topic confusing for both the writer and the reader. The easiest way to avoid this confusion is by using a graphic organizer to sort the information you've collected into categories.

Remind students that organizing facts and details saves time and frustration when performing research. Explain that by placing facts into categories, writers will be better organized when they prepare to write on their topics.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Have students study the following passage from *Living Through a Natural Disaster*.

What Is a Cyclone

Tropical cyclones are powerful storm systems that develop over warm ocean waters. In North America, these storms are called hurricanes, whereas in Australia they are called cyclones. In eastern Asia, they are known as typhoons. A tropical cyclone develops when warm, moist air is sucked into an area of low pressure. Over time, huge thunder clouds build up strong winds begin to rotate around the storm center.

PRACTICE Have students use a Three-Column Chart graphic organizer to sort the information from *Living Through a Natural Disaster* into categories. Model by talking students through the first stage of filling out the organizer.

Three-Column Chart

WRITING OBJECTIVES

Take brief notes on sources and sort evidence into provided categories.

 W.3.6

Explain the function of verbs in general and their functions in particular sentences.

 L.3.1

Informative Writing

CONVENTIONS Form Irregular Past Tense Verbs

TEACH AND MODEL Remind students that an action or situation that has already happened must be described in the past tense. Remind students that while most past tense verbs are formed by adding *-d* or *-ed*, some verbs are irregular and must change form.

Have volunteers respond with a past tense verb for each sentence. Have volunteers decide whether the verb is a regular or irregular past tense verb.

The boys and girls ____ outside.

(Ex. **played** – regular past tense, **ate** – irregular past tense)

The cars ____ on the highway.

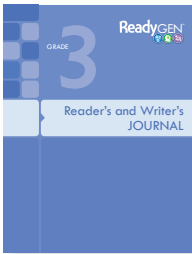
(Ex. **raced** – regular past tense, **drove** – irregular past tense)

PRACTICE List the following sentences on the board. Have students write the sentence once using a regular past tense verb and again with an irregular past tense verb.

The cat ____ on the chair.

My dog and I ____ down the street.

For more practice, have students refer to p. 228 in their *Reader's and Writer's Journal*.



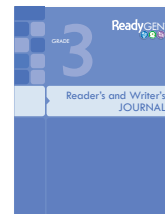
Independent Writing Practice

WRITE Now ask students to complete the Three-Column Chart graphic organizer to sort information on natural disasters given in *Living Through a Natural Disaster* into categories.

READ RESEARCH MATERIAL Instruct students to read the information provided about each of the natural disasters presented in *Living Through a Natural Disaster*. Remind students that a large part of research is reading material thoroughly to fully comprehend all the facts and details presented.

CATEGORIZE INFORMATION Instruct students to continue filling out the Three-Column Chart graphic organizer as they finish reading.

APPLY As students finish their categorizations, instruct them to write one or two sentences for each category that defines the items listed in the Three-Column Chart graphic organizer on p. 230 in their *Reader's and Writer's Journal*. For example: "Cyclones have high winds and heavy rains. They can cause damage to homes and property."



USE TECHNOLOGY If available, have students use computers or electronic tablets to create their charts, using drawing tools and/or text boxes. If they have classroom or school e-mail, ask them to send their document to a classmate for peer review.

Writing Wrap-Up



Ask volunteers to share their charts with a partner. Have partners examine the charts and provide the student with feedback. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

PAST TENSE VERBS For students who struggle with irregular past tense verbs, provide additional practice. First have students write a present tense verb, such as *run*. Next have students add a *-d* or *-ed* and read the word (*runed*). If students don't immediately recognize this as incorrect, explain again that *run* is an irregular verb and must change form. Have students erase everything except the *r* and add *-an* to make the word *ran*. Continue as necessary until students have grasped the concept.


STRATEGIC SUPPORT

ORAL DICTATION Help students who struggle with creating sentences based on their categories by allowing them to think aloud through the process. Ask them to read the first category of items on their list and use them to create a sentence. Record the sentence as students dictate. Then have students copy the sentence they have dictated. Continue with the second category. Finally, encourage students to write the final sentence independently.

**LESSON 14
OBJECTIVE**

Recount key details and explain how related information goes together to support the main idea.  RI.3.2

**READING
OBJECTIVE**

Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.2

Read the Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read *Living Through a Natural Disaster: Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*

**LESSON 14
FIRST READ**

Explore the Text

ENGAGE STUDENTS Remind students they will be reading the nonfiction text *Living Through a Natural Disaster*, by Eve Recht. Spend a few minutes reviewing pages covered in previous lessons, and tell students that today they will be focusing on pp. 29–32. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

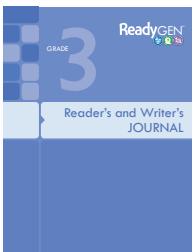
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Living Through a Natural Disaster* Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read pp. 29–32 of *Living Through a Natural Disaster*. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- What is the purpose of organizations like Red Crescent?
- Why is studying weather important for the future?
- What questions do you have?

Have students use p. 221 in their *Reader’s and Writer’s Journal* to record their responses to one of the questions above. Use students’ written responses to monitor progress.



LESSON 14
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on noticing how related information is grouped together in the text. Use the following questions to lead the discussion.

- **How are the effects of all three natural disasters featured in this book related?** (All three disasters caused hardship on the people living in the areas. Many people in these areas had to relocate to find a suitable place to live.) **Integration of Knowledge and Ideas**
- **What information is given on page 29, and how does this information help you determine the main idea?** (Details about hardships caused by natural disasters are given on p. 29. These details lead to the main idea, which is the importance of being prepared to handle the consequences of a natural disaster.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** **Looking at page 31, what is global warming and how is it caused?** (Global warming is a warming trend in Earth’s weather pattern caused by heat from fossil fuels trapped in Earth’s atmosphere.)
- **What are the effects of global warming on Earth?** (Polar ice is heated and melts, causing changes in sea levels, ocean currents, and weather patterns.) **Key Ideas and Details**
- **Why is the work of emergency relief agencies important?** (Without the work of these agencies, people would be left without necessary supplies, such as food and clean water, after a natural disaster.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

KEY DETAILS Help students understand what basic needs are provided by relief agencies. Create a T-Chart graphic organizer labeled with the titles “Basic Need” and “Not Basic Need.” Then name things such as food, water, clothing, cars, toys, and televisions and have students list them in the appropriate column.


STRATEGIC SUPPORT

RELATED INFORMATION Help students find the common thread among all three natural disasters studied by creating a Three-Column Chart with graphic organizer the name of each disaster as a heading. List the causes and effects of each in the chart. Finally, circle the things that are shared among the three.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.2

BENCHMARK VOCABULARY

- relocation, p. 29
- consequences, p. 29
- traumatized, p. 30

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from pp. 29–32 of *Living Through a Natural Disaster* with the words *relocation*, *consequences*, and *traumatized*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *relocation*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *consequences* and *traumatized*.

MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 224 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

Text-Based Conversation



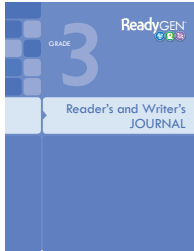
COLLABORATE Use the **Paired Discussion Routine** on pp. TR28–TR31 to have students discuss important moments in pp. 29–32 of *Living Through a Natural Disaster*. You may wish to model using a think aloud, such as the following: *In this section, I learned how people manage events after a natural disaster. I learned about relief agencies and how they are important to survival for people living in disaster areas. I also learned about the study of Earth's climate and weather and how it relates to natural disasters.*

After pairs have discussed the chapter, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper to better understand the text.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. *Is it important that people try to reduce the use of fossil fuels?* (Possible responses: Yes: The effects of using fossil fuels are causing many changes to Earth. No: The changes in Earth's weather due to global warming are not severe enough for us to be concerned. Plus we need fossil fuels to heat our homes and power our cars.)



Reading Analysis

VOCABULARY CONNECTIONS AND USE Explain that words have real-life connections. These connections help us better understand what we read.

CITE TEXT EVIDENCE Focus on the second paragraph of p. 29 of *Living Through a Natural Disaster*. Instruct students to look closely at the words *directly* and *indirectly*. The author expects readers to determine which effects are a direct result of the natural disaster and which effects are indirect. Use the T-Chart graphic organizer to work through the questions below to determine direct and indirect effects of natural disasters.

T-Chart

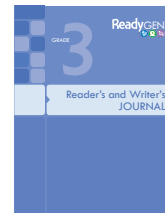
--	--

- What is the difference between a direct and an indirect effect?
- Wiping out the landscapes is a direct effect of a natural disaster. What is an indirect effect of this?

Independent Reading Practice

LANGUAGE ANALYSIS: VOCABULARY CONNECTIONS AND USE Instruct students to review information about cyclones outlined in the book. Have students work through the T-Chart graphic organizer independently to identify direct and indirect effects of cyclones.

WRITING IN RESPONSE TO READING Have students write a response to the prompt (*Reader's and Writer's Journal*, p. 225). Read p. 29. Is it important for people to learn from past natural disasters?



ACCOUNTABLE INDEPENDENT READING As students read texts independently, encourage them to notice how related information goes together when authors present a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

Reading Wrap-Up

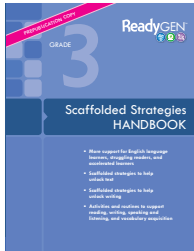


SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Instruct students to cite text evidence in their answers. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Identify real-life connections between words and their uses.

 L.3.5.b



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to identify real-life connections between words and their uses,

then...use the Reading Analysis lesson in small group to help them work through the Cause and Effect graphic organizer with think-aloud support.

If...students need extra support to understand the text,

then...use the Close Reading Workshop in small group to provide scaffolded support.

LANGUAGE ANALYSIS

Help students work through the T-Chart graphic organizer. Students should use *Living Through a Natural Disaster* to identify the direct and indirect effects of the chosen disaster. Model finding one direct or indirect effect in the text. Finally, guide students to complete the T-Chart graphic organizer by using oral questioning and think-aloud support as needed.

CLOSE READING WORKSHOP

REVISIT *Living Through a Natural Disaster* Read pp. 28–31 and then discuss the following questions with the group. Have students use text evidence to support their answers.

- 1 How do the details on page 30 support the main idea that relief agencies provide help to people affected by a natural disaster? (The text gives information about types of things provided to people in need. It also talks about how these agencies give long-term care to people.)
- 2 What are some types of aid given to people who have been through a disaster? (food, clothing, medicine, shelter, comfort, support)
- 3 How do scientists use the information they gather when studying Earth's climate and weather patterns? (Scientists use the information they gather to help predict where and when natural disasters will occur. This information helps people prepare and, if needed, evacuate.)

EXTENSION

MONITOR PROGRESS

If...students identify real-life connections between words and their uses,

then...extend the lesson by having students apply real-life connections between words and their uses to other parts of the text.

LANGUAGE ANALYSIS

Have students complete the T-Chart graphic organizer to identify real-life connections between words and their uses. Then, have students identify the direct and indirect consequences of other natural disasters. Then, have students discuss the following questions.

- **What are the direct effects of flooding?** (Effects can include homes and farmland being destroyed and crops being ruined.)
- **What are the indirect effects of flooding?** (Effects can include famine due to crops being ruined or the expense of building canals or dams.)
- **What are the direct effects of a drought?** (Crops die due to lack of water.)
- **What are some indirect effects of a drought?** (Answers may vary. Example: Many families have to leave their homes and relocate in order to survive.)

WRITING OBJECTIVES

Analyze how development and organization are appropriate to task and purpose.

W.3.4

Form and use the simple tenses.

L.3.1.e

Writing

Informative Writing

WRITING PROCESS Plan and Prewrite

TEACH Explain to students that planning to write is as important as writing itself. Prewriting activities, like brainstorming, freewriting, and outlining, get writers thinking about a topic and how best to express their ideas about it.

Starting the writing process can be difficult for even the most seasoned writer. Ideas do not arrange themselves. *How should I organize this?* is a common question illustrating a common obstacle.

One way to begin organizing a piece of writing is to create an outline. An outline is a plan for not only *what* will appear in an essay but *how* it will appear. Prepare for your outline by asking yourself the following questions:

- What type of outline should I use? One that uses complete sentences or simply states topics?
- What are the most important ideas I'd like to express?
- What's the best way to present those ideas? through description? sequence? comparisons and contrasts?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

Help students create an outline. First help them determine the type of outline that will work best for them. Some writers require a detailed plan that expresses ideas fully. In this case, they should use a sentence outline that conveys their plans for each section of their article in complete sentences. Other writers fair better with concise lists that simply communicate the topic for each section of their article. Explain that neither outline type will save them time. The sentence outline will take longer to complete, but will make the drafting portion of the process easier. The topic outline won't take much time, but extra work will need to be invested in the draft. Encourage them to make a choice based on their personal style of composition. Keep them focused on a polished finished product.

ANALYZE THE MODEL Through discussion, help students see how the table of contents is a simple outline that reveals the plan for the book to the reader. Discuss how such a plan is helpful to both the creation and reading of a piece of writing.

Extreme Weather 4
 The Story of Cyclone Tracy 6
 The Huang He Flood 13
 El Niño Brings Drought 21
 Handling Natural Disasters 29

A table of contents helps when reading a text, but it also reflects planning and prewriting.

Have students focus on pp. 4–5 of the *Living Through a Natural Disaster*. Point out how the writer might have outlined the ideas before writing them. Help them think through the writing process backward in order to understand the importance of planning to write.

Extreme Weather
 Weather, predictable or not, is always with us...
 Extreme weather can be very dangerous, but when it is predicted, people can make preparations to lessen its damage. However, it is not always possible to know ahead of time that bad weather is on its way...
 Tropical cyclones are among the most extreme storms people experience...
 Many people who live beside rivers worry about extreme rainfall...
 Drought can be just as extreme as cyclones and floods...


Think of the first sentence of a paragraph as a promise. It is a sort of guarantee from the writer that what follows will support or expand the idea it presents. It says, “This paragraph will mainly be about what appears in this sentence.” Then guide students to use this idea to recognize how this particular part of the book is organized. Illustrate the organization in an outline form.

PRACTICE Help students prepare for their outlines by facilitating a brainstorming session. Explain that they will have one minute to record as many things as they can think of about how climate affects their daily lives. Remind them that they don’t have to worry about complete sentences. They can simply list their ideas in the order they come. After the minute is over, discuss the ideas as a class. Have students select one or two they would like to explore further.

WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

 W.3.4

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.5

Informative Writing

CONVENTIONS Form Simple Verb Tenses

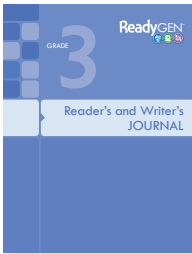
TEACH AND MODEL Explain to students that the English language has three simple tenses or grammatical categories that tell when an action or situation occurs. An action or situation may be habitual, or occur in the present tense. It may have occurred before the present moment, or in the past tense. Or it may have yet to occur, but will—in the future tense.

Many people who **live** besides rivers worry about extreme rainfall.

Then, just after midnight, the cyclone **hit** Darwin with heavy rain and winds of more than 125 miles per hour.

Cutting down on the use of fossil fuels and avoiding pollution of the atmosphere **will help** to prevent global warming.

For more practice, have students refer to p. 228 in their *Reader's and Writer's Journal*.



Independent Writing Practice

INDEPENDENT

WRITE Ask students to create an outline on p. 230 in their *Reader's and Writer's Journal* that plans for an informational essay that will explain how climate has impacted their daily lives in some way.

Refer students to models in the text as a guide as they write their articles.

USE TECHNOLOGY If available, have students use computers or electronic tablets to draft their essay. If they have classroom or school e-mail, ask them to send their essay to a classmate for peer review.

Writing Wrap-Up



Ask volunteers to share their outlines with a partner. Have partners examine the outlines for thoroughness. Remind them to respect the conventions of the outline. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

FREEWITES Help students become comfortable with the freewrite process by assuring them that their ideas will not be shared with anyone. They should not censor themselves or worry about spelling or grammar since this is simply a prewriting strategy. If they find themselves comfortable enough to seek your opinion, remember not to edit the freewrite. Maintain the integrity of the assignment by not infringing on their creativity.


STRATEGIC SUPPORT

ORGANIZATION Help students who struggle to organize their ideas by giving them an opportunity to talk them out. Pair students who grasp the concept of outlining with those who don't. Have students record ideas as they hear them. Then have students work together to plug them into an outline. Provide an outline template with sentence frames. Once the partners have designed or completed the outline, have the second student articulate what the outline delineates. If necessary, have him or her state the process for creating the outline.

LESSON 15
OBJECTIVE

Describe the relationship between a series of scientific reasons for how and why things occur in nature. 

READING
OBJECTIVES

Explore text focusing on the relationship between a series of scientific ideas or concepts. 

Read for context clues to discover the meaning of words.

 L.3.4.a

Read the Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read *Living Through a Natural Disaster*: *Learners will understand the relationship between a series of scientific reasons for how and why things occur in nature.*

LESSON 15
FIRST READ

Explore the Text

ENGAGE STUDENTS Tell students that in this lesson, they will revisit the nonfiction text *Living Through a Natural Disaster*, by Eve Recht. Have students spend a few moments flipping through the text to remind themselves of the ideas studied in previous lessons. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

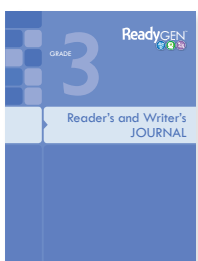
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ INDEPENDENTLY *Living Through a Natural Disaster* Use the **Independent Reading Routine** on pp. TR48–TR51 with students as you read *Living Through a Natural Disaster*. Instruct students to focus on the scientific reasons causing the natural disasters described in the text. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- What happened after the Huang He flood resided?
- How is Costa Rica a model for future weather crises?
- What questions do you have?

Have students use p. 221 in their *Reader’s and Writer’s Journal* to record their response to one of the questions above. Use students’ written responses to monitor progress.



See **Routines** on pp. TR28–TR75.

LESSON 15
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on determining the scientific causes of each of the natural disasters presented in the text. Use the following questions to lead the discussion.

- **What were the first causes of El Niño?** (The change in winds and ocean currents are what started El Niño.) **Key Ideas and Details**
- **How did the construction of dikes lead to worsening the flood conditions during the Huang He flood?** (The people built dikes to hold the rising water, but the water continued to rise. This caused an overwhelming amount of water to develop and eventually flood the area.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** **Central America’s ecosystem is mentioned on page 23. What is an ecosystem? How did you discover the answer?** (An ecosystem is made up of living things and the area in which they live. The text mentions water, crops, and people in the sentence after the word *ecosystem*. Reading this helped me discover the meaning of the word.)
- **What is the eye of a cyclone, and how does it develop?** (The cyclone’s eye is a calm area in the center of the storm. It is caused by spiraling winds. As the winds spin, the calm area is created in the center.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

READING ANALYSIS Students may experience difficulty understanding the meaning of the “eye” of a cyclone. Explain that there are different meanings for words that are spelled the same. The word *eye* can also mean “opening,” such as the eye of a needle. Tell students that the center part of the cyclone is called the eye because it is the “opening” of the storm. Have students look at the photograph on p. 7 and find the eye. Note that it looks like a hole, just as the eye of a needle is a hole.


STRATEGIC SUPPORT

LANGUAGE ANALYSIS For students who have difficulty seeing the relationship between scientific events, create a flow chart on the board or on chart paper. Begin with one event (changing winds and currents) and complete the flow chart by listing the other events that occur. Note the time order in which the events happen in relation to the cause.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Describe the relationship between a series of scientific ideas or concepts, using language that pertains to time, sequence, and cause/effect.  RI.3.3

BENCHMARK VOCABULARY

- coping, p. 27
- rationed, p. 27

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from *Living Through a Natural Disaster* with the words *coping* and *rationed*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *coping*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the word *rationed*.

MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 224 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

Text-Based Conversation

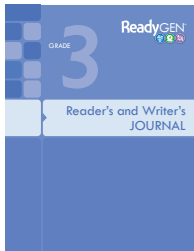


COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR32–TR35 to have students discuss important moments in *Living Through a Natural Disaster*. You may wish to model using a think aloud, such as the following: *When I think about the natural disasters outlined in this text, I notice that each of them had an event that set things in motion. Cyclone Tracy started with a strong storm over the warm waters of the ocean. The Huang He flood was caused by especially heavy rains during the rainy season. El Niño was caused by changing winds and ocean currents.*

As a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

Team Talk

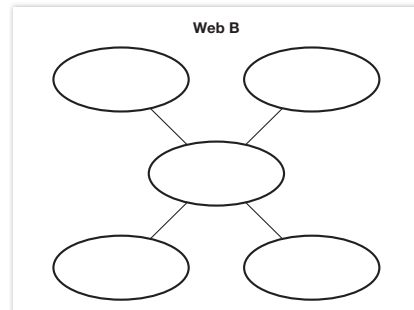
STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. *Does learning about natural disasters of the past help you feel more prepared? Cite evidence from the text in your answer.* (Possible responses: Yes: I know the warnings issued from meteorologists and other scientists are important and should be heeded. No: These are all storms that happened in foreign areas like Australia, Central America, and China. These stories don't really help me prepare for things that happen where I live.)



Reading Analysis

SCIENTIFIC IDEAS Explain that it is important to understand that scientific ideas and concepts have relationships that are often identified through cause and effect or chronological order.

Have students use the Web B graphic organizer to record details from the text to answer questions. Have students choose a disaster from the text and note it in the center of the web. Students should then use the text to find effects of the disaster on the people and landscapes.



CITE TEXT EVIDENCE Focus on pp. 6–28 of *Living Through a Natural Disaster*.

- What is one effect caused by the natural disaster you chose? Write that effect in one of the spaces on your web.
- What is another effect caused by the natural disaster? Write that effect in another space on your web.

Independent Reading Practice

READING ANALYSIS: KEY IDEAS AND DETAILS Have students work independently to complete the Web B graphic organizer by identifying effects caused by the natural disaster and writing them in the spaces on the organizer. Students should reference pp. 6–28 in *Living Through a Natural Disaster*.

WRITING IN RESPONSE TO READING Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* (page 225).



ACCOUNTABLE INDEPENDENT READING As students read texts independently, encourage them to explore the relationship between a series of scientific reasons for how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.




INDEPENDENT

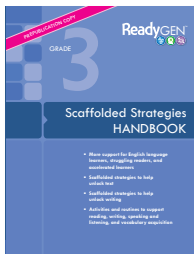
Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Instruct students to cite evidence from the text in their responses. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Describe the relationship between a series of scientific ideas or concepts, using language that pertains to time, sequence, and cause/effect.  RI.3.3



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to identify the relationship between the cause and effects of a natural disaster,
then...use the Reading Analysis lesson in small group to help them work through the Web B graphic organizer with oral questioning and think-aloud support.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity.

READING ANALYSIS

Help students work through the Web B graphic organizer. Ask students questions and encourage them to answer orally in order to walk them through finding the relationships between causes and effects. Model discovering a cause-and-effect relationship through a think aloud, such as: *The changing winds and ocean currents of El Niño caused a change in weather patterns. I'll write "changing weather" in this section of my organizer. The changing weather of El Niño caused a drought to strike the area. So, I'll write "drought" in another section of my organizer. Think about what happened because of the drought caused by El Niño. Write that effect in the next section of your organizer.* Finally, guide students to complete the organizer independently or with further scaffolding, as needed.

ORAL READING

RATE Select a passage from *Living Through a Natural Disaster*. Have students listen as you read with appropriate rate.

Have students read along with you. For optimal fluency, students should read three or four times with appropriate rate.

Have students practice as a class by reading along with you three times. Have the class read aloud without you. For optimal fluency, students should read three or four times with appropriate rate.

EXTENSIONS

MONITOR PROGRESS

If...students understand the relationship between the cause and effects of a natural disaster,

then...extend the lesson by having students prepare a paragraph on a chosen natural disaster.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity.

READING ANALYSIS

Have students complete the Web B graphic organizer to identify the effects caused by their chosen natural disaster. Then, have students write a paragraph to retell the facts and details about the natural disaster. Encourage students to complete a graphic aid, such as a map or diagram, to accompany their paragraph. Then have students discuss the following questions:

- **What were the immediate effects of (name of chosen natural disaster)?** (Answers will vary but should be correctly matched to the natural disaster chosen for the report.)
- **What were some long-lasting effects of (name of chosen natural disaster)?** (Answers will vary but should be correctly matched to the natural disaster chosen for the report.)
- **If (name of disaster) were to happen today, do you think these effects would be same? Why or why not?** (Answers will vary based on the disaster chosen but must use evidence from the text.)

ORAL READING

RATE Select a passage from *Living Through a Natural Disaster*. Have students listen as you read with appropriate rate.

Have students read along with you. For optimal fluency, students should read three or four times with appropriate rate.

Have students practice as a class by reading along with you three times. Have the class read aloud without you. For optimal fluency, students should read three or four times with appropriate rate.

WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose.

 W.3.4

Analyze structure of text to inform drafts.

 W.3.5

Writing

Informative Writing

WRITING PROCESS Draft

TEACH Explain that drafting is the part of the writing process that encourages discovery. Through it, students should refine or even uncover the central point of their article. It is not uncommon for a writer to begin with one idea about a subject and find, through drafting, that idea has changed in some way and has been magnified or focused. Encourage students to get comfortable with this transformation of ideas. Remind them that writing is not a product but a process.

Unlike the outline, a draft takes the shape of the article. It organizes thoughts through paragraphs linked through transitions. Where the outline is scarce, the draft is full. It develops key details and explains ideas through examples, situations, problems and solutions, and comparisons and contrasts. Ideally, you will discover thoughts you didn't know you had through the drafting process. To assist with these discoveries, link your outlines and drafts. Here are some questions for you to consider:

- Who am I writing for and what do they know about my topic?
- What key details will I have to include to get my point across clearly?
- How can I make sure that my draft is engaging?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students analyze the structure of a paragraph in *Living Through a Natural Disaster* in order to inform their own drafts. Explain that an article is built sentence by sentence and paragraph by paragraph.

By the next morning, Darwin had been devastated. Most buildings were flattened, and there was no power. Trucks and planes had been blown around like toys. During Cyclone Tracy's night of destruction in Darwin, more than sixty people were killed, and hundreds had been injured.

Have students analyze p. 11 of the *Living Through a Natural Disaster*. Point out how the writer makes logical connections between sentences and paragraphs. Discuss how a writer uses transitions to give the reader guidance. Transitions are paths that lead readers to the writer's ideas.

Thousands of people had lost nearly everything they owned. Houses were destroyed and their contents blown away or soaked with rain and mud. It was difficult to look for things in the mess of rubble, uprooted trees, and mangled cars. The city was in ruins, and the government's emergency team decided to evacuate everyone as soon as possible.

The point of this paragraph is to illustrate, through examples, the devastation caused by Cyclone Tracy. This is accomplished sentence by sentence.

The first sentence explains the gravity of the loss. The second exemplifies the loss. The third expands the loss. The fourth tells its impact. The sentences of this paragraph are connected like the cars on a train.


PRACTICE Transitions are not always so subtle. New writers often need the help of transition words and phrases to ensure that their paragraphs flow as effortlessly as those above. Provide students with the following list of transition words. Then have them write a paragraph about a moment when the climate affected their lives using at least three of the transition words or phrases. Then, as a class, discuss the impact of those words and phrases on the construction of the paragraphs.

for example	in other words	so	suddenly	however	after
before	eventually	finally	first	by now	next
meanwhile	at this time	consequently	then		

WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose.

 W.3.4

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.5

Form and use the simple tenses.

 L.3.1.e

Informative Writing

CONVENTIONS Use Simple Verb Tenses

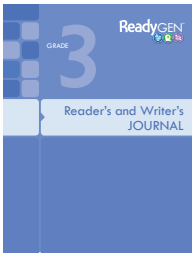
TEACH AND MODEL Remind students that the English language has three simple tenses: present, past, and future. Tell them that *when* an action or situation occurs is very important. The use of tense helps a reader understand a text.

Cyclones **are** most likely to occur during the wet season, which runs from October to March.

During the next thirty years, Darwin **was** rebuilt.

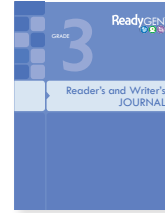
Hopefully, they **will be** better prepared should another dis-astrous visitor like Cyclone Tracy arrive.

PRACTICE For more practice, have students refer to p. 228 in their *Reader's and Writer's Journal*.



Independent Writing Practice

WRITE Ask students to create a draft on p. 230 in their *Reader's and Writer's Journal* of an article that will explain how climate has impacted their daily lives in some way. Have students study their outlines, think about how to translate the lists into paragraphs, and jump right in. Remind students that they are not committed to what they've written in them. If they find during the drafting process that a concept doesn't work, they can and should refine it.



INDEPENDENT

APPLY Have students read their drafts with the class. Have the class check simple verb tenses for accuracy.

USE TECHNOLOGY If available, have students use computers or electronic tablets to draft their articles. If they have classroom or school e-mail, ask them to send their articles to a classmate for peer review.

Writing Wrap-Up



Ask volunteers to share their drafts with a partner. Have partners read each draft two times, first focusing on cohesion, especially as it is affected by transitions, and then focusing on the simple verb tense. Have partners provide feedback on these two elements. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

TENSE Help students who struggle with tense by creating a timeline and using it to show how English sentences express when actions and situations occur. Remember that the simple present is different from the present progressive—He *is walking* is different from he *walks*.

STRATEGIC SUPPORT

DRAFTING Students may find the idea of drafting an entire article overwhelming. Divide the assignment into smaller tasks that can be completed separately. Telling students to craft a single paragraph, instead of several, may help them focus. If time does not permit this particular concession, you might consider decreasing the length of the draft.

**LESSON 16
OBJECTIVE**

Use illustrations and words in a text as evidence to answer research questions about nature.  RI.3.7

**READING
OBJECTIVES**

Read and demonstrate understanding of a text, referring explicitly to the text.

 RI.3.1

Explore information gained from illustrations and words in a text.

 RI.3.7

Read the Text

Build Understanding

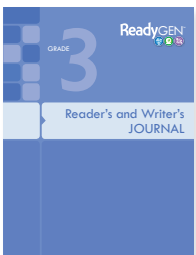
INTRODUCE Have students focus on the following Enduring Understanding as you read *Weather* and *Living Through a Natural Disaster*: *Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.*

LESSON 16
FIRST READ

Explore the Text

ENGAGE STUDENTS Reintroduce the informational texts *Weather* and *Living Through a Natural Disaster*. Have students skim through the texts to reacquaint themselves with the content. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ TOGETHER *Weather* and *Living Through A Natural Disaster* Use the **Shared Reading Routine** on pp. TR44–TR47 with students as you read *Weather* and *Living Through a Natural Disaster*. As students become more familiar with the texts, they can read them independently. In this first read of the lesson, students should focus on understanding the “gist” of the texts, or their main points. After reading, discuss the questions below.

- How does a hurricane compare to a typhoon?
- How does a cumulous cloud compare to a stratus cloud?
- What questions do you have?

Have students use p. 231 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.



See **Routines** on pp. TR28–TR75.

LESSON 16
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on asking and answering questions of the text in order to demonstrate comprehension. Use the following questions to lead the discussion.

- Revisit page 26 of *Weather*. What inference can you draw about precipitation based on the sentence, “Dew is not precipitation: it does not fall down from clouds but forms directly on cool surfaces, such as this spider web in the early morning”? (Precipitation falls down from the clouds. I was able to determine this because precipitation is contrasted with dew.) **Key Ideas and Details**
- Read page 5 of *Living Through a Natural Disaster*. Write a question that demonstrates your understanding of one of the page’s main points. Then use textual evidence to answer the question. (Possible response: What impact do droughts have on people? Droughts can cause plants and animals to die from lack of water. In turn, people suffer from starvation and economic hardships.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** How is a greenhouse like the atmosphere according to page 6 in *Weather*? (Sunlight is trapped by the atmosphere, much like heat is trapped by the glass windows in a greenhouse.)
- Read page 7 of *Living Through a Natural Disaster*. Describe the different ways the author conveys information about cyclones. (The author provides definitions of the term *cyclone*, she provides background information about Cyclone Tracy, and then she begins to relay a witness’s experience.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

READING ANALYSIS Help students understand difficult paragraphs by examining each sentence. Have students pause after reading each sentence in a paragraph to explain its meaning. After paraphrasing each sentence, ask them to tell what the entire paragraph is about.


STRATEGIC SUPPORT


COMPREHENSION Help students struggling to understand a difficult part of the text by teaching them to clearly articulate what troubles them. Model for students how to do this. Use the first sentence on p. 6 of *Weather*: “Earth’s weather is driven by the intense heat of the sun.” Say, “I do not know what the word *intense* means” or “I’m unsure about how weather can be driven.” Together, brainstorm about ways to understand the very specific problem.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

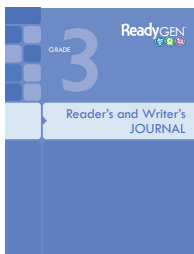
 RI.3.4; L.3.6

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  RI.3.1

Use information gained from illustrations and the words in a text to demonstrate understanding of the text.  RI.3.7

BENCHMARK VOCABULARY


- forecaster, p. 21 (*Weather*)



Focused Reading Instruction


Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from *Weather* and *Living Through a Natural Disaster* with the word *forecaster*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *forecaster*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart.


MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 234 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

Text-Based Conversation

 **COLLABORATE** Use the **Small Group Discussion Routine** on pp. TR36–TR39 to have students discuss *Weather* and *Living Through a Natural Disaster*. Model using a think aloud such as: *Asking questions as I read is important. By doing so, I can check how much I understand the text. If I can't answer a question, I know I have to reread or seek help. This strategy applies to illustrations, too. When I read the text box on page 8 of Living Through a Natural Disaster, I felt I understood what the eye of a cyclone was. When I got to the drawing, I asked, "Where is the eye?" I thought that I would see something that resembled a human eye. Then I reread the definition and realized the eye of a cyclone is simply, "an area of calm."*

As a class, compare important ideas in the text and their explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

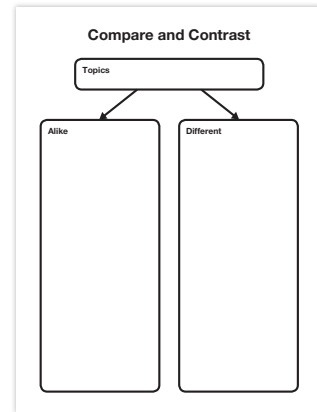
Team Talk

 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *In your opinion, which text's images do a better job of helping the reader answer questions about the text's content?* (Possible responses: *Weather*: The combination of photographs and drawings helps me grasp the content because I'm able to view it from two perspectives. *Living Through a Natural Disaster*: The drawings are very specific, either outlining exactly what was discussed or showing a photograph that reflects a real example of the content.)

Reading Analysis

CONTRIBUTION OF MAPS, PHOTOGRAPHS, AND ILLUSTRATIONS Explain that the expression of ideas is not limited to the words in a text. Maps, photographs, and other illustrations also convey information. Have students use the Compare and Contrast graphic organizer to record details from the text. Have students list similarities and differences in the information gained from illustrations in *Weather* and *Living Through a Natural Disaster*.

KEY IDEAS AND DETAILS Focus on pp. 23–32 in *Weather* and pp. 10–20 in *Living Through a Natural Disaster*.




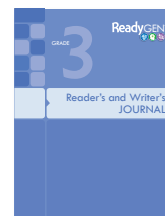
- What distinguishes the illustrations in *Weather* and *Living Through a Natural Disaster*?
- How do the photographs on page 18 of *Living Through a Natural Disaster* support the information conveyed through the text?
- How does the photograph on page 31 of *Weather* help the reader better understand the information on page 30?

Independent Reading Practice

READING ANALYSIS: COMPARE AND CONTRAST Have students work independently to complete the Compare and Contrast graphic organizer to list the similarities and differences in the illustrations and words in *Weather* and *Living Through a Natural Disaster*. Then have students continue to practice independent reading by using the **Text Club Routine** on pp. TR52–TR55.


WRITING IN RESPONSE TO READING Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* (p. 235).

 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently, remind them to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.





INDEPENDENT

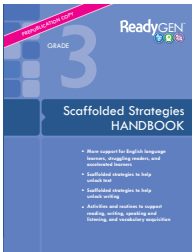
Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Have students offer counter arguments for each opinion. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Compare and contrast the most important points and key details presented in two texts on the same topic.  RL.3.9

Use information gained from illustrations and words in a text to demonstrate understanding of the text.  RL.3.7



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to compare and contrast texts through their illustrations and words,

then...use the Reading Analysis lesson in small group to work through the Compare and Contrast graphic organizer to recognize how the illustrations and words in each text support, clarify, or enhance one another.

If...students need extra support to understand the text,

then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Help students work through the Compare and Contrast graphic organizer to compare and contrast illustrations and words in each text. Model how to place the texts side by side to make similarities and differences clearer. Finally, guide students to write a sentence or two that summarizes what they've written in their charts.

CLOSE READING WORKSHOP

REVISIT *Weather and Living Through a Natural Disaster*. Focus on the pages identified in each question. Then discuss the following questions with the group. Have students use text evidence to support their answers.

- 1 Study the text box, “El Niño and Ocean Currents,” on page 23 of *Living Through a Natural Disaster*. If the author chose to present *either* the words *or* the illustrations, but not both, how might the reader’s understanding of El Niño and ocean currents change? (Without the illustration to demonstrate the movements, the reader might have a hard time visualizing their impact. If the author only included illustrations, on the other hand, it might be difficult for the reader to interpret what is happening in the picture. The words and illustrations go hand in hand to inform the reader’s understanding of the concepts.)

STRATEGIC SUPPORT, CONTINUED

- 2 Study page 26 of *Weather*. What inference can we draw about the photograph based on the words? (The photograph shows dew formed on a spider's web. From the text, we can conclude that the spider web is cool.)
- 3 Read page 27 of *Living Through a Natural Disaster*. Identify a sentence that is directly supported by one of the illustrations. (Possible response: "Some countries were helped by international aid agencies.")

EXTENSIONS

MONITOR PROGRESS

If...students understand how to compare and contrast the illustrations and words in each text,

then...extend the lesson by having them improve or enhance an illustration in the text of their choice.

READING ANALYSIS

Have students complete a Compare and Contrast graphic organizer for both texts. Tell students to list similarities and differences in the illustrations and words found in both texts. Lastly, have students discuss the following questions:

- Use the information on page 28 of *Living Through a Natural Disaster* to think of another illustration that would support the ideas conveyed. Describe the illustration. (Possible response: Another illustration depicting the relief efforts of a country that used Costa Rica's model could support the text.)
- Use page 29 of *Living Through a Natural Disaster* to describe the relationship between human beings and natural disasters. Then describe an illustration that can depict this relationship. (Natural disasters have an incredible impact on humans. A chart that lists natural disasters and their impact could support the description of the human/natural disaster relationship.)
- Based on the illustrations, how do you think the author of *Weather* feels about weather? Use textual evidence to support your answer. (I think the author admires weather. For example, even storms and pollution are depicted in artistic ways.)

WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.



With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.



Writing

Informative Writing

WRITING PROCESS Revise

TEACH Revision is an extremely valuable part of the writing process. Through it, students learn about their writing and their drafts get closer to polished, publishable articles. Some writers' first drafts lack details. Others find that their drafts lack cohesiveness until they are able to revise them. This is helpful information for future assignments. Explain that there are many strategies for revision.

In essence, the revision phase is dedicated to improvement. Methods for approaching it include reordering words, sentences, and paragraphs to reflect a clearer organization; removing what doesn't support the main idea or central point; adding to sections that require clarity; and replacing weak words, sentences, and examples with stronger, clearer ones.

- Have I clearly expressed *everything* I want my reader to know?
- Does the writing flow? In other words, does one sentence, paragraph, or idea easily transition to the next?
- Have I considered my audience's level of knowledge and needs?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students see that the writer of *Living Through a Natural Disaster* has presented his best work.

For hundreds of years, the people who lived along the Huang He tried to find ways to control the frequent river floods. They dug out the silt and built canals to direct the water elsewhere. However, the silt continued to cause the level of the riverbed to rise. Over the years, the higher riverbed raised the level of the water in the river. In some places, the water flowed along a riverbed of mud that was more than 15 feet above the level of the surrounding plains.

The people finally decided that the best way to stop the river from overflowing was to build up the banks of the river forming high walls called dikes. As the diagram on the next page shows, this action only made a dangerous situation even worse.

The sentences in this example are clear and express ideas simply. They transition into each other effortlessly. The organization of each paragraph serves its purpose well.

Have students focus on p. 21 of *Living Through a Natural Disaster*, where El Niño is introduced. Ask them to consider how the author achieved the precision demonstrated in the sentences and paragraphs.

The people of Central America know that El Niño is a force to be reckoned with. El Niño is a pattern of winds and ocean currents that affects Earth's weather. In different parts of the world at the same time it can trigger storms, floods, or drought, which is an unusually long period of extremely dry weather.

In 1997 and 1998, El Niño produced a terrible drought in much of Central America. Crops and farm animals died, and forest fires raged across the parched land. Food and water shortages affected almost 1 million people.

The second sentence is pretty long. It contains twenty-seven words! But the author arranges them clearly so that the effects of El Niño are clear.

The author carefully considers what words and organizational patterns work best to illustrate her ideas.

PRACTICE Now ask students to analyze the following sentences. The first is an unrevised version of a sentence appearing in the text *Living Through a Natural Disaster*. The second is the sentence as it appears in the text. In the line that follows each, have students explain why the published version is better. Remind them to use evidence from the sentences.

- A. Whether or not weather is predictable—the sun might be shining at 6:00 am and all of a sudden a storm strikes at 6:05—it is always with us, day and night, no matter what.
- B. Weather, predictable or not, is always with us.

The first sentence is too wordy. *Weather, predictable or not* does not require an example. Its meaning is clear to the reader. The examples weaken the sentence and put its point off until the reader reaches the end.

- A. Extreme weather can be very dangerous. Sometimes extreme weather can be predicted. When extreme weather is predicted, people can make preparations. Preparations lessen the damage of extreme weather.
- B. Extreme weather can be very dangerous, but when it is predicted, people can make preparations to lessen its damage.

The first sentence is too choppy. Ideas like “Extreme weather can be very dangerous” and “Sometimes extreme weather can be predicted” should be linked so that the sentence flows and is much shorter and easier to understand.

WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.4

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.5

Produce simple, compound, and complex sentences.

W.3.2.D

Informative Writing

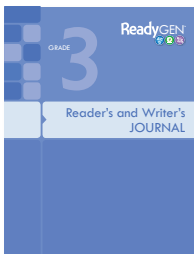
CONVENTIONS Produce Simple Sentences Review

TEACH AND MODEL Tell students that a simple sentence contains one subject and verb pair. It also expresses a complete thought. Remind them that a subject can contain more than one noun and that those nouns can perform more than one action.

Many **people** who live beside rivers **worry** about extreme rainfall.

Help students distinguish the subject of the sentence from other nouns like *rivers* and *rainfall* by asking, “Who or what is this sentence about?” When they provide the answer (people), help them identify the main verb by asking, “And what do the people do?” (They worry.)

PRACTICE Have students select several sentences from their revisions and identify their subjects and verbs. Then have students share their sentences with a partner. Each partner should check for accuracy in the other’s choices. Lastly, have one partner from each pair write a sentence with its identified parts on the board. As a class, discuss the sentences. For more practice, have students refer to p. 238 in their *Reader’s and Writer’s Journal*.



Independent Writing Practice

WRITE Now ask students to revise the drafts on p. 239 in their *Reader's and Writer's Journal*, that explain how climate has impacted their daily lives in some way.



REORGANIZE Now that the first draft is out of the way, students are better able to identify the strengths and weaknesses in their work. One method of revision that will help their drafts tremendously is reorganizing sentences and paragraphs so that they flow and express ideas in a logical manner.

APPLY Have students number the sentences in a given paragraph. Then, on a separate sheet of paper, have them note each sentence's function in that paragraph.

USE TECHNOLOGY If available, have students use computers or electronic tablets to revise their drafts. If they have classroom or school e-mail, ask them to send their revisions to a classmate for peer review.

INDEPENDENT

Writing Wrap-Up



Ask volunteers to share their revisions with the class. Have the class note one thing still in need of improvement and another that qualifies as publishable. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS


SIMPLE SENTENCES Help students understand subjects and verbs by providing sentence frames. Leave out the subject and/or verb and provide a word box with plenty of nouns and verbs to choose from. When students correctly complete a sentence, identify the subject's and verb's functions.

STRATEGIC SUPPORT


PROPER NOUNS Distinguishing a sentence's subject from other common or proper nouns can be tough. Help students by encouraging them to identify the subject-verb pair. It may be helpful to eliminate words to assist their understanding.

LESSON 17

LESSON 17 OBJECTIVE

Recount key details and explain how related information goes together to support the main idea.  RI.3.2

READING OBJECTIVES

Explore text and read closely for the main idea and key details.  RI.3.2

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

 L.3.4.a

Read the Text

Build Understanding

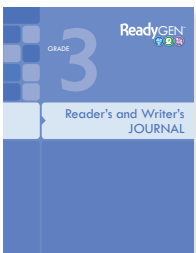
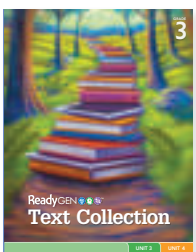
INTRODUCE Have students focus on the following Enduring Understanding as you read *On the Same Day in March* and *Living Through a Natural Disaster*: *Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*


LESSON 17 FIRST READ

Explore the Text

ENGAGE STUDENTS Reintroduce the literary text *On the Same Day in March* and the informational text *Living Through a Natural Disaster*. Have students reacquaint themselves with the texts by comparing the genres, structures, and content. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ INDEPENDENTLY** *On the Same Day in March* and *Living Through a Natural Disaster* Use the **Independent Reading Routine** on pp. TR48–TR51 with students as you read *On the Same Day in March* and *Living Through a Natural Disaster*. Ensure that students grasp the text by limiting interruptions. In this first read of the lesson, students should focus on understanding the “gist” of the texts, or understanding similarities and differences between the texts. After reading, discuss the questions below.

- What does the text *Living Through a Natural Disaster* say about the weather in Australia in 1974?
- What does the book *On the Same Day in March* say about the weather in Australia in March?
- What questions do you have?

Have students use p. 231 in their *Reader's and Writer's Journal* to record their responses to one of the questions. Use students' written responses to monitor progress.

LESSON 17
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on determining the main idea of the texts. Use the following questions to lead the discussion.

- Describe how the author arranges and conveys key details in *On the Same Day in March*. Do you think the author’s decision to express key details in this way helps the reader? Use text evidence to support your answer. (Possible response: The author expresses key details throughout the story in a similar way. Each page depicts a particular part of the world and shares something about that place, always noting its weather. I think repeating the way the details are conveyed can be helpful to the reader because he or she knows exactly where to find them.) **Key Ideas and Details**
- Identify two or more key details on page 25 of *Living Through a Natural Disaster*. (“Some people died from starvation during the drought, and many died from the heat.” “Crops withered under the hot, dry conditions and the intense heat caused roads to buckle.”) **Key Ideas and Details**
- **BY-THE-WAY WORDS** How do the key details in *Living Through a Natural Disaster* help the reader understand the term *natural disaster*? (Key details such as “A drought is an extended shortage of rainfall that is unusual for an area” describe natural disasters. Through such descriptions, the reader understands the term.)
- Identify an important point on page 47 of *On the Same Day in March*. Tell why it is important. (The reference to, “snow or sleet or freezing rain,” is an important point. It conveys what the weather is like in New York City on the same day in March. This is the main point of the book.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

PROFICIENCY Help students by pairing them with proficient readers. Have partners sit side by side and focus on the same section of text. The proficient reader should read a sentence clearly and pause. The student should repeat the sentence. They can continue this for several sentences. They should also stop to paraphrase sentences as they go.


STRATEGIC SUPPORT

COMPREHENSION If students struggle to understand parts of the text, prepare an outline that highlights important information. Have students review the outline before reading the corresponding part of the text.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

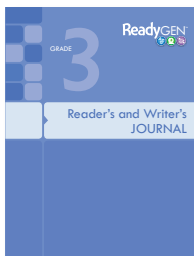
Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.2

Compare and contrast texts that cover the same topic.

 RI.3.9

BENCHMARK VOCABULARY

- severe, p. 5 (*Living Through a Natural Disaster*)
- devastated, p. 6 (*Living Through a Natural Disaster*)



Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from *On the Same Day in March* and *Living Through a Natural Disaster* with the words *severe* and *devastated*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *severe*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the word *devastated*.

MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 234 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

Text-Based Conversation



COLLABORATE Use the **Paired Discussion Routine** on pp. TR28–TR31 to have students discuss the texts. Model using a think aloud, such as the following: *Using a dictionary to define every unfamiliar word isn't reasonable, so I try to find clues to understand words. Page 6 of Living Through a Natural Disaster reads, "By the next morning, Darwin had been devastated." I'm not so sure I know what devastated means, but reading further, it seems that everything in Darwin has been wrecked. Based on the description of events, I believe devastated means destroyed.*

As a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

Team Talk



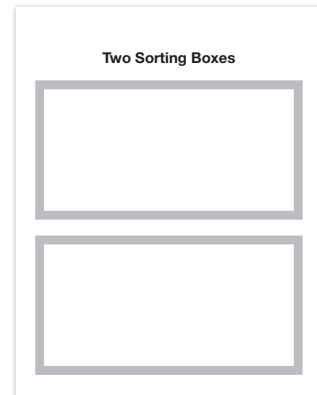
STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. *Do you think it's necessary for a text to give a lot of information to express an idea clearly? Use text evidence to support your answer.* (Possible responses: Yes: *Living Through a Natural Disaster* takes seven pages to describe Cyclone Tracy. I was better able to understand the natural disaster. No: *On the Same Day in March* accomplishes all its goals with very short descriptions of places around the world.)



See **Routines** on pp. TR28–TR75.

Reading Analysis

COMPARE AND CONTRAST Explain that texts covering the same topic will often handle that topic differently. Sharp readers identify similarities and differences in the texts in order to understand them and the topic better. Have students use the Two Sorting Boxes graphic organizer to record details from the text to answer questions. Have students list important points and key details from each text.



CITE TEXT EVIDENCE Focus on pp. 45–46 in *On the Same Day in March* and pp. 13–14 in *Living Through a Natural Disaster*.

- How does the author of *On the Same Day in March* convey important points to the reader?
- How does the author of *Living Through a Natural Disaster* convey key details differently than the author of *On the Same Day in March*?
- Compare and contrast the main ideas of both texts.

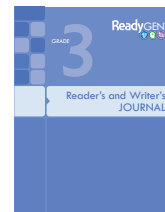
Independent Reading Practice

READING ANALYSIS: COMPARE AND CONTRAST Have students work independently to complete the Two Sorting Boxes graphic organizer to compare and contrast important points and key details in *On the Same Day in March* and *Living Through a Natural Disaster*.

WRITING IN RESPONSE TO READING Have students work independently to answer the prompt on p. 235 in their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As students read texts independently, remind them to explore how related information goes together when authors present a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.




INDEPENDENT


Reading Wrap-Up

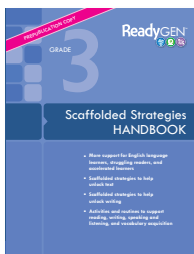


SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Have students pose questions to each presenter. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.2

Compare and contrast the most important points and key details presented in two texts on the same topic.  RI.3.9



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If... students struggle to explain how key details support the main idea,

then... use the Reading Analysis lesson in small group to help them work through the Two Sorting Boxes graphic organizer to organize similarities and differences in the texts.

If... students need extra support to understand the texts,

then... use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Help students work through the Two Sorting Boxes graphic organizer to explain how key details support the main ideas of each text. Model how to identify a key detail. Finally, guide students to compare and contrast the key details in each text.

CLOSE READING WORKSHOP

REVISIT *On the Same Day in March* and *Living Through a Natural Disaster* Focus on the pages identified in the prompts.

Then discuss the prompts with the group. Have students use text evidence to support their answers.

- 1 How do the titles of each section in *Living Through a Natural Disaster* help the reader identify the main point of that section? (The titles give the reader a preview of what the section will be about. For example, “Coping with the Chaos” on p. 10 explains how victims of the cyclone dealt with the effects of the natural disaster.)
- 2 What key details are present on each page of *On the Same Day in March*? (The details are the location that will be described, the weather that is typical of that location, and the phrase, “on the same day in March.”)
- 3 Identify a key detail and a minor detail on pages 16–17 of *Living Through a Natural Disaster*. (Key detail: “the rains in July were so heavy that the water overflowed the dikes in some places.” Minor detail: “Kaoliang...is also called Chinese sorghum.”)

EXTENSIONS

MONITOR PROGRESS

If...students understand how to explain how key details support the main idea,

then...extend the lesson by having them write an additional page for the text of their choice.

READING ANALYSIS


Have students complete the Two Sorting Boxes graphic organizer to compare and contrast key details and show how they support the main idea. Then, have students write an additional page for the text of their choice. This page should present important points and key details in the same way as the text. Then, have students discuss the following questions:

- **If you were to write an additional page in *On the Same Day in March*, what information would you need to include about a location?** (I would need to know something unique about that location's weather in March.)
- **What are some entries in the index of *Living Through a Natural Disaster* that convey the text's main idea?** (Possible responses: Cyclone Tracy, cyclones, drought, floods, tornadoes, typhoons, hurricanes, El Niño, etc.)
- **Which text expresses its main idea most effectively? Use textual evidence to support your answer.** (Possible response: *On the Same Day in March*: The text's main point is to show what weather across the world looks like on one particular day. It shows lots of different types of weather and does so with colorful examples and descriptions. Lines such as "They said it was just a tiny twister—not big enough to spin a horse" make the important points very interesting to read.)

WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose.

 W.3.4

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.5

Produce simple, compound, and complex sentences.

 W.3.2.d

Writing

Informative Writing

WRITING PROCESS Edit

TEACH Tell students that from the editing phase, they can almost see the finish line. As soon as they correct their drafts based on everything they learned during the revision phase, they'll be ready to publish and present their articles.

Editing, like the phases before it, is key to sound writing. Without it, writers risk an unpolished work riddled with small mistakes that dilute an author's power. Even famous writers, large publishing houses, and newspapers employ editors to ensure that their work is error free. Editing is an invaluable part of the writing process. Used properly, it distinguishes good writing from great writing.

During the editing phase, you correct mistakes in grammar, mechanics, and spelling. During editing you make sure you've used the best possible words to describe your ideas. Editing is also the time to examine sentence structure. Does a given sentence's structure match its content? Is the overall sentence structure varied so that the article flows smoothly and isn't choppy or long-winded? Perhaps most importantly, the editing phase offers the opportunity for another set of eyes to examine your work. Through peer review, or even teacher review, strengths and weaknesses previously unnoticed surface. The sharp writer uses this criticism to improve his or her work even more.

To help focus students as they enter the editing phase, have them consider the following questions.

- Is my spelling, capitalization, and punctuation correct?
- Have I varied my sentence structure enough?
- Have I used the best words to describe my ideas?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students see how the writer’s sentence structure aids the flow of the text.

In the Artic
Polar bears ride on floes of ice,
stalking seals,
wishing fish,
as the six-month sun begins to rise
slowly in the Artic skies.
On the same day in March...

The commas and breaks at particular places within the sentence show the reader how to read the sentence.

Have students focus on p. 14 of *Living Through a Natural Disaster* where the Huang He is described. Ask them to describe the writing’s strengths.

Huang He means “yellow river” in Chinese. The river takes its name from the tons of yellow-colored silt that it collects on its journey through the river gorges before it reaches the plains. It is this silt that is so fertile and that nourishes the surrounding lands when the river floods.

The silt settles on the riverbed, and as it builds up, the level of the water is raised. In times of heavy rain, the river overflows its banks, flooding the region.

The author uses a variety of sentence structures to ensure that the paragraphs flow.

The description is sequential. This structure fits the content well. The reader is able to follow along easily.

PRACTICE Have students describe the writing’s strengths in each of the sentences from *Living Through a Natural Disaster* and *On the Same Day in March*.

- A. Human activity can cause floods. Soil and vegetation absorb rain.
When trees are cut down and the land is covered with buildings and roads, rain cannot be absorbed into the soil.

The first two sentences are simple sentences. They’re very short. A third sentence of the same structure may have made the writing seem choppy, but then the author used a complex sentence to vary the patterns and make the sentences flow.


- B. Just when you can’t even remember spring,
that wild Chinook blows in like a dragon,
and quicker than you can say Medicine Hat,
the biggest snow fort ever
is nothing but a dragon-shaped patch
in somebody’s backyard.
On the same day in March...

This is a single sentence with several descriptions, but the author uses commas and breaks to aid the flow so the beauty of the images is highlighted not hidden.

WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose.

 W.3.4

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.5

Produce simple, compound, and complex sentences.

 W.3.2.d

Informative Writing

CONVENTIONS Produce Compound Sentences Review

TEACH AND MODEL Tell students about the structure of compound sentences. Remind them that compound sentences are connected by conjunctions that inform the sentence’s meaning. For example, the conjunction *and* often indicates that the two independent clauses are equally important parts, like in the example below.

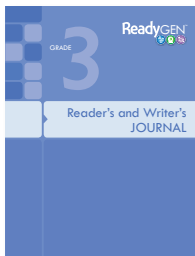
The city was in ruins, **and** the government’s emergency team decided to evacuate everyone as soon as possible.

If the author so chose, she could have expressed this idea as two separate thoughts. The decision to combine them with the conjunction *and* is an indication that she wants the reader to consider these ideas together and not separately.

PRACTICE Have students analyze the following sentence. They should identify the two independent clauses in each and explain the use of the conjunction as it relates to what the writer is trying to express or how the reader receives the information in the sentence.

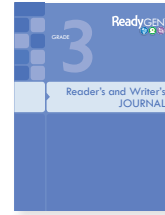
“Crops withered under the hot, dry conditions and the intense heat caused roads to buckle.” **Clause 1: Crops withered under the hot, dry conditions; clause 2: the heat caused roads to buckle.** The author’s decision to use the conjunction *and* is her clue to the reader that these two ideas are so closely related that they should be considered together.

For more practice, have students refer to p. 238 in their *Reader’s and Writer’s Journal*.



Independent Writing Practice

WRITE Ask students to edit the drafts on p. 240 in their *Reader's and Writer's Journal* that explain how climate has impacted their daily lives in some way. Have students examine their articles with a focus on word choice. Have they selected the exact words they meant to choose? Do their word choices do the best job of illustrating their points? If not, they need to edit for precision.



INDEPENDENT

APPLY Have students pick two compound sentences in their drafts and identify the independent clauses. If the drafts have no compound sentences, have students revise their drafts so they include at least two compound sentences.

USE TECHNOLOGY If available, have students use computers or electronic tablets to revise their drafts. If they have classroom or school e-mail, ask them to send their revisions to a classmate for peer review.

Writing Wrap-Up



Ask volunteers to share their edited versions with the class. Have the class pose questions based on the articles. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

READ ALOUD Help students edit their drafts by allowing them to read a paragraph or even a single sentence aloud before assessing how it might be improved. If they cannot read a sentence they have written without halting, omitting words, or adding words, there's a very good chance the sentence does not say what was intended. Examine the troublesome part of the sentence to discover how it might be revised.

STRATEGIC SUPPORT

EDITING Help students struggling to edit their drafts by scaling back. Allow them to focus on one or two paragraphs at a time or only a particular type of revision. If the structure of their article completely impedes understanding, allow them to focus on just that element in the revision process. Assess their edited versions based on improvements in structure alone.

LESSON 18

LESSON 18 OBJECTIVE

Describe the relationship between a series of scientific reasons for how and why things occur in nature. RI.3.3

READING OBJECTIVES

Read text to describe the relationship between a series of historical events, scientific ideas, or concepts. RI.3.3

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

L.3.4.a

Read the Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read *Weather*, *Living Through a Natural Disaster*, and *On the Same Day in March*: Learners will understand scientific reasons for how and why things occur in nature.

LESSON 18
FIRST READ

Explore the Text

ENGAGE STUDENTS Reintroduce the informational texts *Weather* and *Living Through a Natural Disaster* and the literary text *On the Same Day in March*. Have students examine the texts to reacquaint themselves with content and structure. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

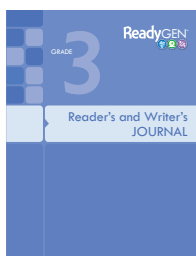
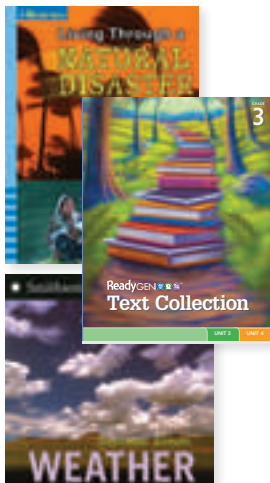
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ INDEPENDENTLY *Weather*, *Living Through a Natural Disaster* and *On the Same Day in March* Use the **Independent Reading Routine** on pp. TR48–TR51 with students as you read *Weather*, *Living Through a Natural Disaster*, and *On the Same Day in March*. Have students stop periodically to summarize what they've read. In this first read of the lesson, students should focus on understanding the “gist” of the texts. After reading, discuss the questions below.

- Where does weather come from?
- What are the weather advantages and disadvantages of living on a coastline?
- What questions do you have?

Have students use p. 231 in their *Reader's and Writer's Journal* to record their response to one question above. Use students' written responses to monitor progress.



LESSON 18
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on describing the relationship between events, concepts, and steps using language that pertains to time, sequence, and cause/effect. Use the following questions to lead the discussion.

- Describe the relationship between two events on page 6 of *Living Through a Natural Disaster*. Use the word *because* in your description. (People in Darwin, Australia, did not listen to the announcements warning them about the cyclone because they were too busy preparing for Christmas Day.) **Key Ideas and Details**
- Describe the relationship between two concepts on pages 50 and 51 in *On the Same Day in March*. Use the words *both* and *different* in your description. (Both pages describe weather in different places on a single day in March, but one tells about India and the other tells about Thailand.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** Identify two or three words or phrases in the following sentence that describe the word *flash flood*: “A more dangerous flash flood happens when a great amount of rain falls in a short time, causing a wall of water to suddenly rush over an area.” (dangerous, great amount of rain, short time, wall of water, suddenly rush)
- Read page 52 of *On the Same Day in March*. Express the events on the page in sequential order. Use the words *first*, *next*, and *then* in your answer. (Possible response: First it rained, next the rainfall left a “gift of a river,” then everyone came to drink and play in the river; finally, the sun took the river away.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Explain difficult vocabulary to students to prevent barriers in comprehension. You may find it helpful to also provide synonyms for those words. Students can temporarily substitute difficult words with synonyms with which they are familiar to ensure understanding. As they become more comfortable with the meaning of the text, have them return the original words to their respective places.

STRATEGIC SUPPORT

VOCABULARY Help students retain unfamiliar words by putting the terms to use. For example, you might provide several questions for the word *predictable*, causing students to interact personally with the word. For example:
What’s a predictable face you would expect someone to make at his or her surprise birthday party?

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Describe the relationship between scientific ideas or concepts using language that pertains to time, sequence, and cause/effect.

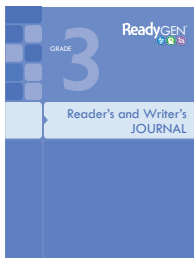
 RI.3.3

Discuss text using evidence to support opinions.

 SL.3.1.a

BENCHMARK VOCABULARY


- predictable, p. 4 (*Living Through a Natural Disaster*)
- crisis, p. 27 (*Living Through a Natural Disaster*)



Focused Reading Instruction


Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from *Weather*, *Living Through a Natural Disaster*, and *On the Same Day in March* with the words *predictable* and *crisis*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *predictable*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the word *crisis*.


MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 234 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

Text-Based Conversation

 **COLLABORATE** Use the **Whole Class Discussion Routine** on pp. TR32–TR35 to have students discuss important moments in *Weather*, *Living Through a Natural Disaster*, and *On the Same Day in March*. You may wish to model using a think aloud.

As a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

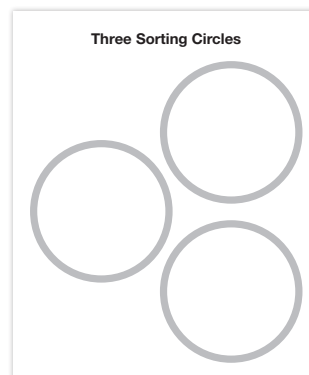
Team Talk

 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *In your opinion, which text does a more complete job of expressing its main idea? Use text evidence to support your ideas.*

(Possible responses: *Weather* uses examples to help the reader understand many kinds of weather. *Living Through a Natural Disaster* not only defines what a natural disaster is through examples, it also shows how natural disasters impact people's lives. Even though *On the Same Day in March* is shorter, I think the main idea is expressed completely. The reader is able to enjoy learning about different weather across the world in a story format.)

Reading Analysis

TIME RELATIONSHIPS Explain that relationships between events, concepts, or steps are expressed using relevant language to help readers grasp those relationships. Have students use the Three Sorting Circles graphic organizer to record details from all three texts. Have students identify relationships in the texts using language that demonstrates their understanding of the relationship (time, sequence, or cause and effect).



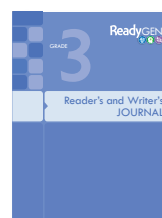
CITE TEXT EVIDENCE Focus on p. 44 in *On the Same Day in March* and p. 4 in *Living Through a Natural Disaster*.


- What concept appears over and over again in *On the Same Day in March*? How has the author connected the concept through the story's pages?
- Find a relationship between weather and an object on Earth in the text *Weather*. Describe that relationship using language that reflects your understanding of the relationship between weather and an object.
- According to *Living Through a Natural Disaster*, what caused the cyclone in Darwin, Australia?

Independent Reading Practice


READING ANALYSIS: TIME RELATIONSHIPS Have students work independently to complete the Three Sorting Circles to identify relationships in *Weather*, *On the Same Day in March*, and *Living Through a Natural Disaster*.

WRITING IN RESPONSE TO READING Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* (p. 235).



 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently, remind them to explore content to understand scientific reasons for how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.


Reading Wrap-Up

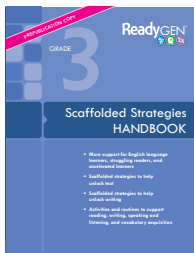
 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Have students assess the effectiveness of each other's opinions. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Describe the relationship between scientific ideas or concepts using language that pertains to time, sequence, and cause/effect.

 RI.3.3

Compare and contrast the most important points and key details presented in two texts on the same topic.  RI.3.9



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to describe the relationship between events, concepts, or steps in a process,

then...use the Reading Analysis lesson in small group to help them work through the Three Sorting Circles graphic organizer to identify the best examples of such relationships.

If...students need extra support to understand the text,

then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Help students work through the Three Sorting Circles graphic organizer to describe relationships between events, concepts, or steps in a process. Model how to identify the first part of a relationship and use it to locate the second. Finally, guide students to write a few sentences that clearly demonstrate one of the relationships they have defined.

CLOSE READING WORKSHOP

REVISIT Review *Weather*, *On the Same Day in March*, and *Living Through a Natural Disaster*. Focus on the pages identified in each question. Then discuss the following questions with the group. Have students use text evidence to support their answers.

- 1 According to page 4 of *Weather*, what is the relationship between weather and the world? (The world experiences almost every form of weather every day, somewhere. The text states, “It’s cloudy today. It’s also sunny, rainy, and snowy, hot and cold, calm and windy, dry and damp.”)
- 2 Compare how the relationship between weather and the world is expressed in *Weather* and in *On the Same Day in March*? (*Weather* tells the reader that all types of weather happen every day in some place in the world, while *On the Same Day in March* shows this information by illustrating the different weather in a variety of places such as Paris, France, New York City, and the Arctic.)

EXTENSIONS

MONITOR PROGRESS

If...students understand how to describe the relationship between events, concepts, or steps in a process,

then...extend the activity by having them write an essay that describes the relationship between the main ideas expressed across all three texts.

READING ANALYSIS


Have students complete the Three Sorting Circles graphic organizer to describe relationships between events, concepts, or steps in a process in the three texts. Next, have students answer questions about how the main ideas of each text are related to each other. Then have students discuss the following questions:

- **Look at page 9 of *Weather*. What relationship described in the text is also illustrated by the drawing at the top of the page?** (The illustration shows the relationship between the Earth and the sun's rays. According to the text, the sun does not heat the Earth evenly. Hot spots receive the sun's direct rays, and cold spots receive slanted rays.)
- **How does the description of hail differ in *Weather* and *On the Same Day in March*?** (The description in *Weather* tells how hail is formed and how it grows. The description in *On the Same Day in March* takes place in Darjeeling, India, and is a poetic telling of people's reaction to the hailstones.)
- **How does each author of the three books you read describe flooding? What different methods does each author use in the description?** (The author of *Weather* explains how heavy rains form in clouds but does not tell about flooding. The author of *On the Same Day in March* shows the positive results of flooding in Northern Kenya. In *Living Through a Disaster*, the author tells a narrative or story about a flood in China in 1933 which occurred when the river banks overflowed. She tells the true story in the actual sequence of events. She also uses time order of events to explain how and why it happened.)

WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

 W.3.4

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.5

Produce simple, compound, and complex sentences.

 W.3.2.d

Writing

Informative Writing

WRITING Publish and Present

TEACH Now that students have worked through the toughest parts of the writing process, it's time to take pride in that work and prepare their articles for publication and presentation.

Much like a bright and shiny advertisement in a magazine, the final draft of an article looks as if it was prepared effortlessly—as it should! Only the creator is aware of the energy spent striving for perfection. This is a time to reflect on each step of the writing process and its contribution to the clean, polished article before you.

Coupled with the beauty and pride of a finished product is its display. There are many ways to share your work. You can collaborate and collect your articles on climate in an anthology to be exhibited in the classroom. You might send copies of it to other teachers in the building, or you might read it aloud to peers, family, and friends in a class reading.

Help students decide how they will share their articles by discussing the following questions.

- Who would we like to share our articles with?
- What's a creative way to present articles about climate and our lives?
- Who will be responsible for the coordination of this event?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students see how the writer's display of the text aids its meaning and impact.

in Northern Kenya
The rains come,
and all in one day,
they leave the gift of a river.
Everyone, hurry!
Come drink! Come play!
Before the sun shines
and, all in one day,
takes the river away.
On the same day in March...

The illustrations not only support the content, they help it “come to life” for the reader.

Have students focus on p. 6 of *Weather* where insolation and the atmosphere are described. Ask them to analyze how the writing is presented.

Earth's weather is driven by the intense heat of the sun. The sun's energy travels through space in the form of visible light waves and invisible ultraviolet and infrared rays. About one third of the energy reaching Earth's atmosphere is reflected back into space. The remaining two thirds is absorbed during a process called insolation (from *incoming* and *solar radiation*).

The atmosphere lets sunlight pass through. Sunlight heats the ground, which in turn warms the air near the surface. But the atmosphere prevents most of the heat from escaping into space. This is called the greenhouse effect, because the glass windows in a greenhouse trap heat in the same way.


Insolation and the greenhouse effect strike a balance and make our planet livable. If Earth's average temperature were to drop by a few degrees, the ice ages would return and glaciers would cover North America and Europe. If the temperature were to increase by a few degrees, the polar ice caps would melt and the oceans would flood low-lying coastal lands.


The words are a clean and crisp white, except for the bright red *E* indicating the start of the paragraph. The words are a nice contrast to the serene photograph in the background, which illustrates some of the ideas described in the text.


PRACTICE Now ask students to describe or even create ways to present the following sentences from the anchor and supporting texts.

- a. But nothing about the weather is very simple. Earth spins rapidly from west to east. At the equator, the speed of rotation is about a thousand miles per hour, much faster than it is near the poles.
- b. Natural disasters affect huge groups of people, directly or indirectly. They can bring death, famine, disease, and homelessness.
- c. in Central Thailand
It's too hot to plant rice.
It's too hot to pick rice.
But it's not too hot to *spell R I C E*
on the blackboard in the school.
On the same day in March...

WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  W.3.4

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.5

Produce simple, compound, and complex sentences.  W.3.2.d

Informative Writing

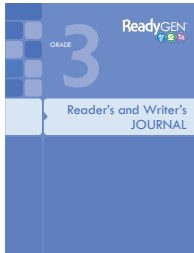
CONVENTIONS Produce Complex Sentences

TEACH AND MODEL Explain that complex sentences contain both an independent clause and a dependent clause. In other words, one part of a complex sentence can stand alone because it expresses a complete thought, and the other part cannot stand alone because it does not express a complete thought. Identifying complex sentences can be tricky, since a comma is not always present.

Mountains are cold **because** air temperatures drop about 3.5° Fahrenheit with each thousand feet of altitude.

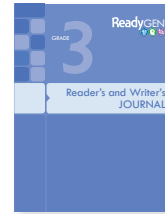
The signal word in this sentence is *because*. Assure students that when a comma is not present to help them distinguish the independent and dependent clauses, they can almost always depend on words like *because*, *when*, *while*, and *that* to help them identify the complex sentence structure.

PRACTICE Provide students with a list of subordinate conjunctions that alert readers to a complex sentence structure. Then have them identify several complex sentences in the anchor text and/or the supporting texts. They should write down the independent and dependent clauses as well as the signal word. For more practice, have students refer to p. 238 in their *Reader's and Writer's Journal*.



Independent Writing Practice

WRITE Now ask students to publish and present their articles on p. 238 in their *Reader's and Writer's Journal*.



A well-written, interesting, and entertaining article deserves a presentation that reflects its content. If students have access to items like sturdy printer paper and color ink, have them consider using them in the presentation of their articles. If these items are unavailable, challenge students to think outside the box. Encourage them not to lose enthusiasm as they wind down and head toward the end of the writing process.

After students have published their articles individually, have them work as a whole group or in smaller groups to coordinate the presentation of their work. Assign roles like timekeeper, recorder, and manager to ensure that each student participates and to keep the groups on task. Finally, present the articles.

APPLY Have students identify complex sentences in the work presented.

USE TECHNOLOGY If available, have students use computers or electronic tablets to prepare their articles for publication. If they have classroom or school e-mail, ask them to use them to submit their articles for assessment.

INDEPENDENT

Writing Wrap-Up



Ask volunteers to share their published versions with the class. Post the articles throughout the room to display their hard work. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

COMPLEX SENTENCES Help students with complex sentences by breaking them into their major parts. Use a highlighter to identify the independent clause. Use a different color highlighter to identify the dependent clause. Point out that the independent clause expresses a complete thought, which makes it easier to summarize. Now read the dependent clause aloud. Point out that the clause leaves the listener hanging.

STRATEGIC SUPPORT

STRUCTURE Help students struggling with complex sentence structure by providing practice with sentence frames that require them to provide the independent or dependent clause. Have them label each clause and identify the signal word that helps them determine the structure. Once students have mastered this, have them write several of their own complex sentences.



OBJECTIVES

Introduce and develop an informative article with facts, details, and illustrations.

W.3.2

Connect ideas with linking words and phrases. **W.3.2.c**

Provide a concluding statement or section. **W.3.2.d**

Performance-Based Assessment

TASK

NEWS REPORT

Students will use what they have learned from *Weather and Living Through a Natural Disaster* to create an engaging news report recounting an experience that demonstrates an understanding of the relationship between human beings and the weather/climate/Earth using relevant, descriptive details and visual displays that emphasize and enhance details and facts.

Students will:

- a. Write informative news reports to examine a topic and convey ideas and information clearly.
- b. Share their reports, using appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- c. Add visual displays when appropriate to emphasize or enhance certain facts or details.

See p. 392 for reproducible page for student distribution.

TEACHER NOTE You may wish to administer this assessment over multiple lessons.

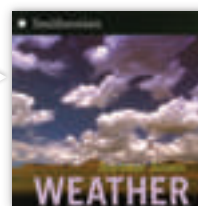
Task Preparation

INTRODUCE Discuss the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

REVISIT THE TEXT Remind students that *Weather* provides information about how precipitation, temperature, and location affect weather and *Living Through a Natural Disaster* recounts facts and experiences of people who have lived through cyclones, flooding, and drought. Both texts offer important information about weather-related problems and how people deal with them.

Weather

Hundreds of miles above Earth’s surface, weather satellites beam down photos of cloud systems moving across the world. Meteorologists, scientists who study weather, use this information to learn about the weather and to forecast it. (p. 28)



Living Through a Natural Disaster

The police began cleaning up early in the morning. Service people from the army, navy, and air force joined them on December 26. They brought along specialized equipment, such as electricity generators, to help restore utilities. Doctors and nurses arrived to treat people who were injured or in shock. They brought basic supplies, such as food, blankets, and tents that would provide temporary shelter for those who had been left homeless. (p. 10)



Explain to students that for the Performance-Based Assessment they will need to choose an event from *Living Through a Natural Disaster* and use information learned from both texts to develop their report. Students may find a Main Idea and Details graphic organizer helpful to organize their ideas before writing and a list of question starters—*Who, What, When, Where, Why, How*—helpful to ensure all necessary information for an effective report is addressed.

Set-Up

ORGANIZATION

Have students revisit both texts with a partner to examine the photos and discuss possible topics for their news report. After students have determined a topic, encourage them to ask and answer questions as they gather and organize information. By working with a partner, students can get immediate feedback on ideas.

MATERIALS

- notebooks or paper for note taking
- pencils
- text: *Weather and Living Through a Natural Disaster*
- paper for informational writing
- markers or colored pencils and large white paper for illustration

BEST PRACTICES

- Organize seating to facilitate partner collaboration.
- Encourage students to visit previous informational writing for inspiration.
- Post question starters for reference: *Who, What, When, Where, Why, How.*

Scaffolded Support

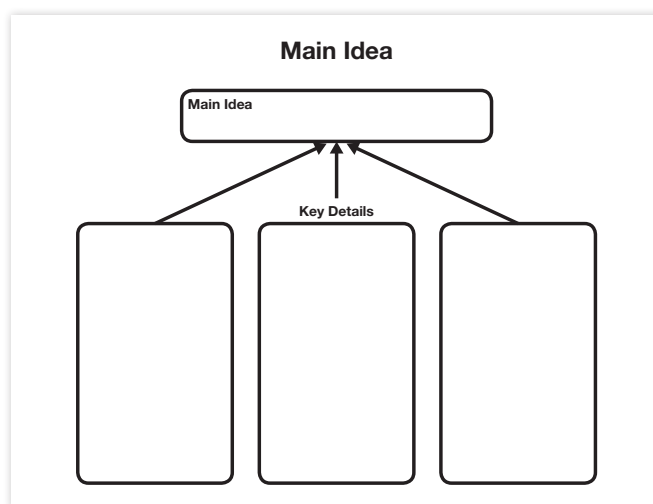
In order for all students to access the Assessment, additional supports can be provided as necessary.

CHECKLIST Provide a checklist that details student expectations for this project. It can give points to each section so students are clear about what is being assessed.

WRITING TASKS Writing tasks can be previewed and broken down into smaller steps for clarity.

EDITING TASKS Editing tasks can be implemented after students complete a draft of their informational writing.

GRAPHIC ORGANIZERS Students can use the Main Idea graphic organizer to take notes and to organize their thinking about their information and examples from each text.



Performance-Based Assessment Grade 3 • Unit 3 • Module B

TASK

News Report

You will use what you have learned from *Weather* and *Living Through a Natural Disaster* to create an engaging news report recounting an experience that demonstrates an understanding of the relationship between human beings and the weather/climate/Earth using relevant, descriptive details and visual displays that emphasize and enhance details and facts.

You will:

- Examine a topic and convey ideas and information clearly.
- Share your report, using appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Add visual displays when appropriate to emphasize or enhance certain facts or details.

Informative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Informative topic is clearly conveyed; main idea is specific.	Organization includes an effective introduction, body, and conclusion; includes effective visual display to emphasize main idea.	Information is relevant and thorough; includes an abundance of facts and descriptive details from both texts.	Information contains a variety of linking words and phrases that connect categories of information within the report.	Information contains correct grammar, usage, spelling, punctuation, and capitalization.
3	Informative topic is clear; main idea may need to be more specific.	Organization includes adequate introduction, body, and conclusion; includes visual display to emphasize main idea.	Information is adequate and includes facts and details from both texts.	Information contains linking words and phrases to connect categories of information within the report.	Information contains a few errors in grammar, usage, spelling, punctuation, and capitalization; but it does not affect understanding.
2	Informative topic is not quite clear; main idea may be too broad or narrow.	Organization includes some grouped ideas, but lacks one or more parts; visual display is somewhat connected to the main idea.	Information is uneven or incomplete; insufficient use of facts and descriptive details from one or both texts.	Information contains some linking words and phrases to connect categories of information within the report.	Information contains some errors in grammar, usage, spelling, punctuation, and capitalization that somewhat affect understanding.
1	Informative topic is vague; main idea is unclear.	Organization is poor; may be missing main parts; visual display is not connected to the main idea.	Information is poor or nonexistent; few relevant facts and details from either text.	Information does not contain enough linking words and phrases to connect categories of information within the report.	Information contains errors in grammar, usage, spelling, punctuation, and capitalization that affects understanding.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> • no response is given • student does not demonstrate adequate command of informative writing traits • response is unintelligible, illegible, or off topic 				

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

Presentation

AUTHOR CELEBRATION In small groups whose topics are similar, students share their news reports in a newscast format with the class.

Now that students have finished writing their news report and making their illustration, it's time to "report" their story to their audience.

- Prior to reading their story "on air," have students listen to real newscasts, if possible, to examine tone, pace, volume, and word emphasis.
- Provide time for students to practice and rehearse their newscast. Set up a table with two to four students on one side to resemble an anchor desk at a news station and spaces in the room students can use for field reporting.
- Have students determine which group members will be anchors and which will be field reporters.
- Invite anchors to dress "professionally" as if they are reporting from a news station and field reporters to dress or use props (such as umbrellas, microphones, etc.) as if they are live on the scene.
- If possible, record student newscasts for later viewing and celebrating for the purpose of offering constructive feedback.

Reflect and Respond

LOOKING AHEAD For students who received a low score (0, 1, or 2) on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment. Graphic organizers and other means of support will guide students to success as they complete other Performance-Based Assessments throughout the school year.

If...students have difficulty conveying ideas clearly,

then...remember that directing students to texts to locate appropriate facts and details to support their main idea will improve the clarity of their information.

If...students need extra support speaking clearly at an understandable pace,

then...remember encouraging students to imitate real newscasters' tone, pace, and volume will improve their presentation skills.

If...students find it difficult to link categories of information,

then...remember to review words such as *also*, *another*, *and*, *more*, and *but* that connect ideas within a text.

If...students struggle to include appropriate illustrations to aid in comprehension,

then...remind students that they should illustrate the most important idea they want the audience to understand about their topic.

Contents

END-OF-UNIT ASSESSMENT..... TR02–TR27



ROUTINES..... TR28–TR75

TEAM TALK Think/Pair/Share Routine	TR28–TR31
Whole Class Discussion Routine	TR32–TR35
Small Group Discussion Routine.....	TR36–TR39
Read Aloud Routine.....	TR40–TR43
Shared Reading/Read Together Routine.....	TR44–TR47
Independent Reading Routine.....	TR48–TR51
Text Club Routine.....	TR52–TR55
Benchmark Vocabulary Routine: Information	TR56–TR61
Benchmark Vocabulary Routine: Literary.....	TR62–TR67
Reading Wrap-Up Routine	TR68–TR71
Writing Wrap-Up Routine.....	TR72–TR75

GRAPHIC ORGANIZERS..... TR77–TR91

Cause and Effect.....	TR77
Compare and Contrast.....	TR78
Four-Column Chart.....	TR79
K-W-L Chart.....	TR80
Main Idea.....	TR81
Story Sequence A.....	TR82
Story Sequence B.....	TR83
T-Chart.....	TR84
Three-Column Chart.....	TR85
Three Sorting Circles.....	TR86
Two Sorting Boxes.....	TR87
Venn Diagram.....	TR88
Web A.....	TR89
Web B.....	TR90
Word Rating Chart.....	TR91

TEXT COMPLEXITY RUBRICS..... TR92–TR97

BALL-AND-STICK MANUSCRIPT ALPHABET..... TR98

D'NEALIAN MANUSCRIPT ALPHABET..... TR99

CURSIVE ALPHABET..... TR100

LEVELED READER INSTRUCTIONAL PLANS..... TR101–TR110

ACKNOWLEDGMENTS..... TR111

Administering the Assessment

The End-of-Unit Assessment consists of two passages, each followed by selected-response Comprehension and Vocabulary questions and a Constructed Response writing prompt. At the end of the test, there is also an Extended Response writing prompt that requires students to draw on information from both passages. Students should complete the test independently.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. The amount of time required to complete the entire assessment is likely to increase with additional sessions to allow for reengagement including reading of text.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none">• First passage, questions, Constructed Response	<ul style="list-style-type: none">• Second passage, questions, Constructed Response• Extended Response	
TWO SESSIONS Option 2	<ul style="list-style-type: none">• First passage, questions, Constructed Response• Second passage, questions, Constructed Response	<ul style="list-style-type: none">• Extended Response	
THREE SESSIONS	<ul style="list-style-type: none">• First passage, questions, Constructed Response	<ul style="list-style-type: none">• Second passage, questions, Constructed Response	<ul style="list-style-type: none">• Extended Response

End-of-unit assessments provide opportunity for your students to build stamina and endurance abilities under demanding circumstances. You may opt to reduce the number of sessions for the end-of-unit assessments from three to two over the course of the school year. Use your professional judgment to determine which administration option best suits the needs of your students.

DURATION The time required for each part of the assessment will vary depending on how long it takes students to read the passages, answer the questions, and write their responses. Some variation may also depend on students' previous experience with selected-response tests and writing in response to prompts.

PREPARING STUDENTS FOR THE ASSESSMENT Make sure every student has a pencil with an eraser. If students will be completing the Extended Response, make sure that they have access to blank paper. Tell students that they will be taking a test in which they will read passages, answer questions, and complete some short writing activities. If you choose to have students complete the entire assessment in one session, stress that they should read the first passage and complete all of the tasks related to that passage before moving on to the second passage. If you choose to divide the test into multiple sessions, present only the section(s) that the students will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT Students should complete each test independently, reading all directions, passages, and test items on their own. Make sure students understand that, with the exception of the Extended Response, they must circle their answer choices and write their responses on the test pages.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind students that good readers go back to the text to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from both passages in the test, they should reread the two passages prior to beginning this section. If they are taking the test over two or three days, this will be especially important.

Administering the Assessment

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require students to answer a question about the passages, while Part B questions typically ask students to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided at the end of this section. Each question is worth 1 point. *Students must answer both parts of each question correctly to receive credit.*

SCORING THE CONSTRUCTED RESPONSES Each Constructed Response item requires students to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses are provided at the end of this section. Use the 2-point rubrics, which are also provided at the end of this section, to evaluate student responses to these prompts. Although the criteria provided in the rubrics describe the majority of student responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

SCORING THE EXTENDED RESPONSE The Extended Response item requires students to write in response to a prompt by drawing on information from both passages in the test. Use the 4-point rubric provided at the end of this section to evaluate student responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

GENERATING FINAL SCORES AND/OR GRADES If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may combine points from the selected-response and Constructed Response items to determine a Reading grade. Likewise, you may total the points from the Extended Response to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each student should be compared only with the scores of other students in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on student performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If students struggle with the Comprehension questions, they may benefit from additional instruction in close reading and finding text-based evidence to support their ideas. If students struggle with the Vocabulary questions, they may benefit from additional instruction in word analysis, roots and affixes, word relationships, and using context clues to determine the meanings of unknown words. If students struggle with specific categories on the Constructed Response or Extended Response rubrics, they may benefit from targeted instruction in those particular areas.

Scoring Information

“Taito and the Gulls”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. a
- 1. Part B. d, e

- 2. Part A. c
- 2. Part B. b

- 3. Part A. d
- 3. Part B. b

Vocabulary

- 1. Part A. d
- 1. Part B. c

- 2. Part A. a
- 2. Part B. c

- 3. Part A. a
- 3. Part B. b

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: In the story “Taito and the Gulls,” Taito could not go to the feast, so he went to the beach instead. There, he saw the gulls fly inland. He knew this meant a storm was coming, so he ran to tell the others. I think Taito is a hero because his warning let people prepare for the storm and find shelter. **OR** In the story “Taito and the Gulls,” Taito could not go to the feast, so he went to the beach instead. There, he saw the gulls fly inland. He knew this meant a storm was coming, so he ran to tell the others. I do not think Taito is a hero because he did not obey his parents. Also, the people would soon see that the storm was coming without his help.

2	Response introduces the story and uses selection details to explain why Taito is able to warn the others that a storm is coming. Response gives an opinion about whether Taito is a hero and supports the point of view with reasons.
1	Response uses at least one selection detail to explain why Taito is able to warn the others that a storm is coming. Response gives an opinion about whether Taito is a hero but does not support the point of view with reasons.
0	Response does not explain why Taito is able to warn the others that a storm is coming. Response does not give an opinion about whether Taito is a hero.

“How Did the Animals Know?”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. b
1. Part B. c

2. Part A. a
2. Part B. a

3. Part A. b
3. Part B. b

Vocabulary

1. Part A. b
1. Part B. d

2. Part A. a
2. Part B. b

3. Part A. d
3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: Animals that sensed the coming tsunami acted strangely. Animals in nature, such as flamingos, left the coastal areas. Animals in zoos tried to escape. Animals in nature were more likely to survive because they could move freely. They could go to higher ground. The animals in the zoos were trapped in their cages. They could not move to higher ground unless they were able to escape from their cages.

2	Response uses information from the text to explain what the animals in nature and the animals in zoos did when they sensed the approaching tsunami. Response concludes that the animals in nature were more likely to survive and provides reasons from the text to support this conclusion.
1	Response explains what the animals in nature and the animals in zoos did when they sensed the approaching tsunami. Response concludes that the animals in nature were more likely to survive but does not provide reasons from the text to support this conclusion.
0	Response does not explain what the animals in nature or the animals in zoos did when they sensed the approaching tsunami. Response does not draw a conclusion about which group of animals was more likely to survive.

Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response uses information from both texts to identify and examine the message.	Information is organized logically; conclusion summarizes in detail the ideas conveyed in the essay.	Response names the texts and gives a detailed explanation of how each text develops the message, citing details that support ideas.	Related ideas are connected by linking words; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response uses information from one text to identify and examine the message.	The order of information is evident; conclusion summarizes the ideas conveyed in the essay.	Response names the texts and explains how each text develops the message.	Ideas are connected by linking words; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response does not use information from the texts to identify and examine the message.	Information is inconsistently ordered; conclusion does not summarize the ideas conveyed in the essay.	Response does not name the texts but does explain how one text develops the message.	Linking words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Information lacks order; conclusion is missing.	Response does not name the texts or explain how the texts develop the message.	Linking words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of informative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				



Name _____

First Passage

Directions: Read the following passage. Use information from the passage to answer the questions that follow.

Taito and the Gulls

by Julie Lavender

I could watch gulls all day. One by one, the gulls splash into the water where they bounce and bob with the waves. Then they dip their bills into the water, grabbing fish to eat.

I hear my mother calling. “Taito, you’ve been gone a long time,” she scolds, looking unhappy. “Where are the fish?”

I hang my head because I realize that I’m in trouble. I was supposed to be catching fish for the feast tonight! I apologize to my mother. “Please forgive me. I was watching the gulls and forgot to fish.”

I’m nervous when I see my father and my great-grandfather. “Your net is empty,” my father says, “and this is not the first time you didn’t listen.” Father thinks for a moment and says, “Since you didn’t help prepare for the feast, you may not attend.”

There is disappointment in Great-grandfather’s eyes. He has often told me I should listen to instructions as closely as I listen to his stories.

Great-grandfather is very wise. He teaches me about our people, the Arawak, and our island. He tells me stories about the sea and the animals. “The animals are your best teachers,” he says. “Observe their ways and learn from them.”

Sights, sounds, and smells of the feast drift my way. Since I cannot attend, I go for a walk along the beach.



When I reach the bay, the gulls are floating on the water. The afternoon sky looks very dark, which is very strange. Suddenly, the gulls fly away from the water toward the center of the island, and they disappear into the trees.

I look for the gulls and find them huddled together on the ground. Great-grandfather told me about this phenomenon. I know what this event means! When flying gulls gather inland, bad weather is coming.

The sky is getting darker, so I run to warn the others.

“Great-grandfather, the gulls are inland!” Great-grandfather tells everyone to prepare for a storm. The men tow the canoes and tie them to trees. Rain begins to pound, and everyone runs toward the cave.

Safe inside, we hear the wind howl like a powerful animal. I cover my ears, but suddenly, there is silence.

“Great-grandfather, is the storm over?”

“No,” he says, “sometimes storms rest a while, and then their fury starts again. They can be very unpredictable. It is difficult to tell what they will do.”

The rain returns with the screaming wind. The next morning it is calm and quiet.

This hurricane has destroyed many homes. “Be thankful,” Great-grandfather says. “The storm took our homes, but it didn’t take our lives. Our village will rise again.”

Then I wonder about the gulls, so I run to a hill overlooking the beach and see birds bobbing on the water. The gulls are safe and have returned home, just like my people.



Comprehension

Directions: Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

1. Part A

Taito is not allowed to go to the feast. Why is this important to the sequence of events in the story?

- a. He goes to the beach, sees the gulls move inland, and tells the people of a coming storm.
- b. He finally understands he must do what he is told if he wants to be part of the group activities.
- c. He takes his net to the water and catches an enormous fish that he brings to the feast.
- d. He decides to go to the feast and enjoy the activities even though he was told he could not.

Part B

Which **two** details from the passage best help you answer Part A?

Choose 2 answers.

- a. “‘Taito, you’ve been gone a long time,’ she scolded, looking unhappy.”
- b. “‘Since you didn’t help prepare for the feast, you may not attend.’”
- c. “When I reach the bay, the gulls are floating on the water.”
- d. “Suddenly, the gulls fly away from the water toward the center of the island”
- e. “The sky is getting darker, so I run to warn the others.”

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Literature 3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.



2. Part A

Why is Great-grandfather disappointed with Taito?

- a. Because Taito did not go fishing, there will be no fish for the feast.
- b. Great-grandfather is hoping to spend time at the feast telling Taito about the island.
- c. Great-grandfather expects Taito to obey his parents and do what they tell him to do.
- d. The feast will not be as much fun if Taito is not with the family.

Part B

Which detail from the passage best helps you answer Part A?

- a. “‘Your net is empty,’ my father says, ‘and this is not the first time you didn’t listen.’”
- b. “He has often told me I should listen to instructions as closely as I listen to his stories.”
- c. “He teaches me about our people, the Arawak, and our island. He tells me stories about the sea and the animals.”
- d. “Sights, sounds, and smells of the feast drift my way. Since I cannot attend, I go for a walk along the beach.”

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Literature 3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.



3. Part A

What is an important message in this story?

- a. People on islands enjoy eating fish at feasts.
- b. Caves can be used as shelters during storms.
- c. Hurricanes are storms that do a lot of damage.
- d. Understanding animals' actions can help people.

Part B

Which detail from the passage best helps you answer Part A?

- a. "I was supposed to be catching fish for the feast tonight! I apologize to my mother."
- b. "I know what this event means! When flying gulls gather inland, bad weather is coming."
- c. "'Be thankful,' Great-grandfather says. 'The storm took our homes, but it didn't take our lives.'"
- d. "Then I wonder about the gulls, so I run to a hill overlooking the beach and see birds bobbing on the water."

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Literature 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.



Vocabulary

Directions: Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

1. Part A

“I apologize to my mother.” What does the word “apologize” mean?

- a. offer to give help
- b. do what is expected
- c. be in trouble
- d. say you are sorry

Part B

Which detail from the passage provides a clue to the meaning of “apologize”?

- a. “‘Taito, you’ve been gone a long time,’ she scolded, looking unhappy.”
- b. “I hang my head because I realize that I’m in trouble.”
- c. “‘Please forgive me. I was watching the gulls and forgot to fish.’”
- d. “I’m nervous when I see my father and my great-grandfather.”

COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from an array of strategies.



2. Part A

What does the word “phenomenon” mean in the following paragraph from the passage?

“I look for the gulls and find them huddled together on the ground. Great-grandfather told me about this phenomenon. I know what this event means! When flying gulls gather inland, bad weather is coming.”

- a. happening
- b. bird
- c. group
- d. storm

Part B

Which word in the paragraph provides the best clue to the meaning of “phenomenon”?

- a. “gulls”
- b. “together”
- c. “event”
- d. “weather”

COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from an array of strategies. **Language 4.a.** Use sentence-level context as a clue to the meaning of a word or phrase.



3. Part A

Great-grandfather explains that storms are unpredictable. What does he mean by saying they are “unpredictable”?

- a. You never know how a storm will act.
- b. Every storm is the same as other storms.
- c. It is easy to know when a storm is coming.
- d. A storm probably will not happen again.

Part B

Which detail from the passage provides the best clue to the meaning of “unpredictable”?

- a. “I cover my ears, but suddenly there is silence.”
- b. “It is difficult to tell what they will do”
- c. “The rain returns with the screaming wind.”
- d. “The next morning it is calm and quiet.”

COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from an array of strategies.



Constructed Response

Directions: Read the prompt and write a paragraph in response.

In this story, why is Taito able to warn the others that a storm is coming? Do you think Taito is a hero? Answer the questions in a paragraph. Introduce the story and use details from the passage to explain how Taito knew a storm was coming. Then tell whether you think Taito is a hero and give reasons for your opinion.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Literature 3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.



Name _____

Second Passage

Directions: Read the following passage. Use information from the passage to answer the questions that follow.

How Did the Animals Know?

by Jesse Green

Giant waves destroyed many towns on the coasts of Asia and Africa on December 26, 2004. This weather disaster was called a tsunami. *Tsunami* is a Japanese word that means “harbor wave.” An earthquake off the coast of Indonesia caused this tsunami.

The tsunami that hit in 2004 was shocking. Thousands of people lost their lives. Many places were swallowed up by the ocean waves that crashed into and flooded over them.

The communities hit hardest by the tsunami did not know about the coming disaster. They did not have a warning system. Nature gave signals. But many people didn’t know how to read them.

One of these signals was the behavior of the animals that could sense the danger.

Dogs act strangely before a storm and become restless. Scientists say that this is because a dog’s sense of smell is thousands of times stronger than a human’s. There are chemical changes in the air before a storm. Scientists think that dogs smell these changes. Some people noticed the strange behavior of their dogs just before the tsunami of 2004. Many trusted their pets’ instincts. This helped save their lives.

Birds and fish seemed to sense the danger of the tsunami too. Many flamingos left coastal areas before the tsunami hit. They flew to a higher place. There they were able to survive.



Animals also picked up on signals from other animals. Birds in the air noticed how schools of fish were swimming. So the birds flew in a different direction. Animals on the land saw the birds' behavior. This caused them to leave the areas along the coast.

Zoo animals also behaved strangely before the tsunami hit. Some animals tried to break free, and others backed into the corners of their cages. And monkeys refused to eat bananas. The sense of danger took away their appetites.

In Thailand, tourists heard the loud trumpeting of elephants. The elephants were afraid. Some actually broke free from their chains. At first people were confused. Then people took the elephants' behavior as a signal. They ran away too.

What gave animals warning of the 2004 tsunami? Why didn't many people know what was coming? Animals have stronger senses than people. They can pick up on sounds, smells, temperature changes, and vibrations of the earth. They also notice the behavior of other animals around them. This gives them clues to possible danger. These instincts help animals survive.



Comprehension

Directions: Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

1. Part A

What is the main idea of this passage?

- a. A tsunami struck Asia and Africa in 2004.
- b. Animals know when weather events are coming.
- c. Tsunamis are one kind of weather disaster.
- d. Animals pay attention to what other animals do.

Part B

Which detail from the passage best helps you answer Part A?

- a. “The tsunami that hit in 2004 was shocking.”
- b. “Many places were swallowed up by the ocean waves that crashed into and flooded over them.”
- c. “One of these signals was the behavior of the animals that could sense the danger.”
- d. “What gave animals warning of the 2004 tsunami?”

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Informational Text 2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.



2. Part A

What do scientists think causes dogs to act strangely before a storm?

- a. Dogs notice chemical differences that are in the air.
- b. Dogs watch the behavior of birds that sense danger.
- c. Dogs hear the rumbling of thunder in the distance.
- d. Dogs feel vibrations by using their sense of touch.

Part B

Which detail from the story best helps you answer Part A?

- a. “a dog’s sense of smell is thousands of times stronger”
- b. “people noticed the strange behavior of their dogs”
- c. “Many flamingos left the coastal areas”
- d. “Animals have stronger senses than people.”

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Informational Text 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.



3. Part A

Which of these events caused all of the other events in the passage to happen?

- a. a tsunami
- b. an earthquake
- c. dogs' behavior
- d. animals moving

Part B

Which detail from the passage best helps you answer Part A?

- a. "This weather disaster was called a tsunami."
- b. "An earthquake off the coast of Indonesia caused this tsunami."
- c. "Dogs act strangely before a storm and become restless."
- d. "This caused them to leave the areas along the coast."

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Informational Text 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.



Vocabulary

Directions: Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

1. Part A

The word “swallowed” has many meanings. What is the meaning of the word “swallowed” in the following paragraph from the passage?

“The tsunami that hit in 2004 was shocking. Thousands of people lost their lives. Many places were swallowed up by the ocean waves that crashed into and flooded over them.”

- a. took into the stomach
- b. completely covered
- c. too easily believed
- d. kept from saying

Part B

Which word or words from the paragraph provide the best clue to the meaning of “swallowed”?

- a. “hit”
- b. “shocking”
- c. “crashed into”
- d. “flooded over”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use sentence-level context as a clue to the meaning of a word or phrase.



2. Part A

“Animals also picked up on signals from other animals.” What is the meaning of the words “picked up on” in this sentence?

- a. noticed
- b. lifted
- c. found
- d. stopped

Part B

Which detail from the passage helps you understand the meaning of the sentence “Animals also picked up on signals from other animals”?

- a. “Many flamingos left coastal areas before the tsunami hit. They flew to a higher place.”
- b. “Animals on the land saw the birds’ behavior. This caused them to leave the areas along the coast.”
- c. “Some animals tried to break free, and others backed into the corners of their cages.”
- d. “The elephants were afraid. Some actually broke free from their chains.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. **Language 5.** Demonstrate understanding of word relationships and nuances in word meanings. **Language 5.a.** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).



3. Part A

“The sense of danger took away their appetites.” What is the meaning of the word “appetites” in this sentence?

- a. ability to make sound
- b. sense of smell
- c. need to play games
- d. wish for food

Part B

Which detail from the passage gives a clue to the meaning of “appetites”?

- a. “a dog’s sense of smell is thousands of times stronger”
- b. “Some animals tried to break free”
- c. “And monkeys refused to eat bananas.”
- d. “tourists heard the loud trumpeting of elephants”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.



Extended Response

You have read two passages about animals and weather events.

- “Taito and the Gulls”
- “How Did the Animals Know?”

In “Taito and the Gulls,” Taito was able to warn his village that a storm was coming. In “How Did the Animals Know?” both wild animals and zoo animals knew the tsunami was approaching.

These two passages have the same main message. What is that message? How does each passage present the message? What details do the passages give to support the message?

On a separate sheet of paper, write an informative essay to answer these questions. In your essay, be sure to:

- name the passages in your introduction
- use details from both passages to examine the messages
- use linking words to connect ideas that are related
- summarize your ideas in a concluding statement
- use proper grammar, usage, spelling, capitalization, and punctuation.

COMMON CORE LEARNING STANDARDS

Informational Text 9. Compare and contrast the most important points and key details presented in two texts on the same topic. **Writing 2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **Writing 2.c.** Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Think-Pair-Share/Paired Discussion Routine



Rationale

TEAM TALK Think-Pair-Share provides a structure for pairs of students to think and talk together. The name aptly describes the stages of students' participation:

- **Thinking**—Students have time to think about something they read.
- **Pairing**—Students take turns expressing key ideas with a partner.
- **Sharing**—Students present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole class discussions. In the thinking stage, all students are allotted “think time,” which helps address the needs of both the quiet student and the overeager students. Pairing gives students an opportunity to use the language of the text to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, students are prepared to present their formulated and rehearsed ideas to a group.

The Think-Pair-Share Routine provides students with structured support as they engage in text-reliant conversations. Ask students thought-provoking questions to get them involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- What does the author want you to know? What part of the text helps you understand that? What's the author's purpose? What text evidence supports that purpose?
- How does the main character react to this challenge? What part of the text helps you understand the character's reaction?



Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Think-Pair-Share/Paired Discussion Routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with evidence from the text. Model how you use evidence from the text to formulate your response. For example, *On page 10, the text says _____. This tells me that _____.*
- Describe how you use key vocabulary from the text in your response. For example, *I know that Mama is in a hurry to get ready for the party because on page 15 the author uses the phrase “bustled around” to describe Mama’s actions.*
- **COLLABORATE** Teach students how to use appropriate language to respond to the views expressed by other students. For example, *I agree with _____ and would like to add _____. or I disagree with _____ because the text states _____.*

COLLABORATE Practice by posing questions on familiar, nonthreatening, non-academic topics, such as what students enjoy doing outside of school. Guide students in following each part of the Think-Pair-Share/Paired Discussion Routine. Give them a minute or two to think; then let them know it’s time to share. When students get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more students as they become ready to participate.

Think-Pair-Share/Paired Discussion Routine



THE ROUTINE

- 1** Introduce the Think-Pair-Share/Paired Discussion Routine to students. You might begin by saying, *In your head, consider your thoughts about a question I ask. When I signal it's time to pair up, you'll get together with a partner and exchange ideas. I'll give you a reminder to make sure each partner has a chance to contribute. Then, pairs can volunteer to present their ideas to the class.*
- 2** Pair students randomly with classmates sitting nearby or in ability-focused pairs.
- 3** For successful conversation between partners, have students sit in close proximity to and engage in eye contact with each other. Remind students that they should attend closely to what their partner is saying.
- 4** Pose an open-ended question to facilitate an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure students find text evidence to support their answers.
- 5** Invite pairs to take turns responding to the question. Model ways in which students might respond to their partners by saying, *I agree with you and would like to add ____.* or *I disagree with you because the text states ____.* or *I think the author is trying to tell readers ____ because the text says ____.*
- 6** After a minute or so, remind students to make sure each partner has had a chance to contribute. You might say, *Now is a good time to make sure each partner has shared an idea.*
- 7** Monitor student conversations by listening briefly to each pair. If students aren't engaged in rich discussion, offer prompts to refocus their attention or bring them back to the text to find evidence to support their answers. For example, *Explain what you mean using different words.* or *Find the words the author used to describe that historical event.*
- 8** When pairs have had ample time to explore the question, have partners choose a spokesperson. Briefly have the spokesperson rehearse what they will share with the class. You may ask them to write down what they will share. Then invite volunteers to present their pair's ideas to the class. Keep track of the students who act as spokespeople so that you can encourage different students to act as spokesperson with each pairing activity.



Going Deeper

The following are additional activities that you may choose to do with students once they are familiar with the Think-Pair-Share/Paired Discussion Routine.

- **COLLABORATE** Incorporate paraphrasing into the routine. Provide time for students to restate in their own words what their partner has said. You may want students to write a few sentences that paraphrase what their partner said. Later, during the sharing stage, ask students to present their partner's ideas by paraphrasing.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections, such as *I agree with what you said about ____*, as well as make comparisons, such as *I understand your point about ____, but I think ____*.
- At the end of the partner conversation, give students one minute to write their reflections about the discussion they had with their partner. Have students reflect on ways the discussion helped them better understand the text.

Tips and Tools

As students write their reflections, encourage them to focus on specific contributions made by their partners and use key vocabulary from the text.

Whole Class Discussion Routine



COMMON CORE CONNECTIONS

RL.3.1, RL.3.2, RL.3.3; RI.3.1, RI.3.2, RI.3.3; SL.3.1, SL.3.2, SL.3.3, SL.3.6

Rationale

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text also provide opportunities for students to expand their oral vocabulary and practice more complex language structures when they respond. By engaging students in Whole Class Discussions, they interact socially while responding to and building upon each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Students gain a deeper understanding of the text and may clear up any confusion they have about the text. Discussions with the whole class can also lead to new understandings that may not have surfaced without many students contributing to the discussion.

The Whole Class Discussion Routine is an effective tool to use after reading a text, or portion of a text, with students. It is appropriate to use discussions following a reading of the text for the first time or as follow-up to a close reading exercise. This discussion helps students clarify their text understandings. Here are some examples of engaging questions:

- What did you learn about in today's reading? Did this learning lead to a new understanding? Find text evidence that confirms that new understanding.
- What questions do you still have about the text? What part of the text caused confusion for you? How did you clear up your confusion?
- How would you sum up what we read today? What part of today's reading did you find most interesting or thought provoking?



Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Whole Class Discussion Routine:

- Set a time limit for the class discussion and for individuals to add their thoughts.
- State a specific focus for the discussion to help students concentrate on the topic. For example, [Harry and Sasha had a disagreement. Why did they disagree?](#) If students get off topic, restate the focus and ask them to consider how their response relates to this focus.
- Remind students of appropriate discussion manners, such as listening carefully to others, not interrupting others, and being positive about what classmates add to the discussion.
- Teach students how to refer back to the text as they add to the discussions. For example, [Templeton did not care about Wilbur. On page 90, Templeton expressed his disinterest in helping Charlotte by saying, “Let him die. I should worry.”](#)
- Teach students how to use appropriate language to respond to the views expressed by other classmates. For example, [I agree with you. I think that ____.](#) or [I don’t agree with you. I think that ____ because the text says ____.](#)

Practice by engaging students in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to five-minute time frames.

Whole Class Discussion Routine



THE ROUTINE

- 1** Introduce the Whole Class Discussion Routine to students. Here is an example: *We are going to talk about this book together. Let's focus on _____. If you have something to add to our conversation, raise your hand. Listen carefully to what your classmates say so you add new ideas.*
- 2** State the focus of the discussion and any time parameters you have set, such as *We're going to talk about this for the next 10 minutes.*
- 3** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Give students a few moments to find supporting text evidence before they add to the discussion. They may flag this text evidence or write it down. Remind students to wait for others to finish talking before they talk. Encourage students to build on previous responses by classmates.
- 4** As students respond to the discussion question, remind them to think about the question and consider whether their response is appropriate.
- 5** As students add to the class discussion, act as moderator rather than leader.
 - Ask for more information after a response. This helps students develop their contributions fully. For example, *Give another reason or two to support your thinking.*
 - Ask students to find text evidence that substantiates their response. For example, *What part of the text helps you to understand the main idea?* This helps students internalize the text and understand the importance of text evidence to support their responses.
 - If students provide an opinion, ask others to share their own opinions in response. For example, *How does your opinion compare to Lee's opinion?* Encourage students to support their opinions with valid reasons.
- 6** Before ending the discussion, invite students who have not participated to add their thoughts. You might say, *We have just a few minutes left. If you have not shared your thoughts about this question, consider sharing them now with us. You may help your classmates understand something new.*
- 7** As you wrap up the discussion, ask a volunteer to summarize the most important points discussed. Reviewing the discussion in this way will help students strengthen their new or revised understandings from the text.



Going Deeper

The following are additional activities that you may choose to do with students once they are familiar with the Whole Class Discussion Routine.

- Ask students to restate and add on to what the previous participant said. This encourages students to listen actively to what their classmates are saying and make connections between their response and their classmates' responses.
- Encourage higher-level thinking by asking students follow-up questions to their responses. For example, *That's an interesting point. Can you explain that a bit further?*
- At the end of the discussion, have students turn to a classmate and share one new idea they understood from the discussion. For example, *I didn't understand why Timmy was so upset over losing the baseball card. However, after Mark explained that the card was of the first African American baseball player, I understood Timmy's reaction better.*
- At the end of the Whole Class Discussion, have students write a new idea they understood from the discussion. You might also have them write a reflection on how the discussion helped them better understand the text.

Small Group Discussion Routine



COMMON CORE CONNECTIONS

RL.3.1, RL.3.2, RL.3.3; RI.3.1, RI.3.2, RI.3.3; SL.3.1, SL.3.2, SL.3.3

Rationale

Small Group Discussion provides a supportive and safe structure for groups of 3–6 students. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about text. Students interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion Routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help students clarify understandings of the text. These discussions allow students to unpack text specifics by looking at genre, text structure, and how a writer writes. Here are examples of questions that will engage students in text-based discussions:

- What words or phrases help you understand the author's purpose for writing this text?
- What part of the text helps you understand the character's reaction to an event?



Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Small Group Discussion Routine:

- Set a time limit for the Small Group Discussion and for students to add their thoughts.
- State a clear focus for the Small Group Discussion. For example, [How does the author help readers understand the relationships between the characters?](#)
- Remind students to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, [On page 7, Martin calmly walked away after his baby sister pulled his hair. His reaction helps me know that he understands what it means to be a good big brother.](#)
- Teach students how to use appropriate language to respond to others' views. For example, [I agree with you. I think that ____.](#) or [I don't agree with you because I think that ____.](#)

Engage students in Small Group Discussions often. Discussions may revolve around subject matter, classroom situations, or literature. Provide feedback as students participate.

Small Group Discussion Routine



THE ROUTINE

- 1** Introduce the Small Group Discussion Routine. For example, *As you discuss the text in your group, each of you will have a role to play. Each of you will also have the job of sharing your own thoughts about the text.*
- 2** Organize students into groups of 3–6. Grouping can be in the form of ability grouping, interest grouping, or random grouping.
- 3** For successful Small Group Discussions, have students sit in a circle so that all members of the group can both see and hear each other.
- 4** Introduce Small Group Discussion roles. These roles encourage all students to be active participants in the group. Group roles may include:
 - **Group Organizer:** introduces the task and keeps the group on target
 - **Fact Checker:** returns to the text to confirm or clarify text evidence
 - **Clarifier:** restates what a group member has said to clarify and confirm
 - **Elaborator:** asks follow-up questions after someone shares a response
 - **Summarizer:** wraps up the group conversation
 - **Reporter:** reports to the class about the overall group discussion

For smaller groups, the Summarizer and Reporter roles could be combined and/or the Clarifier and Elaborator roles could be combined.
- 5** Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind students to find evidence to support their answers. Tasks may include using a graphic organizer to organize and record their thinking. Suggestions are found in the teaching lessons.
- 6** State parameters, such as *Talk in your groups for the next 15 minutes.*
- 7** As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *I agree with you. I thought something similar when ____.* or *I don't agree with you because I remember reading ____.*
- 8** Stop by each group to monitor conversations. If students aren't engaged in rich discussion, offer conversation prompts. For example, *Explain your thoughts.* or *Find words used to describe what the character is thinking.*
- 9** As the end of the allotted time nears, remind students of the task. You might say, *In these last few minutes, the Summarizer and the Reporter should work on the group's summary and what you will report to the class.* Encourage the Reporter to rehearse what he or she will say.



Going Deeper

The following are additional activities that you may choose to do with students once they are familiar with the Small Group Discussion Routine.

- As students discuss the text, have the Fact Checker flag text evidence. The Summarizer can use this flagged evidence in a group summary.
- Provide the Elaborator with a list of questions that will encourage higher-level thinking. For example, [That's an interesting point. What made you think that?](#) or [Can you explain your thoughts in more detail?](#)
- At the end of the Small Group Discussion, have students write one new idea they formed as a result of the discussion.

Read Aloud Routine



COMMON CORE CONNECTIONS

RL.3.1, RL.3.2, RL.3.3, RL.3.10; RI.3.1, RI.3.2, RI.3.3, RI.3.10

Rationale

Read Aloud opportunities provide students with the chance to listen to a proficient reader model fluent reading. When students have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes easier with the guidance of the proficient reader. Students are free to listen and take in new vocabulary that goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how to navigate through a variety of texts, such as understanding connections between story events or returning to sidebars after reading the main text.

The Read Aloud Routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as attending to text features or plot development. For those individual students who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan for interjections carefully so you do not disrupt the flow of the overall reading.

Consider these points when planning for a Read Aloud:

- What is your focus for this Read Aloud? Some possible areas of focus could be for enjoyment, to expand students' knowledge of subject content, to follow the development of a character, or to determine the structure of a text.
- What points in the text provide for the most natural stopping points for brief, beneficial discussion?



Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Read Aloud Routine:

- State a clear focus for the Read Aloud. For example, *As I read, listen for ways the events in the book connect to one another.*
- Remind students that their primary role is to listen carefully to the text being read aloud.
- During the Read Aloud, model how to refer back to the text as you stop for brief conversations. For example, *I thought Mom’s description of the iguana being uglier than Godzilla was funny. Godzilla was a super ugly, dinosaur-type monster in old movies.*
- Describe how key vocabulary deepens understanding of the text. For example, *I am glad the author explained what an *estancia* is. I have heard the term *ranch* used to describe a farm in the United States, but the word *estancia* was unfamiliar to me prior to reading this text.*
- As students respond to the text, model how to use language to respond politely to the views of others. For example, *I agree with you. I think that ____.* or *I don’t agree with you because I think that ____.*

Engage students in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading a poem aloud as you begin or end the school day or as long as 20 minutes to engage in a rich piece of literature.

Read Aloud Routine



THE ROUTINE

- 1** Introduce the Read Aloud Routine to students. Here is an example: *As I read aloud to you, listen carefully for moments when we see the main character react to challenges. I'll stop on occasion for us to talk about what I've read.*
- 2** Gather the group in a comfortable, intimate setting. If possible, gather where students can partake in the visual aspects of the text as well as hear you easily.
- 3** Before reading the text aloud, explore the text with students. Provide a synopsis of the text. Share the genre. Give students knowledge that they may need to understand before hearing the text read to them, such as *This book tells the story of Theodore Roosevelt's life. The author starts the story when he is president. Then the text goes back in time to his childhood before we learn more about his life as president.* Suggestions for exploring the text are found in the teaching lessons.
- 4** During the Read Aloud, stop briefly to monitor students' understandings of the text. Engage students in brief conversations by asking questions, such as *What new understanding do you have about Johnny Appleseed?* You may also model your own thinking aloud. For example, *I love how the author painted the description of the barnyard. The details about the barn's swing made me want to join in the fun that Avery and Fern were having.*
- 5** After completing the Read Aloud, give students an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *How did the main character change from the beginning of the story to the end? What parts of the text showed the most change in the character?* or *What steps did we learn for creating a budget?* Ask questions to confirm understanding, such as *What is the main idea of this part?* You could model how to clarify understanding. For example, *I wasn't sure what the character meant when he said that a dragon had moved into the neighborhood. I had to think about what I had just read. Then I understood that he was referring to the fierce wind that blew.*



Going Deeper

The following are additional activities that you may choose to do with students once they are familiar with the Read Aloud Routine.

- Encourage higher-level thinking by asking students to share their own open-ended questions about the text. This allows you to see where comprehension is breaking down. Their questions may also lead others to think more deeply about the text.
- At the end of a Read Aloud, ask students to reflect on the reading by having them write briefly about the text. Suggestions for this appear in the teaching lessons.

Tips and Tools

Open-ended questions do not ask for one particular or specific answer. Instead, they require students to think about the text before responding. Students' answers should be in-depth, and students should be able to refer to the text for evidence to support their responses.

Here are some sample open-ended question ideas and stems:

- Assess the challenges faced by the character. Which was the greatest?
- Develop a logical argument about how this section of the story would change if another character had been involved in the plot.
- Identify patterns in the story. Why would an author choose them?
- What conclusions can you draw about _____?
- What revisions would you make to improve this text?
- What possible research questions can you investigate based on the evidence in this text?

Shared Reading/Read Together Routine



COMMON CORE CONNECTIONS

RL.3.1, RL.3.2, RL.3.3, RL.3.10; RI.3.1, RI.3.2, RI.3.3, RI.3.10; SL.3.1, SL.3.2, SL.3.2

Rationale

The Shared Reading/Read Together Routine provides students with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing students with some responsibility while they continue to receive support from a proficient reader or from the teacher. Through Shared Reading/Read Together opportunities, the students' role is to continue to build fluency in both word recognition and text navigation, gain meaning from the text, and build their knowledge base.

The Shared Reading/Read Together Routine is an effective tool to use in a whole class or small group setting. The text is usually familiar but provides some challenges for students to navigate. The familiarity provides comfort as students tackle these text challenges with greater responsibility.

As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will students play in the reading? Will they read silently as you read aloud? Will they read aloud with you? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

Tips and Tools

TERMS TO KNOW

fluency *Fluency* is the ability to read text with accuracy, appropriate rate, expression, and comprehension.

gradual release model The *gradual release model* is an instructional practice in which the responsibility for learning starts with the teacher and is gradually transferred to the student, or *I do, we do, you do*.

text challenge A *text challenge* is anything about a text that may be difficult for students, such as word and sentence length, genre, organizational pattern, visual support, and the background of the reader.



Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Shared Reading/Read Together Routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *As we read together, look for ways in which the experiences of different pioneers were similar to each other.*
- Remind students that they are sharing responsibilities in reading the text with you. Explain that they can follow your lead when they are confronted with text challenges.
- As you stop for brief conversations, ask students to model referring back to the text to support their responses.
- Encourage students to use key vocabulary as they share their understandings of the text. Students build their oral vocabulary when they transfer text vocabulary into oral conversations.
- **COLLABORATE** As students respond to the text and to their peers' responses about the text, remind them to state and support their opinions with reasons and text evidence.

Engage in Shared Reading/Read Together opportunities during all subject matter lessons. For example, when doing a close reading of a familiar piece of literature, students share the responsibility of comprehending text at an inferential level with you. When revisiting a science text, students navigate text features with you to better understanding the subject matter.

Tips and Tools

Monitor Progress Keep a list of students' names and briefly note their participation by date. Use your checklist as a guide to encourage reluctant students to show their active reader participation.

TERMS TO KNOW

close reading *Close reading* is focused, sustained reading and rereading of a text to understand key points, gather evidence, and build knowledge.

Shared Reading/Read Together Routine



THE ROUTINE

- 1** Introduce the Shared Reading/Read Together Routine. For example, *We're going to read this text together. As we read, your role will be to follow along and help me read the dialogue with expression. As we read, let's look for words or phrases the author uses to develop characters.*
- 2** You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3** During Shared Reading/Read Together experiences, stop briefly to monitor students' understandings of the text. Engage students in brief conversations by asking questions, such as *What stumbling blocks have you hit? What helped you work through those challenges?* Ask volunteers to model their own thinking aloud. When students think aloud about their processes when overcoming the challenges of text, they solidify their understandings. These think alouds also allow you to assess students' use of reading strategies as well as contextual understandings.
- 4** After completing the Shared Reading/Read Together, ask volunteers to summarize the reading. Then ask open-ended questions that refer students back to the focus for the reading, such as plot development. Remind students to support their responses with text evidence.



Going Deeper

The following are additional activities that you may choose to do with students once they are familiar with the Shared Reading/Read Together Routine.

- Have students add sticky notes to sections of text they want to return to for discussions. When given a reading focus ahead of time, they can flag sections of relevant text.
- Pause briefly during the reading to have students write quick one-minute reflections instead of sharing aloud. This allows students time to engage in quiet thinking.
- At the conclusion of a Shared Reading/Read Together lesson, ask students to share reflections about the text, how they navigated the text, how they overcame challenges to gain deeper understanding, and what they took from the experience to use in future reading or writing opportunities. See the teaching lessons for more suggestions.

Tips and Tools

Monitor Progress Use Shared Reading/Read Together “Going Deeper” activities as another opportunity to monitor student progress. Observe students’ use of sticky notes and review their one-minute writing reflections to check comprehension and participation.

Independent Reading Routine



COMMON CORE CONNECTIONS

RL.3.1, RL.3.2, RL.3.3, RL.3.10; RI.3.1, RI.3.2, RI.3.3, RI.3.10; RF.3.4

Rationale

Independent Reading is reading students do on their own. Most often, Independent Reading is done with self-selected texts at a student's independent reading level. Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Students are able to practice these literacy skills with text that they can access with great accuracy.

Including Independent Reading as a part of the daily activities in your classroom is essential. Read Aloud and Shared Reading opportunities pave the way for students to take full control during Independent Reading. Students hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading Routine is an effective tool to use after students have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide students in choosing appropriate texts in a variety of genres and assess that students understand what they read on their own.



Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Independent Reading Routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 20 minutes devoted to students reading independently.
- State a clear focus. For example, [As you read your narrative texts, look for ways the author gives clues about the characters' personalities.](#)
- Remind students that they are reading independently, so it is important for them to find their own space to read quietly.
- Tell students that it is important to choose a book that isn't too easy or too hard. Give individual students guidance selecting appropriate books as needed.
- Check in periodically with each student. Ask about a reading strategy that you have previously noted he or she needs additional practice with. For example, [How would you summarize this part?](#) As needed, model the strategy using a paragraph of his or her text.
- **COLLABORATE** As students wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share what they read with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking students to share examples from what they read that connect to the focus you provided earlier.

As students engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

Independent Reading Routine



THE ROUTINE

- 1** Introduce the Independent Reading Routine to students. For example, **Independent Reading is your time to choose the books you want to read. Keep in mind that the book you choose to read should allow you to practice some of the things we have talked about during our Read Aloud and Shared Reading time. The book should not be too easy or too hard. When choosing a book, open to a page of text. You should know many or most of the words on the page.**
- 2** Have students find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, students also enjoy that.
- 3** Provide students with a focus for the day's Independent Reading. For example, you might have students focus on how the author transitions readers from one event or scene to another.
- 4** Check in with students as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for students to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for students to become frustrated due to significant challenges.
- 5** As you check in with individual students about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include, **In what ways has the author supported your understanding of this topic?** or **What is the most important thing you have read so far?**
- 6** After Independent Reading time, have volunteers share how their reading connected to the focus you provided for Independent Reading that day. Have students reflect on their reading by writing briefly about what they read. You might also have them write about the strategy that most helped them with their reading. Whatever the task, it is important for students to have time to reflect on their reading.



Going Deeper

The following are additional activities that you may choose to do with students once they are familiar with the Independent Reading Routine.

- Ask students to flag parts of the text they found most interesting as they read. These might provide them with ideas for journaling or sharing after reading.
- **COLLABORATE** Have students write book reviews and share them with peers. Knowing a peer recommends a book encourages others to read that same book.

Text Club Routine



COMMON CORE CONNECTIONS

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10; RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10; SL.3.1, SL.3.2, SL.3.3, SL.3.6

Rationale

Text Clubs provide a format in which 4–6 students become part of a temporary reading community with their peers. Text Clubs allow students to read and discuss different genres. By reading and discussing multiple genres, students develop genre knowledge and build their own genre preferences. As they participate in peer conversations centered around one text, students develop critical and creative thinking skills. These skills carry over to students' independent reading, helping them connect to texts in more thoughtful ways. Students learn personal responsibility as they prepare for each club meeting. They also begin to assess their own learning.

As you prepare to implement Text Clubs:

- Consider the reading abilities and interests of students. You will want to gather a set of texts that allows for all readers to be successful at reading.
- Model thoughtful responses about texts through read alouds and shared text discussions. Students are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.



Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- To gain students' interest, preview texts by reading a few pages aloud, giving students background information on the author, or sharing some visual aspects of the text.
- Initially, have groups meet for 5 minutes to discuss an aspect of a text and practice roles. For instance, the Text Club might talk about the most important character or the text structure.
- Assess students' work during Text Club discussions by taking anecdotal notes on how they interact with peers and the text. Students can assess their own performances through checklists, journal entries, and conferences with you.

Text Club Routine



THE ROUTINE

- 1** Introduce students to Text Clubs. For example, *You will read the text on your own. Then, in your Text Club you will each share your thoughts with the other members. For example, you might talk about the author's message. Each of you will have a job that will help your Text Club discussions be successful.*
- 2** Introduce and model Text Club roles. Initially, give students the opportunity to practice each role. Eventually, students within each newly formed group should be responsible for deciding who will assume each role. Sample roles include:
 - **Discussion Leader:** leads the group discussion and keeps everyone on task
 - **Word Wizard:** selects and defines interesting or important vocabulary
 - **Connector:** points out text-to-text connections
 - **Summarizer:** writes and shares a short text summary
 - **Illustrator:** creates a drawing or diagram connected to the reading
 - **Investigator:** finds and shares interesting information about the book, author, or topic with the group
- 3** Preview 4–6 texts students may read in Text Clubs. Include a variety of text levels, allowing students to choose texts they will be successful reading. Then give students time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have a copy of the text.
- 4** Students read the text on their own and prepare for the meetings. Students may have multiple Text Club meetings and assignments over a period of a week or two as they read longer texts. Depending on their roles, students may have additional work to do ahead of time. For example, the Discussion Leader may want to write discussion questions.
- 5** Students meet and discuss what they've read. Meet with each group to assess comprehension of the text. If need be, prompt discussions with questions, such as *How did this text help you understand new information?* or *In what ways did the author give details about the characters?*
- 6** After Text Club discussions, have students decide how they want to share the text with the class. For example, they may choose to give a summary, share facts they learned, or talk about the author's craft.
- 7** Debrief with each Text Club to assess how the group felt about their discussions. Have them rate the quality of their discussions with four stars being the best rating. Have students share the reasons for their ratings.



Going Deeper

You may choose to do these activities once students are familiar with the Text Club Routine.

- Have students reflect on Text Club discussions by journaling. They may answer questions such as What did I share today? What was an important moment in the discussion and why? What did I learn?
- Have students in a Text Club read different books instead of the same book, and then have them come together to discuss text features, story elements, literacy skills, or genre/author studies.

Benchmark Vocabulary Routine: Informational



COMMON CORE CONNECTIONS

RI.3.4; L.3.4, L.3.5, L.3.6

Rationale

Informational texts provide opportunities for students to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to explicitly teach vocabulary necessary for understanding complex text and provide students with a set of strategies for determining word meaning independently as they encounter unfamiliar vocabulary in their reading. As students build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words; make connections between words; and learn to derive meaning from text information, such as pictures, charts, and context, to understand the meaning of key words and phrases. This generative approach to vocabulary instruction empowers students with the ability to apply knowledge of how words work when encountering new words.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms, and they represent new and complex concepts. Students are less able to use their background knowledge of similar words to help comprehend such specific text. It is important to provide them with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.



When planning Benchmark Vocabulary lessons for informational text, consider providing:

- opportunities for students to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about gravity, students will better understand the words *gravity*, *mass*, and *weight* if they experiment with objects being dropped to the floor. These actions as well as ensuing conversations will lead to deeper understanding and correct usage of these terms in oral language.
- rigorous vocabulary instruction to help students expand their domain-specific vocabularies.

Tips and Tools

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, possible/impossible; write/rewrite; enjoy/enjoyment; teach/teacher.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, leaders/leader's; climbing/climbed; closer/closest; quicker/quickest.

root word A *root word* is a word that can't be broken into smaller words. For example, *scope* meaning *see* or *watch*, is the root word of *telescope* and *microscope*.

Go to www.PearsonSchool.com/NYCRReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

Benchmark Vocabulary Routine: Informational

Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Benchmark Vocabulary Routine for Informational Text:

- Point to the word and pronounce it, and then read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a dictionary.
- Create a semantic map of the word so that students see the connections between the word and related words. Have students use the map to create sentences and internalize the word.

As students engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words students know, the more words they can read and understand in texts and use in their speaking and writing. In addition, the more students know about how words work in texts, the more they will increase their ability to comprehend complex content-area texts by applying this knowledge when encountering new words.



Tips and Tools

Word Maps

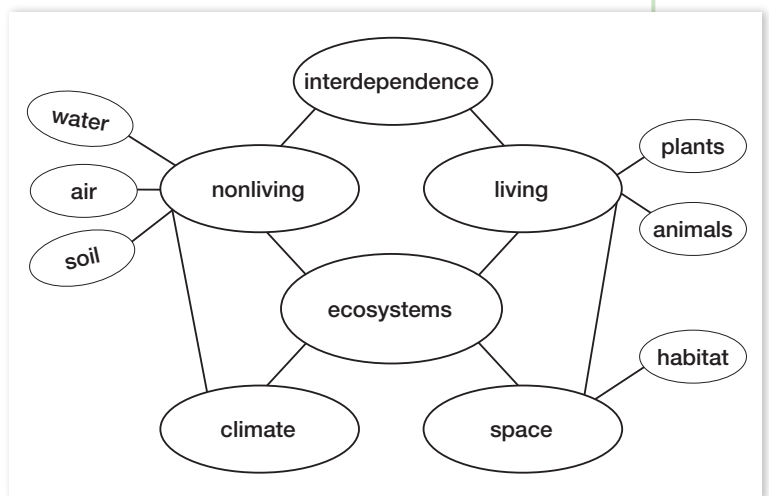
Semantic mapping is a word mapping strategy to engage students in thinking about and discussing word relationships within a set of connected concepts and ideas. Using a graphic organizer, the ideas most central to a concept are displayed closest to the main topic, and details and linkages are formed to display interconnectedness within the concept. There is no perfect or “correct” semantic map.

You may wish to adapt either graphic organizer Web A or Web B, as in this example.

TERMS TO KNOW

context clues *Context clues* are the words and sentences found around an unknown word that can help readers understand the word’s meaning. Point out to students examples of how writers provide a synonym or even a definition for an unknown word, use an antonym to give a contrast clue, provide an example of the unknown word, or sometimes provide just enough information for readers to infer meaning.

text features *Text features* are important elements of nonfiction texts that help readers navigate the content and better understand the concepts they are reading. Some text features are organizational while other text features supplement content or present new information. Help students use text features, such as a table of contents, headings, labels, captions, charts, diagrams, graphs, sidebars, a glossary, and an index.



Benchmark Vocabulary Routine: Informational



THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Informational Text to students. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author provides the meaning of the words right in the text. Other times, we might have to read on to understand what the word means, or we might have to use text features, such as diagrams or charts, to understand the word. Sometimes we have to use all of this information and then “infer” the word’s meaning because we cannot tell explicitly. We can confirm with a dictionary or by asking the teacher.*
- 2** Write or display the sentence or passage containing the word. Say the word aloud. Then use the word in another sentence, providing students with a similar context in which to hear the word used. For example, “The atmosphere is the layer of air that covers Earth like a blanket” is found in the text. You might share this sentence: *Many miles above Earth there is no atmosphere.*
- 3** If there are context clues to help establish meaning of the word, have students share those. This encourages students to go back into the text to locate these clues. Also, point out to students how vocabulary words are part of a network of ideas. For example, when talking about modes of transportation, it is important that students make connections between *subways, trains, and rails.*
- 4** If the word is boldface in the text, have volunteers read the glossary definition aloud. If not, have students look the word up in a dictionary. Help students understand more technical definitions.
- 5** Create a semantic map with students. This helps them make connections between the unknown word and known words and/or concepts.
- 6** Encourage students to reference the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so you are better able to assess students’ understanding.
- 7** Guide students to use conceptual vocabulary to convey ideas and information clearly as they write in response to informational texts.



Going Deeper

You may choose to do these additional activities once students are familiar with the Benchmark Vocabulary Routine for Informational Text.

- As you read an informational text, help students sort specialized words. Sorting and analyzing words by morphological features will help students recognize word families and see how words are put together with prefixes, root words, and suffixes. Students can also analyze words by their semantic features, or word meaning and how words relate to each other. For example, if looking at specialized vocabulary relating to animals, by understanding that the root *vor* means *eat*, students can better understand the words *herbivore*, *carnivore*, and *omnivore*. Students might also sort animals based on their characteristics, such as *mammal*, *amphibian*, and *bird*.
- Have students create concept definition maps. Students define the vocabulary word, tell what it is like, and give examples. For instance, a *pioneer* is “one of the first to settle in an area.” A pioneer is like an explorer, settler, or adventurer. Examples include *Laura Ingalls Wilder* and *John Sutter*.

Tips and Tools

Word Maps

A concept definition map can be any kind of graphic organizer that helps students develop and deepen their understanding of an unfamiliar word or term. Begin by identifying the vocabulary word. Then ask students “What is it?,” “What is it like?,” and “What are some examples?” As students become more skilled using word maps, encourage them to both compare and contrast the word by telling what it is like and unlike.

Benchmark Vocabulary Routine: Literary



COMMON CORE CONNECTIONS

RL.3.4; L.3.4, L.3.5, L.3.6

Rationale

In literary texts, students are likely to encounter many new words that they have not read before or have never used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help students understand strategies to address and comprehend new vocabulary in texts. Students need to have a strong foundation in sound-spelling knowledge and develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings of individual words. Students also need to understand how words function as part of a network of ideas. This generative approach to vocabulary instruction empowers students with the ability to apply knowledge of how words work when encountering unfamiliar words in complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and is unlikely to appear frequently in other texts. For example, in *Charlotte's Web*, E. B. White describes a spider's web in this way: "A spider's web is stronger than it looks. Although it is made of thin, delicate strands, the web is not easily broken." The words *delicate* and *strands* are not likely words third-grade students will encounter in many texts or use in conversations. Yet they are important to understanding a spider's web, which is a central part of the plot of *Charlotte's Web*. It is important to address these words so that students understand the text and the ways in which authors use rich words for known concepts. By making explicit connections among words, students also gain vocabulary awareness that allows them to tackle unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that students can apply in their independent reading.
- rigorous vocabulary instruction helps students expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.



Tips and Tools

Context Clues

Give students practice using context clues to figure out the correct meaning of a word by using the following multiple-meaning word pairs in oral sentences: bark/bark; file/file; hide/hide; line/line; and rest/rest.

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, possible/impossible; write/rewrite; enjoy/enjoyment; teach/teacher.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, leaders/leader's; climbing/climbed; closer/closest; faster/fastest.

multiple-meaning word A *multiple-meaning word* has more than one definition depending upon how it is used in a sentence. *Bank, mine, and present* are examples of multiple-meaning words.

root word A *root word* is a word that can't be broken into smaller words. For example, *act*, meaning *do*, is the root word of *actor, action* and *activity*.

Go to www.PearsonSchool.com/NYCRReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

Benchmark Vocabulary Routine: Literary

Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Benchmark Vocabulary Routine for Literary Text:

- Have students pronounce the word and then read the paragraph in which the word is found in the text.
- Discuss the word's meaning within the given context. Rephrase the meaning; simplify the language as appropriate.
- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Discuss why the author chose that word. Discuss how related words describe different degrees or nuances. Then have students use the word in a sentence or two that is different from the context in the passage.

As students engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words students know, the more words they can read and understand in text and use in their writing. In addition, the more students know about how words work, the more they will be able to approach unfamiliar words with the confidence and knowledge to comprehend complex texts.



Tips and Tools

Context Clues

Point out effective context clues to students as you read. For example, in *Charlotte's Web*, E. B. White defines the word *runt* in this way: “‘Well,’ said her mother, ‘one of the pigs is a runt. It’s very small and weak, and it will never amount to anything.’” Sometimes authors use an antonym to provide a definition clue, as in this example from *Charlotte's Web*, “‘If this is what it’s like to be free,’ he thought, ‘I believe I’d rather be penned up in my own yard.’”

Word Webs

When teaching a Benchmark Vocabulary word, encourage students to think of related words, place the word in the word family to which it belongs, and/or name the Spanish cognate for the word. You may find a Web A or Web B graphic organizer helpful when creating word webs with students.

Benchmark Vocabulary Routine: Literary



THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Literary Text to students. For example, *As we read narrative text, we will come across many words that we have not seen or heard before. Authors often help us understand those words by giving context clues. Sometimes we need to look more closely at the word and break it into word parts. Sometimes we need to look in a dictionary for the definition of the word. Let's look at how words work.*
- 2** Write or display the sentence or passage containing the word. Include a breakdown of the word into syllables. Have students pronounce the word and share context clues about its meaning. This brings students back into the text. Help them identify the part of speech.
- 3** Have a volunteer look up the word in a dictionary and read the definition. Help students understand the meaning as it is used in the text to ensure comprehension. For example, *Delicate can be defined as "having fineness of structure, workmanship, or texture" or as "easily torn or hurt."* The text says, *"Although it is made of thin, delicate strands, the web is not easily broken."* The words *not easily broken* help students realize that *delicate* is referring to the "fineness of the structure, workmanship, or texture." You might say that Charlotte's web is "a fine work of art."
- 4** Use the word in other ways, for example, *Making a beaded necklace is delicate work.* Then discuss the word in more depth, possibly distinguishing it from words with similar shades of meaning. For example, *Why do you think E. B. White used delicate instead of fragile to explain the strands of a spider's web?*
- 5** Have students compare and contrast the word with synonyms. For example, *How is dainty different from delicate? How is fragile different from delicate? How is extraordinary different from delicate?*
- 6** Have students turn to a partner and use the word in a quick one-minute conversation. This will help them become more proficient in using the word.
- 7** Guide students to carefully consider word choice and shades of meaning among closely related words as they use this vocabulary to write in response to literary text.



Going Deeper

You may choose to do these additional activities once students are familiar with the Benchmark Vocabulary Routine for Literary Text.

- Have students create graphic organizers to show synonyms or morphological family members of the word. For example, teaching the words *familiar*, *unfamiliar*, and *familiarity* with the word *family* helps students understand how words in English work.
- Add vocabulary words to a word wall by categories. Encourage students to notice when others use the vocabulary words in their writing.
- Discuss similes, metaphors, and personification, and have students record examples of each in their vocabulary notebooks.

Tips and Tools

Word Walls

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, or fear words.

TERMS TO KNOW

metaphor A *metaphor* is a figure of speech in which a comparison is implied but not directly stated. For example, “the sun was a flaming torch in the noon sky.”

morpheme A *morpheme* is the smallest unit of meaning in a word. Morphology, or the study of word structure, explores how words are formed from morphemes. Introducing a morphological family prepares students to make connections between words and determine word meaning.

personification *Personification* is a figure of speech in which animals, things, or ideas take on human qualities. For example, “the eerie shadows danced on the wall of the tent.”

simile A *simile* is a figure of speech in which a comparison of two unlike things is directly stated, usually using the words *like* or *as*. For example, “the water was as smooth as glass.”

Reading Wrap-Up Routine



COMMON CORE CONNECTIONS

RL.3.1, RL.3.2; RI.3.1, RI.3.2; SL.3.1

Rationale

Reading Wrap-Up is a 5–10 minute activity held at the end of a reading lesson. Students come together as a community of readers and summarize what they have learned during the reading lesson. In Reading Wrap-Up, students are encouraged to make connections between previous learning and new ideas that emerged in the day’s lesson. Students share their own insights about the text and are encouraged to add to what their classmates have said. Students practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to students explain in their own words what they have learned.

As you plan for Reading Wrap-Up activities, keep in mind:

- the end goal of the lesson. Prompt students with discussion questions that relate to this end goal.
- the types of questions with which you prompt students. Provide opportunities for students to express their opinions, to find text evidence in one section or in more than one section, or to discuss the author’s craft.



Implementing for Success

Use the following suggestions as you introduce and guide students to meaningful participation in the Reading Wrap-Up Routine.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the Reading Wrap-Up. For example, [Let's talk about the structure the author used for sharing his opinion about this topic.](#)
- Model ways for students to make connections between texts they have read in class and outside of class. For example, [The way the main character reacted when he found out his dog was lost reminded me of a newspaper article I read about a family who rescued a lost dog. What connections can you make between this story and the real world?](#)
- Teach students how to use language to respond to others' views. For example, [I thought so, too.](#) or [I wondered the same thing, but then I remembered that ____.](#) or [I had a different prediction, because I thought it was a clue when ____.](#)

Reading Wrap-Up Routine



THE ROUTINE

- 1** Bring students together for a 5–10 minute wrap-up of the reading lesson.
- 2** Quickly review the lesson objectives and the text read during the lesson. Here is an example: *Today we read a biography. This text told the life story of Theodore Roosevelt. The author helped us understand how he became such an important person in our country's history by giving us details of his life from childhood through adulthood. Those key details helped us understand the main purpose of the text.*
- 3** Pose open-ended questions to prompt meaningful conversation about the text read. Begin questions with *who, what, when, where, why, and how*. For example, *What is one thing you will share with a family member or friend about what we read today? How would you summarize what you read today? Who is your favorite character from the book? Why? or What new word did you encounter today? How did you learn its meaning?*
- 4** Encourage students to ask questions about the text or skills taught. If time allows, review, reteach, or make notes to follow up in future lessons.
- 5** You may discuss any reading homework or talk about upcoming texts to be read. For example, *Tomorrow we will continue reading about Theodore Roosevelt. We will read about his life after he was president.*



Going Deeper

These additional activities may be done with students once they are familiar with the Reading Wrap-Up Routine.

- Before students share observations in the Reading Wrap-Up discussion, have them write for a few minutes in their journals about what they read, what questions they still have about the lesson, or any other observations about the activities they completed. This will help students focus before they speak in front of the group.
- Have students write down three big ideas from the lesson's reading. Then have each student share one big idea.
- Remind students to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, [Today we summarized the poem we read. Who can summarize what you learned in science today?](#)

Writing Wrap-Up Routine



COMMON CORE CONNECTIONS

RL.3.1; RI.3.1; W.3.5; SL.3.1

Rationale

Writing Wrap-Up is a 5–10 minute activity held at the end of each writing lesson. Students come together as a community of writers to discuss their writing with their peers. In Writing Wrap-Up, students are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to students talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Up activities, keep in mind:

- the format in which students will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the student sharing?



Implementing for Success

Use the following suggestions as you introduce and guide students in meaningful participation in the Writing Wrap-Up Routine.

- Be sure to schedule time at the end of a writing lesson for students to make connections between their writing and the text they read and between their writing and classmates' writing. The Writing Wrap-Up is also a time to recall and apply learning and celebrate accomplishments.
- State a clear focus for the Writing Wrap-Up. For example, *Today we learned about transition words. We used them to show the sequence of events when we wrote new endings to our stories. Find places in your writing where you used transition words.* Give students a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking students to provide feedback on their classmates' writing, model constructive ways to provide feedback. For example, *Your use of transition phrases like "Just a moment later" really helped me to follow what was happening.* or *Your description of the Grand Canyon helped me understand just how big the canyon is.*

Writing Wrap-Up Routine



THE ROUTINE

- 1** Bring students together for a 5–10 minute wrap-up of the writing lesson.
- 2** Quickly review the lesson objectives and the writing task. Here is an example: *Today you drafted a new ending for the story. You used details to describe how the main character reacted to the conclusion of the story's problem.*
- 3** Have students share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt students to discuss writing in thoughtful ways by suggesting open-ended questions, such as *How did you use the text we read today to help you with your writing?* or *What did you learn about writing today that you can use again?*
- 4** Discuss any questions students have about the writing skills they have learned. If time allows, review, reteach, or make notes to review in future lessons.
- 5** Discuss any homework or preview what students will learn in the next writing lesson. For example, *Tomorrow we will revise the endings to our stories, adding details to the character's response.*



Going Deeper

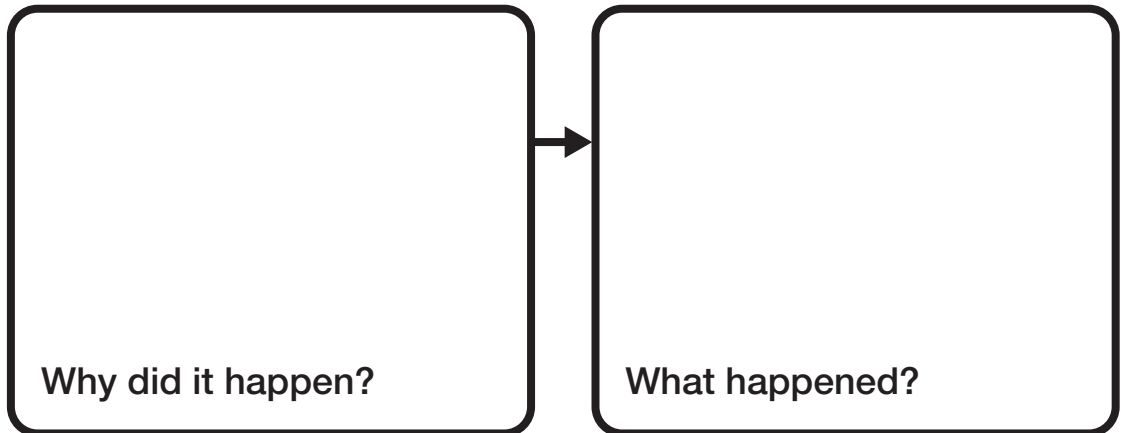
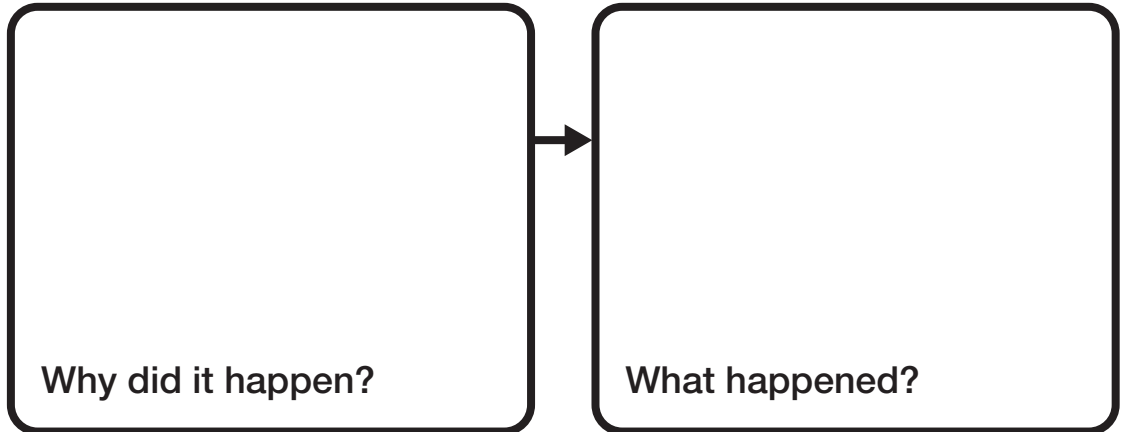
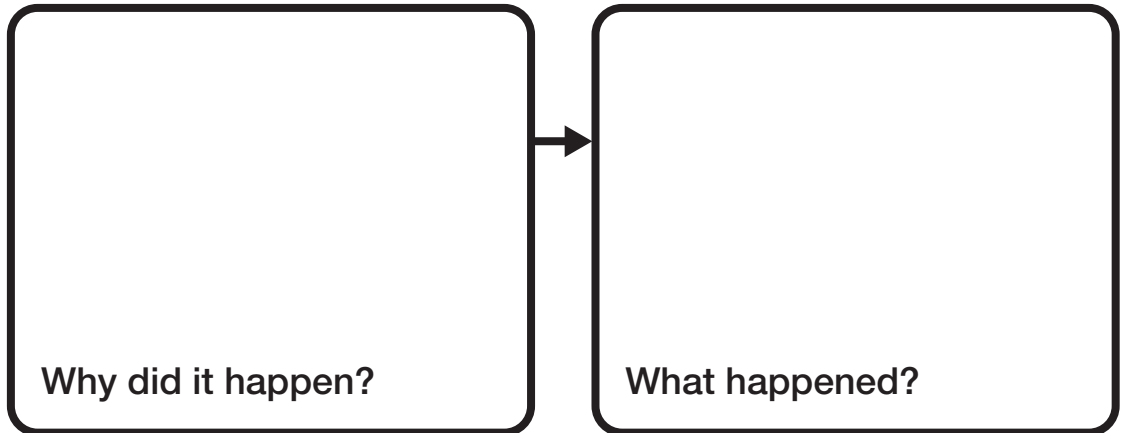
These additional activities may be done with students once they are familiar with the Writing Wrap-Up Routine.

- After students have listened to a classmate share his or her writing, have each student write one question they would like to ask the student author about the writing. Place all the questions in a “Question Bowl.” The student author can pull three questions from the bowl and answer them. This allows students to engage in constructive conversations.
- Have students engage in reflective writing about their writing. They can do quick self-assessments by writing two things on a sticky note: what they felt they did really well in their writing and what they will work on the next time they write. They can add these sticky notes to their drafts or writing journals.
- Remind students to use what they have learned, noticed, or thought about in today’s writing lesson in other parts of the day. For example, [This morning we wrote opinions. Remember to include your opinions on your national park poster so others will want to visit that park.](#)

Cause and Effect

Causes

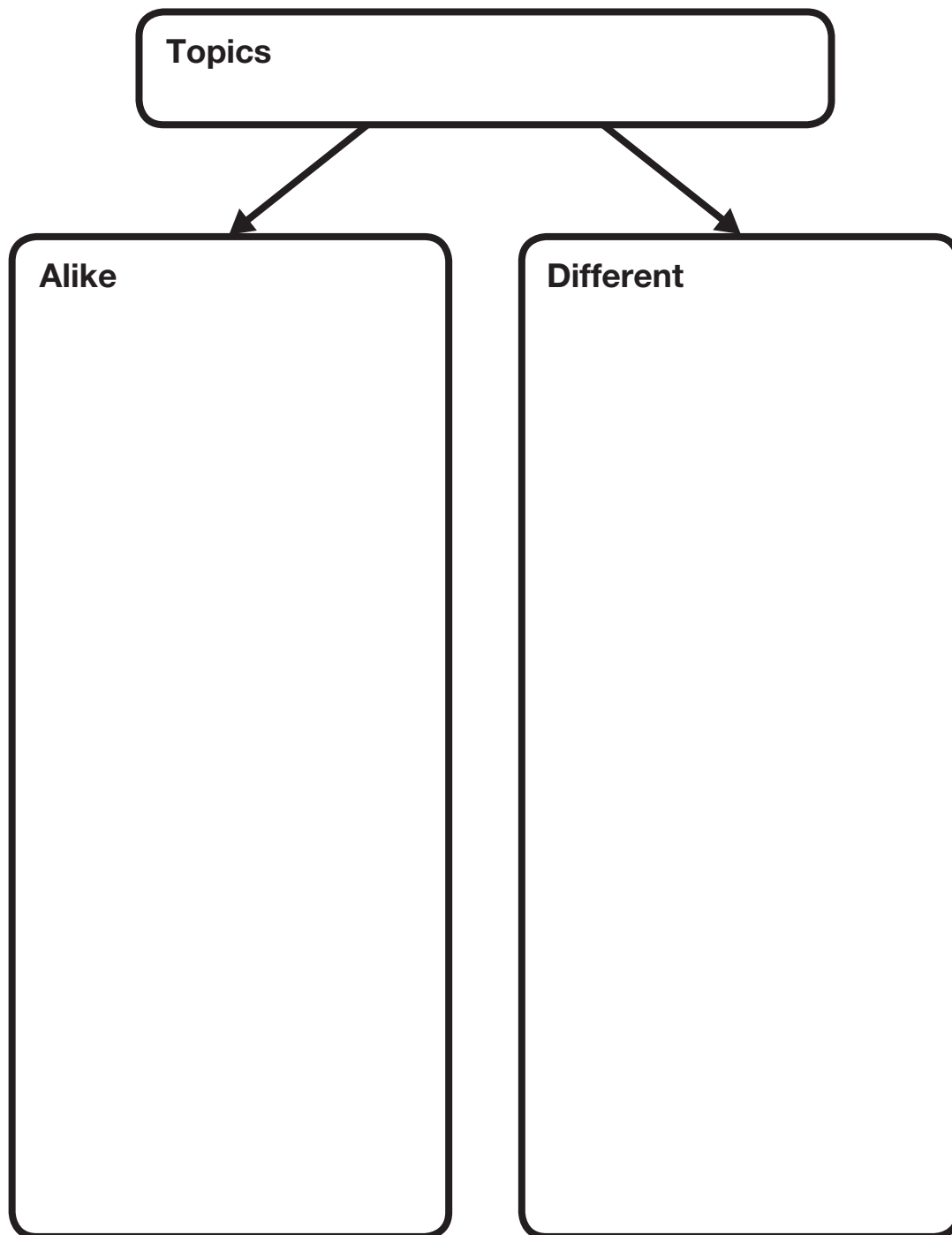
Effects



Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

Graphic Organizers

Compare and Contrast



Four-Column Chart

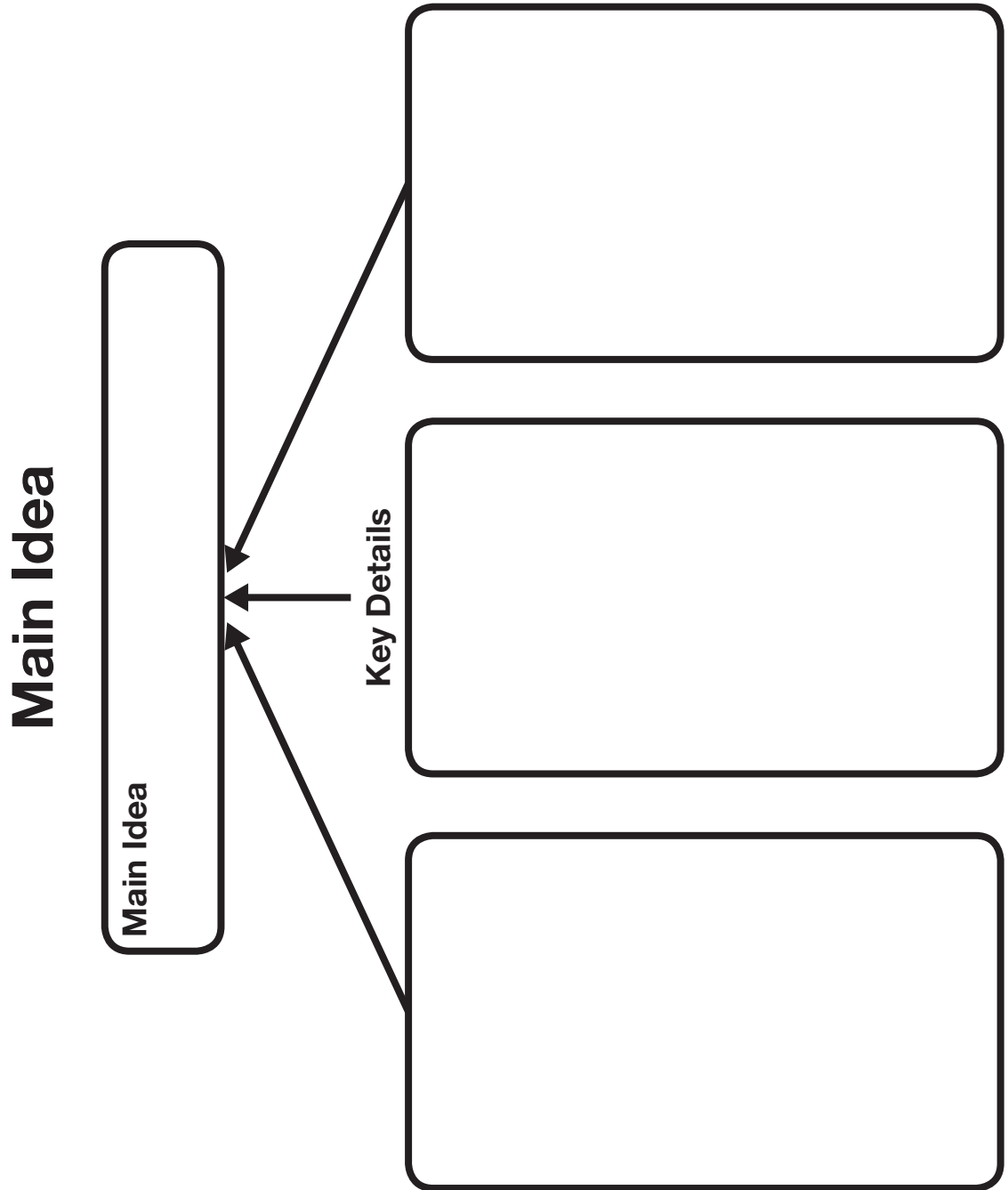
Graphic Organizers

K-W-L Chart

Topic _____

What We K now	What We W ant to Know	What We L earned

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.



Graphic Organizers

Story Sequence A

Title _____

Beginning



Middle



End



Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

Story Sequence B

Title	
Characters	Setting

↓

Events 1. First	
---------------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

Graphic Organizers

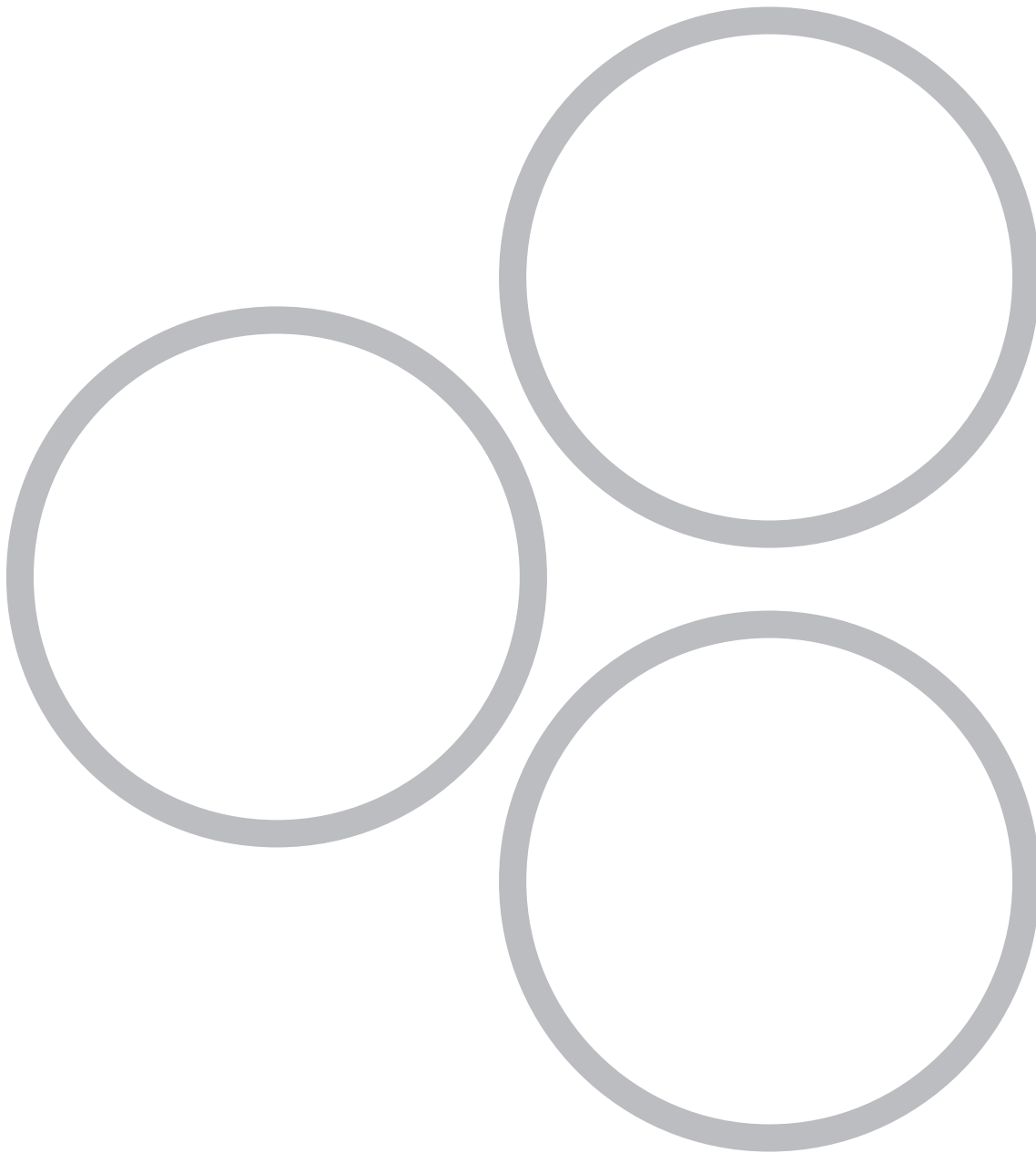
T-Chart

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

Three-Column Chart

Graphic Organizers

Three Sorting Circles



Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

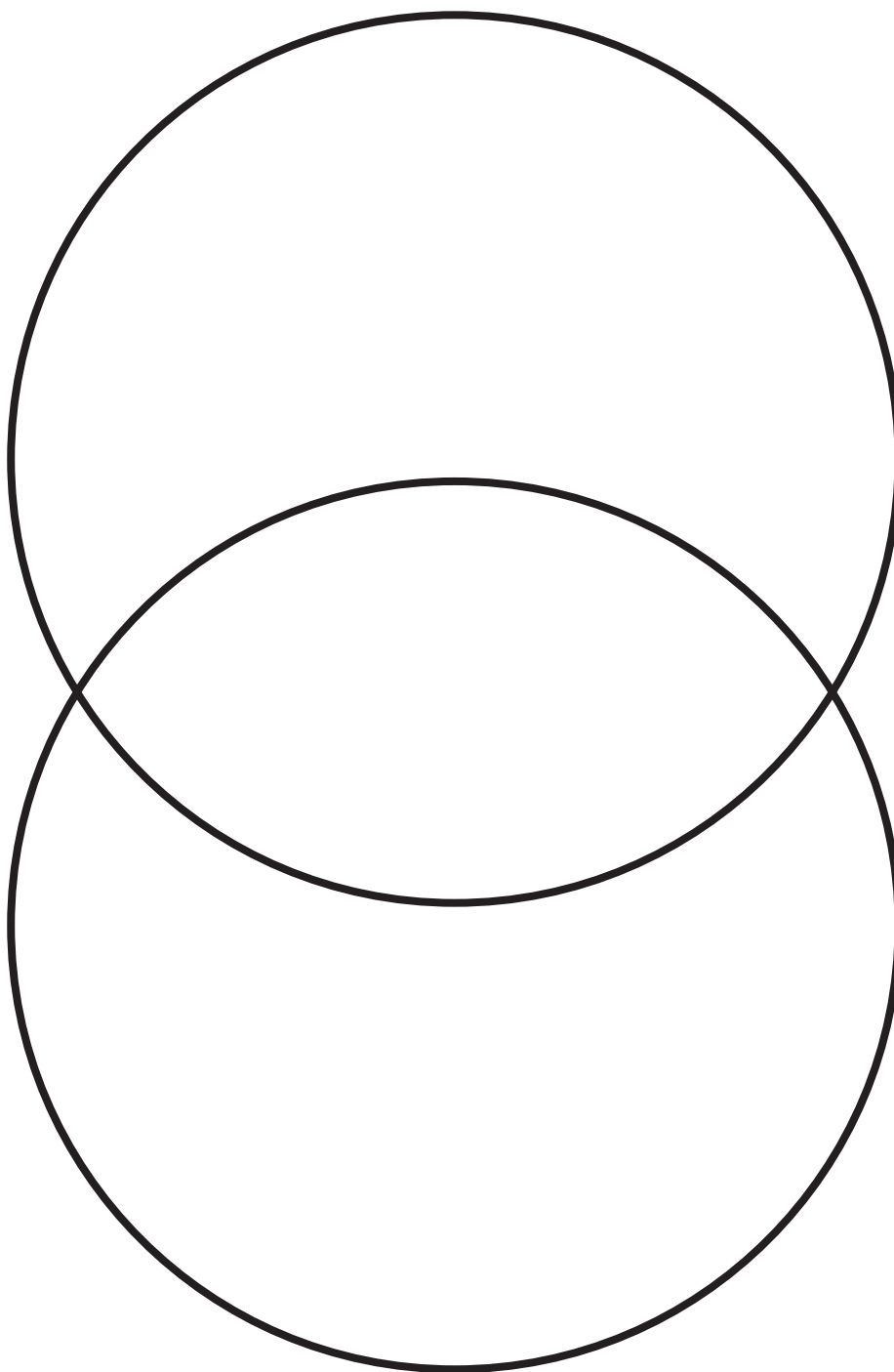
Two Sorting Boxes



Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

Graphic Organizers

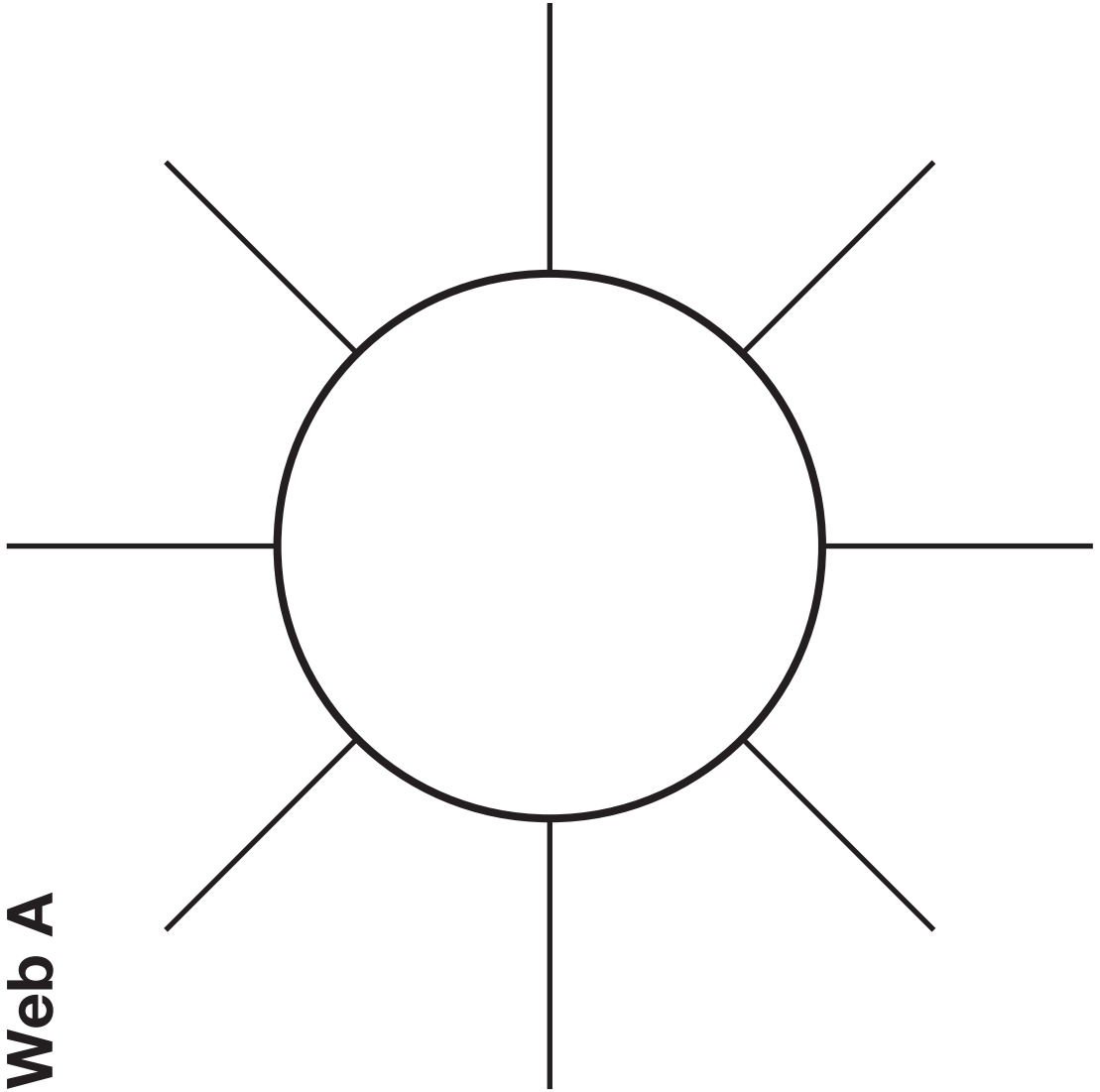
Venn Diagram



Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

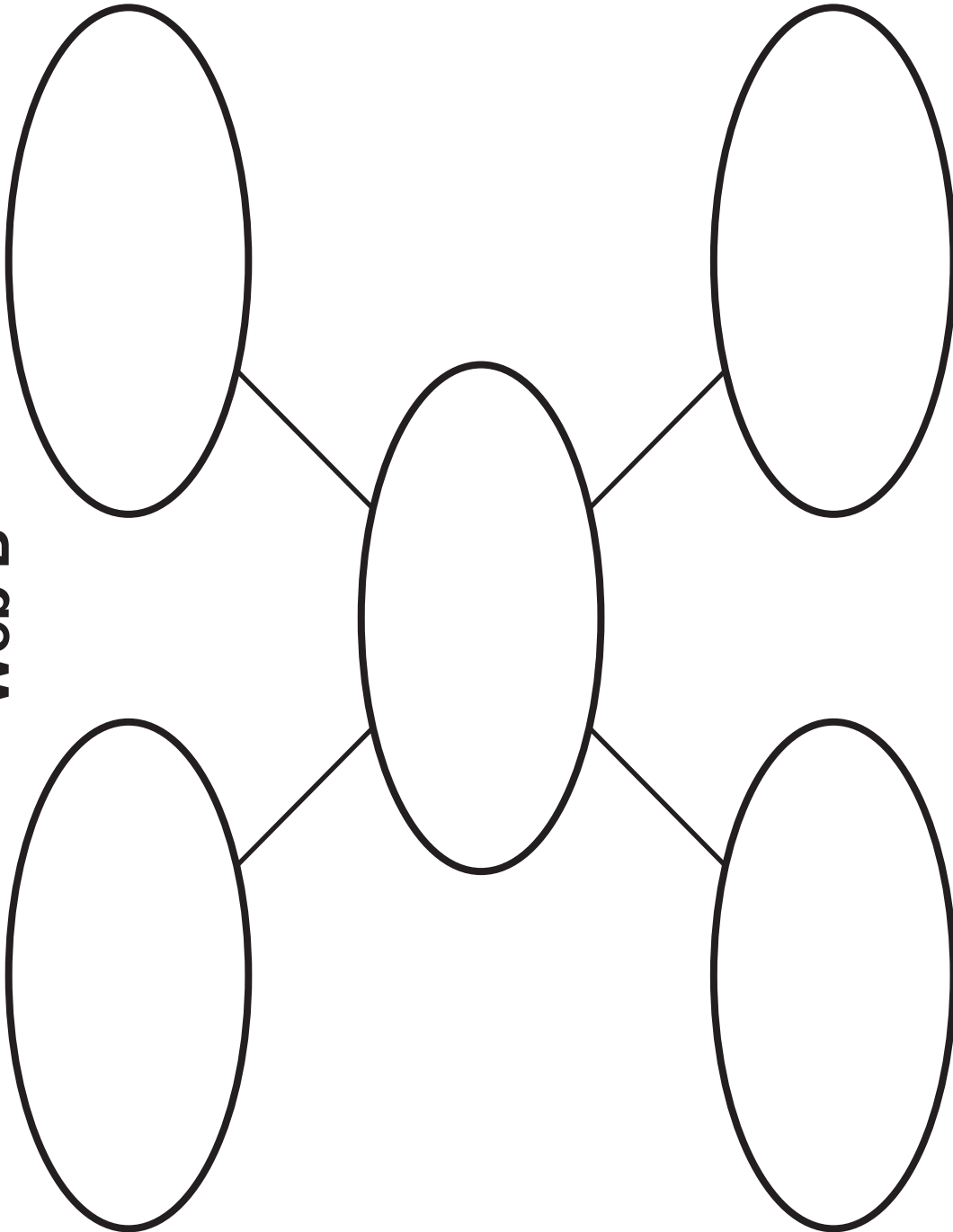
Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

Web A



Graphic Organizers

Web B

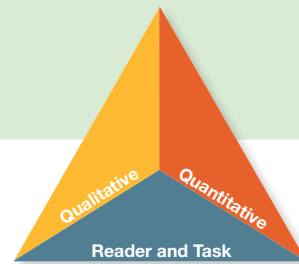


Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

Word Rating Chart

Word	Know	Have Seen	Don't Know

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Storm in the Night***.

QUANTITATIVE MEASURES

LEXILE	550L
AVERAGE SENTENCE LENGTH	8.96
WORD FREQUENCY	3.54
PAGE COUNT	32

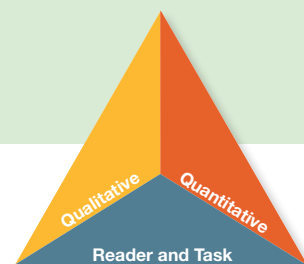
QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concepts (storms, childhood fear of storms, grandparent-grandchild relationship)
STRUCTURE	Story within a story; a boy and his grandfather are in the dark during a storm; grandfather tells story of his fears when he was a boy in a thunderstorm
LANGUAGE CONVENTIONALITY AND CLARITY	Sensory details throughout; advanced vocabulary not defined in text
THEME AND KNOWLEDGE DEMANDS	How a grandfather's story of childhood helps calm a boy's fears

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Review sensory language (simile, metaphor, personification, onomatopoeia, and alliteration) as well as how to read dialogue.	Have students analyze the text to distinguish among dialogue, narration of events taking place, and narration of Thomas's thoughts.

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Knots on a Counting Rope*.

QUANTITATIVE MEASURES

LEXILE	460L
AVERAGE SENTENCE LENGTH	8.41
WORD FREQUENCY	3.75
WORD COUNT	1471

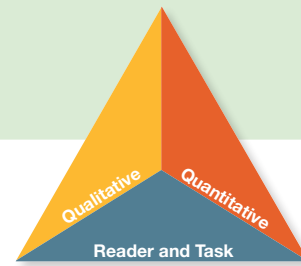
QUALITATIVE MEASURES

LEVELS OF MEANING	Challenging concepts (Native American culture, living as a blind person)
STRUCTURE	Nontraditional formatting for dialogue (elipses and indentations, some quotation marks, appears to be a free verse poem)
LANGUAGE CONVENTIONALITY AND CLARITY	Topic-specific vocabulary; sensory images expressed like poetry
THEME AND KNOWLEDGE DEMANDS	Aspects of Native American culture, living without the sense of sight

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Practice determining who is speaking in the dialogue between grandfather and grandson using the first page of the text (use of direct address, indentations).	Discuss traditions that different cultures have for naming babies as well as the importance of each of the senses to living in the world.

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of **Paul Bunyan**.

QUANTITATIVE MEASURES

LEXILE	790L
AVERAGE SENTENCE LENGTH	10.73
WORD FREQUENCY	3.54
WORD COUNT	1073

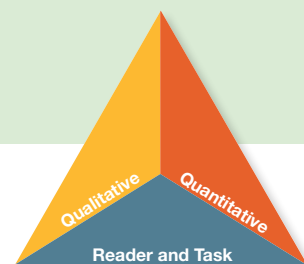
QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concepts (life and adventures of folk hero Paul Bunyan)
STRUCTURE	Chronological sequence of events
LANGUAGE CONVENTIONALITY AND CLARITY	Straightforward narration with impossible deeds described realistically
THEME AND KNOWLEDGE DEMANDS	Definition of tall tale and the use of exaggeration to create humor

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss exaggeration and provide examples of how writers use exaggeration to provide humor.	Define <i>folk hero</i> and discuss folk heroes in popular culture.

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Weather*.

QUANTITATIVE MEASURES

LEXILE	AD 1020L
AVERAGE SENTENCE LENGTH	16.13
WORD FREQUENCY	3.34
PAGE COUNT	32

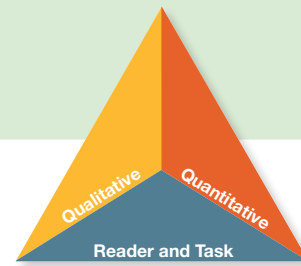
QUALITATIVE MEASURES

LEVELS OF MEANING	Challenging concepts (causes of weather, weather patterns, water cycle)
STRUCTURE	Introduction, then extensive details of sub-topics with photos and diagrams, then conclusion. However, no heads or subheads to introduce reader to topic on page.
LANGUAGE CONVENTIONALITY AND CLARITY	Domain-specific vocabulary throughout, defined in text; additional advanced vocabulary. No glossary.
THEME AND KNOWLEDGE DEMANDS	Weather-related vocabulary

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Preteach relevant weather vocabulary that is not defined in the text prior to reading each section. Also review using context clues.	Have students decide upon a title for each two-page spread. Then determine which part of each text passage a particular photograph illustrates and have students write captions for the photographs.

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Living Through a Natural Disaster*.

QUANTITATIVE MEASURES

LEXILE	940L
AVERAGE SENTENCE LENGTH	15.67
WORD FREQUENCY	3.49
PAGE COUNT	32

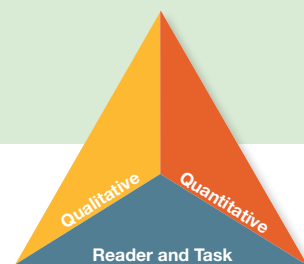
QUALITATIVE MEASURES

LEVELS OF MEANING	Somewhat accessible concepts (weather conditions may be familiar depending on climate/geography where students live)
STRUCTURE	Introduction; three extended examples with photos, maps, diagrams, and sidebars of related facts; conclusion; index and comprehension questions at end
LANGUAGE CONVENTIONALITY AND CLARITY	Domain-specific vocabulary and other advanced vocabulary throughout
THEME AND KNOWLEDGE DEMANDS	Effects of weather disasters (cyclones, flooding, and droughts) as well as the geography of the countries in the examples (Australia, China, and Costa Rica)

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Preview the book and point out the sidebar text in the tinted boxes. Explain that the information contained in the boxes can help them understand different important concepts in the text.	Have students discuss the natural disasters that could affect the region in which they live and the effects that such a disaster might have.

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *On the Same Day in March: A Tour of the World's Weather*.

QUANTITATIVE MEASURES

LEXILE	AD540L
AVERAGE SENTENCE LENGTH	16.28
WORD FREQUENCY	3.28
WORD COUNT	700

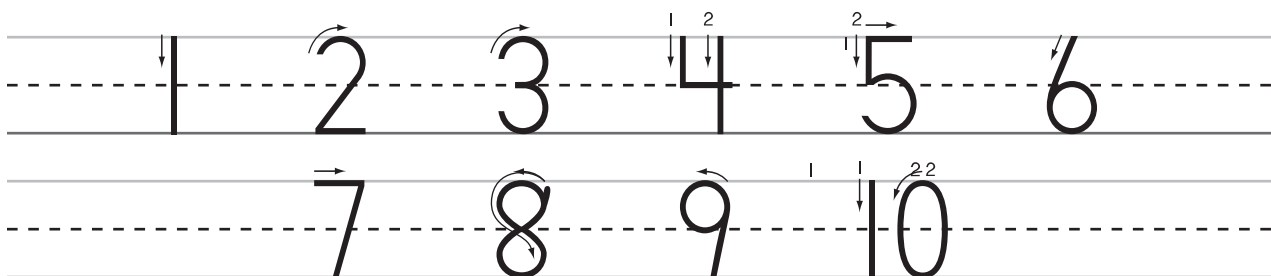
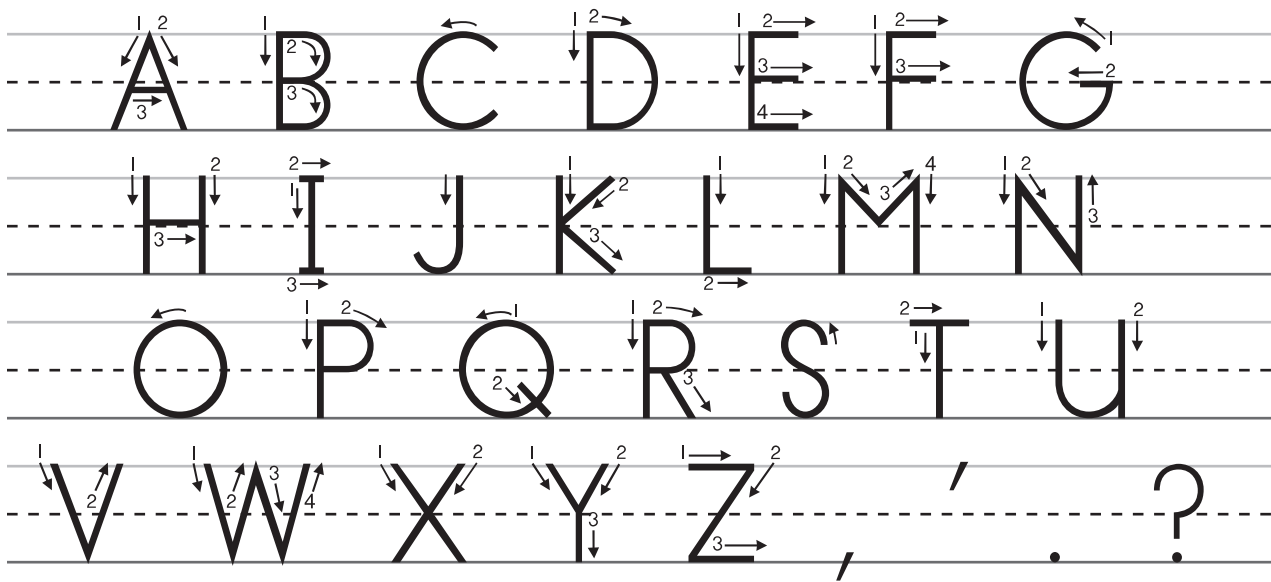
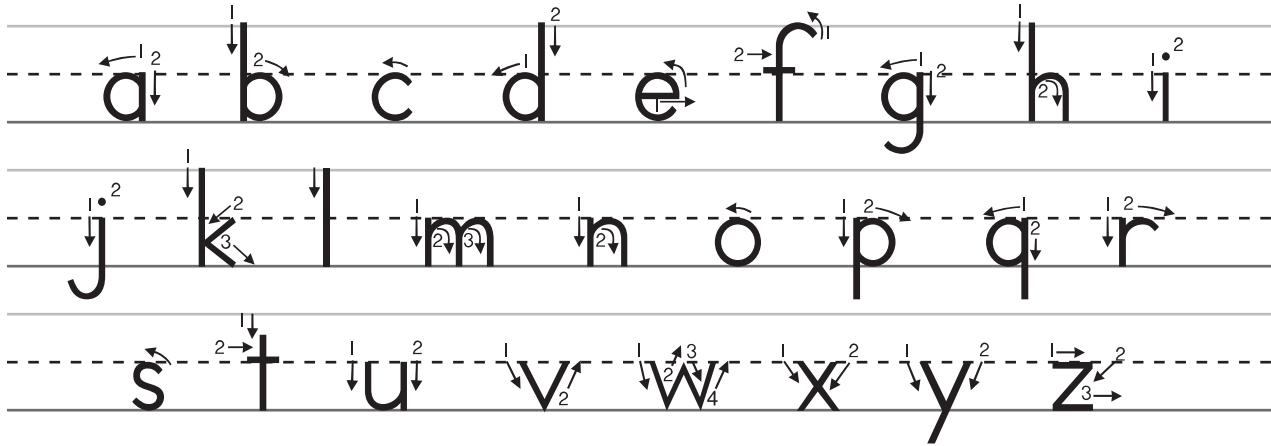
QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concept (weather differs from place to place in the world)
STRUCTURE	Series of brief descriptions from different countries, with artwork; background facts at end
LANGUAGE CONVENTIONALITY AND CLARITY	Culture-specific vocabulary, including weather-related terms
THEME AND KNOWLEDGE DEMANDS	Knowledge of the geography of places mentioned in the book

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Using a world map or a globe, have students find each place discussed in the book. Talk about the continents where each is located and how near or far each place is from the equator.	Have students list the different kinds of weather conditions mentioned in the book and compare them with conditions in March in the place where they live.

Manuscript Alphabet



D'Nealian™ Alphabet

a b c d e f g h i
 j k l m n o p q r s t
 u v w x y z

A B C D E F G
 H I J K L M N O
 P Q R S T U V
 W X Y Z . , ' ?

1 2 3 4 5 6
 7 8 9 10

D'Nealian™ Cursive

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

Leveled Text: Informational

Use leveled readers in combination with your classroom instruction to help students develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

Before Reading

Get Ready to Read Informational Text

The activities in this section are designed to help you gauge students' knowledge of the ideas and vocabulary they will encounter in an informational leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

UNDERSTAND THE TEXT TYPE AND PURPOSE Discuss with students the characteristics of informational text. (It contains facts about a topic; its purpose is to inform readers; it may contain photographs, maps, charts, and other text features to help readers understand the topic.) **Ask:** *How can you tell that a book is informational text and not a story?* (The text gives facts rather than tells about characters and events; it might have maps, charts, or other text features that connect to the topic; information might be organized under specific headings that connect to the topic.)

PREVIEW AND PREDICT Read aloud the title of the leveled reader. If there is a table of contents, preview the chapter titles. Have students skim the pages and then point to and describe the text features they find in the leveled reader. Then have them read any headings and subheadings in the text. **Ask:** *What topic do you think you will learn about in this informational text?*

EXPLORE VOCABULARY Based on the topic students determine from previewing the book, activate their prior knowledge of concept vocabulary. **Ask:** *Based on the title, heads, subheads, and pictures, what words or types of words do you think you might find in this text?* For example, if the book is about volcanoes, students might say that they will find words such as *erupt*, *lava*, or *ash*.

Leveled Text: Informational

During Reading

Access Text

The activities in this section are designed to help you provide targeted instructional support before students read and to help you model active reading strategies as you engage with students in a preliminary reading of the text. Choose activities that are appropriate for your students and the text.

FOCUS ON PHONICS AND WORD STUDY SKILLS Help students decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study lesson. For example, you may review decoding multisyllabic words. You might also focus on prefixes, suffixes, compound words, or irregularly spelled words. Model how to analyze a specific word in the leveled reader.

FOCUS ON INFORMATIONAL TEXT Provide a targeted mini-lesson that addresses a specific CCSS informational text standard. Focus standards instruction around these questions:

What does the text say? (Key Ideas and Details)

- ask and answer questions about key details
- find the main idea and retell key details
- describe relationships between events, ideas, or concepts

How does the text say it? (Craft and Structure)

- ask and answer questions about unfamiliar words
- identify and use text features such as table of contents, heads, subheads
- distinguish their own point of view from that of the author

What does the text mean? (Integration of Knowledge and Ideas)

- identify relationships between illustrations and text
- understand the organizational structure (cause/effect, comparison, sequence) the author uses to explain ideas and concepts
- compare this text to another on the same topic

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to students?
- Which aspect of this leveled reader must students understand in order to understand the text as a whole?
- Which reading strategies will work to help students internalize the process of reading actively?
- Which understandings about text and structure must be reinforced as students interact with other types of informational text?

Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps students understand the text. For example, to help students find the main idea of an informational text, explain that finding the **main idea** means looking at all the paragraphs in a selection to decide what the text is mostly about.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what a text is about, why an author is writing, and why the information is important. Is the author writing to inform, explain, or persuade? For example, help students understand that the **main idea** of a text helps point them to the most important ideas the author wants them to understand.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as students follow along in their books. Model the mini-lesson focus. For example, to model finding the **main idea** pause occasionally after sentences or paragraphs and **say:** *This paragraph is mostly about _____. I'll read on to see if _____ is the main idea of this book.*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about finding the main idea of an informational text, direct students' attention to an informational text previously read in the unit. Reread the title and a few pages of the book with students. **Ask:** *What did you see and read about on each page of this book? How are these key details alike?* Then ask students to restate the main idea of the text in their own words.

Leveled Text: Informational

Close Read

The activities in this section are designed to help students become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your students and the text. As students progress, you may decide to have them engage in these activities independently.

PARTNER LISTEN Have students listen to a recording of the leveled reader and follow along in the text as it is read aloud.

PARTNER READ Have students take turns reading the leveled reader aloud to their partners.

- Remind students to begin by reading aloud the title and the names of the author and/or illustrator.
- Encourage students to use the phonics or word study strategy you modeled to decode another challenging word in the text.
- Have the students who are listening follow along in the text as their partners read.

PARTNER SHARE Have partners practice using the informational text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- ask a question and use the text to answer it.
- identify a key detail they think supports the main idea.
- use context or picture clues to figure out an unfamiliar word.
- identify a text feature and how it helps readers understand the text.
- identify a reason the author gives to support a point.

After Reading

THINK ABOUT IT The activities in this section are designed to help students consider how the leveled reader enhances their understanding of the unit topic. Have students focus on the following questions:

- How are the ideas in this text similar to another book I have read in this unit?
- What new things did I learn about the topic from reading this book?
- What is the most interesting part of this book? Why?

TALK ABOUT IT The activities in this section are designed to help students develop their understanding of the unit topic and enhance their listening and speaking skills by engaging in a group discussion. Give students discussion questions to help them express their ideas in a group setting:

- How is this book like the other texts in this unit?
- How are the ideas in this text similar to/different from the ideas in _____ ?
- What did you learn from this book that you didn't know before?
- What is the most interesting part of this book? Why do you think so?

WRITE ABOUT IT In this section, students demonstrate their understanding of the text and its connection to the unit topic through a brief writing activity. Possible activities might include the following:

Explain which text feature was most effective in helping you understand the text.

Write a brief summary.

Write a paragraph explaining why you think this text does or does not connect to the unit topic.

Write a brief comparison of this book to another book in the unit.

Leveled Text: Literary

Use leveled readers in combination with your classroom instruction to help students develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

Before Reading

Get Ready to Read Literary Text

The activities in this section are designed to help you gauge students' knowledge of the ideas and vocabulary they will encounter in a literary leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your students' needs and motivations as well as the challenges of the text.

UNDERSTAND TEXT TYPE AND PURPOSE Discuss with students the characteristics of literary text. (It tells a story, or narrative; it often has illustrations that show characters, settings, or events.) **Ask:** [How can you tell that a book is literary text and not informational text?](#) (The selection tells about characters and events; it has a setting, plot or problem, and a resolution or solution; it often contains a message about life the author wants to share.)

PREVIEW AND PREDICT Read aloud with students the title of the leveled reader. Call students' attention to key words in the story. If there is a table of contents, read chapter titles with students. Look through the pages together and have them describe what they see in the illustrations. **Ask:** [What do you think this story will be about?](#)

EXPLORE VOCABULARY Work with students to understand the literary language of the text, such as words relating to character, setting, plot, and theme. **Say:** [Here are some words we'll want to talk about before we read.](#) Choose words that will ultimately help students uncover the theme or message in the text.

During Reading

Access Text

The activities in this section are designed to help you provide targeted instructional support before students read and to help you model active reading strategies as you engage with students in a preliminary reading of the text. Choose activities that are appropriate for your students and the text.

FOCUS ON PHONICS Help students decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study strategy. For example, review decoding multisyllabic words. Focus on prefixes, suffixes, compound words, or irregularly spelled words. Model how to use the strategy to decode a specific word in the leveled reader.

FOCUS ON LITERARY TEXT Provide a targeted mini-lesson that addresses a specific CCSS literary text standard. Focus standards instruction around these questions:

What does the text say? (Key Ideas and Details)

- ask questions and use text to find answers about key details
- retell stories
- determine how details in a text help convey the central message
- describe characters and explain how their actions affect the sequence of events

How does the text say it? (Craft and Structure)

- use context to determine the meanings of unfamiliar words
- recognize common types of literary texts and the language to refer to their parts (chapters of books, scenes of plays, stanzas of poems)
- distinguish between student's personal point of view and that of the author or that of a character

What does the text mean? (Integration of Knowledge and Ideas)

- identify relationships between illustrations and text
- compare and contrast characters, themes, settings, and plots of stories

Leveled Text: Literary

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to students?
- Which aspect of this leveled reader must students understand in order to understand the text as a whole?
- Which reading strategies will help students internalize the process of reading actively?
- Which understandings about narratives must be reinforced as students interact with other types of literary text?

Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps students understand the text. For example, to analyze **character**, explain that the characters in a story perform the action. We know what they are like from what they say and do and from what others say about them.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what happens in a story, why a character behaves in a certain way, and what message or observation about life the author wants to share. For example, if a **character** changes his or her behavior after losing a valued friend, the author may want readers to understand that friends are more important than possessions.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Model the mini-lesson focus. For example, to model identifying the **main character** and **story problem**, ask: *Whom is this story about? What problem or difficulty does this person face?*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about the **main character** in a story, direct students' attention to a text previously read in the unit. Reread a few pages of the book with children. **Ask:** *Who in this story is facing a problem? What details does the author give about this character? What does the character say and do? What do others say about this character? How do you know?* Then ask students to describe the main character and story problem in their own words.

Close Read

The activities in this section are designed to help students become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your students and the text. As students progress, you may decide to have them engage in these activities independently.

PARTNER LISTEN Have students listen to a recording of the leveled reader and follow along in the text as it is read aloud.

PARTNER READ Have students take turns reading the leveled reader aloud to their partners.

- Remind students to begin by reading aloud the title and the names of the author and/or illustrator.
- Encourage students to use the phonics or word study strategy you reviewed as a class to decode another challenging word in the text.
- Have the students who are listening follow along as their partners read.

PARTNER SHARE Have partners practice using the literary text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- identify character and setting.
- ask and answer questions about the story.
- retell plot events and key details in the story.
- ask and answer questions about unfamiliar words.
- identify relationships between illustrations and text.
- compare and contrast characters and events.

Leveled Text: Literary

After Reading

THINK ABOUT IT The activities in this section are designed to help students consider how the leveled reader enhances their understanding of the unit theme. Have children focus on the following questions:

- How is the story like other books I have read in this unit?
- What new things did I learn about the unit theme from reading this book?
- What is my favorite part of the book? Why?

TALK ABOUT IT The activities in this section are designed to help students develop their understanding of the unit theme and enhance their listening and speaking skills by engaging in a group discussion. Provide discussion questions to help students express their ideas in a group setting:

- How is this story like other stories in this unit?
- Is the message in this story similar to or different from the message in _____? What makes you think so?
- What new thing did I learn about [state unit theme] from this book?
- What is your favorite part of the book? Why?

WRITE ABOUT IT In this section, students demonstrate their understanding of the text and its connection to the unit theme through a brief writing activity. Possible activities might include the following:

Write a brief summary.

Choose a character from the story that you might like to meet. Use details from the text to explain why you would like to meet this person.

Write a paragraph telling what you learned about [unit theme] from this story.

Write a paragraph comparing the theme or message in this story to the theme or message in another story in this unit.

Acknowledgments

Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

viii Mihai Simonia/Shutterstock; ix (T), 1, 50, 60, 70, 80, 90, 100, 160, 180, 191
HarperCollins Publishers; ix (L), 208, 218, 228, 238, 248, 258, 268, 298,
378 (C) Morrow Junior Books; 199 (C), 308, 318, 328, 338, 348, 358, 368, 378
Pearson Learning Group