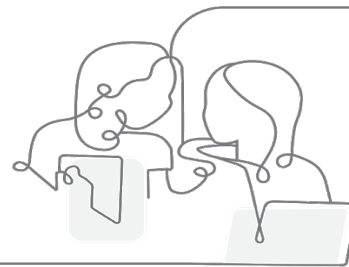


Amplify.

# CKLA 2-Day Initial Training

Grades 3-5



Name: \_\_\_\_\_



## CKLA Partners

**Directions:** Fill in the name of a different teacher at the same grade level as you in each of the four boxes below. You will work with these partners throughout the session.

**Astrology**



Name: \_\_\_\_\_

**The Reformation**



Name: \_\_\_\_\_

**Classic Tales**



Name: \_\_\_\_\_

**Empires in the Middle Ages**



Name: \_\_\_\_\_

## Agenda and Objectives

### Agenda: Day One

- Welcome
- The Why
- Guiding Principles
- Teacher Guide Introduction
- Lesson Components
  - Primary Focus Objectives
  - Reading and Speaking & Listening
  - Writing
  - Language
- Unique CKLA Units
- Optional Program Components
- Amending Instruction Resources
- Closing

### Agenda: Day Two

- Welcome
- Day One Reflection
- Lesson Study
  - Unit Planning
  - Daily Lesson Internalization
  - Lesson Practice
- Plan for a Quest!
- Reflection
- Closing

### Objectives: Day One

- Identify key 'look fors' and practice implementation of critical components and routines in 3-5 Integrated Strand lessons
- Define the CKLA design principles behind the 3-5 Integrated Strand

### Objectives: Day Two

- Utilize the CKLA planning process for units and lessons in the 3-5 Integrated Strand



## Journal of Accountancy Comprehension Questions

1. Federal government reporting entities will now be required to account for leases in a similar manner to public companies. True or False?
2. Prior to SFFAS 54 taking effect, if current SFFAS standards do not address a lease accounting issue, should the federal government reporting entity immediately adopt the standard? If not, what guidance is available? If not, when should the standard be adopted?

### Quick Write

What background knowledge would have made the article easier to understand?

What implications does the importance of background knowledge in reading comprehension have for students?

## Principles of CKLA 3–5 Instruction

### 1. Analysis and expression in reading and writing

The core of the CCSS is the ability to read and write in response to increasingly complex texts. Students in CKLA get daily exposure to these texts. In daily reading instruction students are asked, both in discussion and through short and longer-answer written responses, to answer text-dependent literal, evaluative, and inferential questions about literary and informational texts. Students return to the same passages multiple times for deeper analysis, ensuring complete coverage of the CCSS. There is a strong emphasis on informational as well as literary texts; informational texts build upon previous domains in earlier grades, asking students to delve into a topic with increasing focus and complexity. Writing instruction is integrated with reading instruction, and varies between rapid daily writing (e.g. in journals), single-sitting writing prompts, and long projects taught and implemented over multiple sittings. Students in Grades 4 and 5 will also be offered flexible writing Quests. These are immersive, digital instructional experiences that are designed to build a culture of frequent, enjoyable, low-stakes writing.

### 2. Fostering “wonderful conversationalists”

Those who have tried versions of CKLA have offered consistent feedback—the program develops “wonderful conversationalists.” By discussing engaging, content-rich texts, students develop the ability to present, debate, and build upon each other’s responses. Their excitement in mastering content fosters intense curiosity. Speaking and Listening activities in Grade 3 focus on engagement with Read-Alouds: students hear and discuss complex texts that the teacher reads aloud, encountering and practicing sophisticated conversations using an ever-expanding vocabulary. Through Grades 3–5, Speaking and Listening activities become substantially more varied and complex. Students are asked to deliver complex presentations, engage in class debates, develop acting performances from texts, and pitch new inventions.

### 3. Explicit language instruction

The units in Grades 3–5 offer explicit language instruction with full coverage of the CCSS. Students learn and apply the conventions of English grammar, punctuation, and spelling through explicit instruction, targeted practice activities, and daily writing.

### 4. Rich variety of texts and contexts

As students enter late elementary, the variety of texts they encounter increases. Students in Grades 3–5 will continue to read specially commissioned, knowledge-rich texts from children’s authors, for example on civilizations across the world in the Middle Ages, and the histories of Native Americans. They will also read an increasing number of classics and encounter a variety of original source material. For example, students in Grades 4 and 5 will complete units on poetry (containing diverse, contemporary poems and well-known classics), *The House on Mango Street*, *Treasure Island*, and *A Midsummer Night’s Dream*. They will read articles from a range of sources to write opinion pieces, and they will use these inspirations to craft increasingly long and complex

texts of their own. Quests are also introduced in Grades 3–5, providing a range of immersive narratives and contexts for students to work with complex texts in unique ways.

### **5. Maximizing vocabulary acquisition through contextualized, content-based, and constant exposure**

The average six-year-old knows six thousand words; the average high school graduate knows forty thousand words. Between 3rd and 12th grades, children learn about three thousand words a year. Not all of these words are known equally well, and most of these words are never taught. They are inferred through multiple exposures. Words related to discrete bodies of knowledge and academic words that apply to many topics are both necessary for building a strong vocabulary. Everyday conversations contain few of these words. Varied and complex texts on a wide range of topics are necessary to provide students with the multiple exposures they need to build their vocabulary. In Grades 3–5 the teacher remains central to vocabulary acquisition, fostering structured and informal discussions and helping students become accustomed to using complex vocabulary in a scaffolded and supported context. These conversations are combined with increasingly independent exposure to complex text. This combination allows students to build up an internal web of vocabulary which has a common foundation but is unique to the individual. We continue learning words throughout our lives by linking to vocabulary we already understand. The coherent and systematic sequence of knowledge domains gives students a mental encyclopedia of vocabulary and understanding they can access and build upon throughout their lives.

### **6. Continuing to build background knowledge for strong comprehension**

Becoming a critical and strategic reader depends on having a wide breadth of knowledge and related vocabulary. One of the key insights from cognitive science, including from UVA cognitive scientist and professor Daniel Willingham, also a CKF Board member, is that comprehension is not a transferable skill that can be applied equally well to any text. A child might be able to decode a word, but that does not mean the child can infer its meaning. Children must have prior experience with a word to have clarity when reading it. Students who have received Grades K–2 CKLA instruction will have received a broad base of content knowledge by Grade 3. The unique Core Knowledge Sequence in Grades 3–5 builds upon that base. Core Connections descriptions in the introduction to each unit describe this accumulation of knowledge. The result is children with unusually broad knowledge of literature, science, social studies, and the arts, as well as the ability to comprehend increasingly complex ideas and texts, to make connections and inferences, and to engage in extended discussions of the works they are reading or hearing read aloud. Read-Alouds are still used frequently in Grade 3, and to a more limited extent in Grades 4 and 5. The number and frequency of Read-Alouds is a unique characteristic of CKLA. It is important because students' listening comprehension far exceeds reading comprehension throughout elementary school. In later elementary, there is an increasing emphasis on small group, partner, and individual reading of knowledge-rich informational and literary texts. By the end of Grade 5, Read-Alouds are only used in a highly targeted fashion: as entry into texts and reinforcement of particular ideas.

## CKLA Design Principles: Integrated Strand

### \$2 Summary

With each word being worth 10 cents, write a \$2 summary of your assigned principles.

## Analyzing Primary Focus Objectives

Directions	Example	Work Space
<p>1. Read through the <b>Primary Focus Objectives</b> for the lesson.</p>	<div data-bbox="621 305 1360 735" style="border: 1px solid black; padding: 10px;"> <p><b>PRIMARY FOCUS OF LESSON</b></p> <p><b>Reading</b> Students will refer to details and examples in the text when explaining why knights and castles were needed in the Middle Ages. [RI.4.1, RI.4.3]</p> <p><b>Grammar</b> Students will form and use prepositional phrases. [L.4.1e]</p> <p><b>Morphology</b> Students will use their knowledge of the prefixes <i>un-</i> and <i>non-</i> and root words to read and interpret unfamiliar words. [RF.4.3a]</p> <p><b>Writing</b> Students will use a graphic organizer to produce clear and coherent writing that contrasts the life of a serf and that of a lord. [W.4.9]</p> </div>	
<p>2. Determine what <b>standards</b> are aligned to the <b>Primary Focus Objectives</b>.</p>	<div data-bbox="621 849 1360 1279" style="border: 1px solid black; padding: 10px;"> <p><b>PRIMARY FOCUS OF LESSON</b></p> <p><b>Reading</b> Students will refer to details and examples in the text when explaining why knights and castles were needed in the Middle Ages. [RI.4.1, RI.4.3] ←</p> <p><b>Grammar</b> Students will form and use prepositional phrases. [L.4.1e] ←</p> <p><b>Morphology</b> Students will use their knowledge of the prefixes <i>un-</i> and <i>non-</i> and root words to read and interpret unfamiliar words. [RF.4.3a] ←</p> <p><b>Writing</b> Students will use a graphic organizer to produce clear and coherent writing that contrasts the life of a serf and that of a lord. [W.4.9] ←</p> </div> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	

<p>3. Think about how the <b>Primary Focus Objective</b> builds toward student mastery of the <b>standard</b>. (Remember, the lesson will not hit on the whole standard, but rather will build students towards mastery of the whole standard by the end of the year.)</p>	<p><b>RI.4.3 Example Breakdown</b></p> <ul style="list-style-type: none"> <li>• Explain events in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</li> <li>• Explain procedures in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</li> <li>• <b>Explain ideas in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</b></li> <li>• Explain concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</li> </ul> <p>The <b>Primary Focus Objective</b> aligns with the, “<b>Explain ideas in a historical text, including what happened and why, based on specific information in the text</b>”, because students are being asked to explain why knights and castles were necessary in the Middle Ages. This practice will build towards student mastery of <b>RI.4.3</b> by the end of the year.</p>	
<p>4. Determine how the <b>Primary Focus Objective</b> is assessed during the lesson.</p>	<div data-bbox="611 786 1054 1071"> <p><b>FORMATIVE ASSESSMENT</b></p> <p><b>Activity Page 4.2</b> <b>Gloomy Castles and Jousting Knights</b> Work in small groups to answer questions about chapter 3, “Gloomy Castles and Jousting Knights,” and cite textual evidence. [RI.4.1]</p> <p><b>Activity Page 4.4</b> <b>Practice Nouns and Adjectives</b> Discover the function and relationships of nouns and adjectives by identifying them in sentences. [L.4.1a]</p> <p><b>Activity Page 4.5</b> <b>Practice Using Prefixes un- and non-</b> Use knowledge of the prefixes <i>un-</i> and <i>non-</i> and root words to read and interpret unfamiliar words. [RF.4.3a]</p> <p><b>Activity Page 2.6</b> <b>Graphic Organizer: Lords vs. Serfs</b> Use a graphic organizer to produce clear and coherent writing that contrasts the life of a serf and that of a lord. [W.4.9]</p> </div> <div data-bbox="1033 711 1369 1146"> <p>NAME: _____ DATE: _____ <b>4.2</b> ACTIVITY PAGE</p> <p><b>Gloomy Castles and Jousting Knights</b></p> <p>Answer each question thoughtfully, citing evidence from the text and page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.</p> <p>1. Young men in the Middle Ages were often required to become foot soldiers or knights. What was happening in the Middle Ages that required young men to become fighters?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Page(s) _____</p> <p>2. Describe two differences between foot soldiers and knights.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Page(s) _____</p> <p>Copyright © 2014 by Pearson Education, Inc. All rights reserved. Activity Book (2014) 35</p> </div> <p>Students will complete <b>Activity Page 4.2</b>, which will serve as a formative assessment for the first <b>Primary Focus Objective</b> and <b>RI.4.3</b>.</p>	

## Reading and Speaking & Listening

3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grades
<ul style="list-style-type: none"> <li>• 120 minutes daily</li> <li>• <i>Speaking &amp; Listening</i> refers to the daily Read-Aloud (students do not have the text)               <ul style="list-style-type: none"> <li>○ 60 minutes</li> <li>○ Contains introduction, Read-Aloud, discussion, vocabulary work and Application Activity</li> </ul> </li> <li>• <i>Reading</i> refers to the lesson component where students have the text and read as <b>whole group</b>, in <b>small group</b>, in <b>partners</b> or <b>independently</b> on the same topic as the daily Read-Aloud</li> </ul>	<ul style="list-style-type: none"> <li>• 90 minutes daily</li> <li>• Students participate in <b>daily reading</b> (with the text). The delivery method of the reading instruction changes.               <ul style="list-style-type: none"> <li>○ Read-Alouds, whole group, small group, partner and independent reading</li> </ul> </li> <li>• <i>Speaking &amp; Listening</i> refers to the Read-Aloud delivery method</li> <li>• <i>Reading</i> is the component title for <b>all other reading formats</b></li> </ul>

## Lesson Components

### Introducing the Chapter

#### Video Notes

As you watch the *Introducing the Chapter and Read-Aloud* video, please respond to the following question:

How does the teacher set the students up for success with the chapter?  
(Hint: Look for **at least three** ways the teacher sets the students up for success.)

#### Important Points to Remember: Introducing the Chapter

- The *Reading and Speaking & Listening Introduction* is designed to set students up for success for that portion of the lesson by reviewing important background knowledge, covering critical content and vocabulary of the current text, and setting a purpose for reading.



## Reading Lesson Types

**Read-Aloud:** In Grades 3-5, listening comprehension generally exceeds reading comprehension for many students. As a result, students benefit from hearing text read aloud by a fluent and experienced reader. Struggling readers, in particular, may benefit from hearing text read aloud as they follow along in the Reader (in Grades 4-5) and read aloud with picture support in Grade 3. In a typical read-aloud lesson, you will introduce the chapter, review what students have already learned (when appropriate), preview core vocabulary, and establish a purpose for reading. Then you will read the chapter aloud while students follow along in the Reader (in Grades 4-5) and view the pictures in Grade 3, using guided reading supports to ask questions, discuss vocabulary, and/ or highlight important aspects of the text. You will also help students attend to images, captions, and other text features. As in other reading lessons, guided reading supports are intended to guide you in facilitating discussion and should not be read verbatim to students. After reading, you will have the opportunity to check students' comprehension of the text using oral discussion questions, written activity page items, or some combination of the two. Please review completed activity pages, preferably with student involvement, to assess and monitor students' comprehension and to provide rapid clarification and feedback.

<b>Key Words:</b>	<b>Points:</b>

**WholeGroup:** For a whole group reading lesson, you will provide reading instruction to the whole class. In general, you will introduce the chapter, review what students have already learned (when appropriate), preview core vocabulary, and establish a purpose for reading. Then, you will guide students' reading by focusing on small chunks of text. You will read parts of the text aloud and also instruct students to read portions of the text independently or in partners. You will ask students comprehension questions after each chunk of text reading to ensure, and further, comprehension. After reading, you will have the opportunity to check students' comprehension of the text using oral discussion questions, written activity page items, or some combination of the two. Please review completed activity pages, preferably with student involvement, to assess and monitor students' comprehension and to provide rapid clarification and feedback.

<b>Key Words:</b>	<b>Points:</b>

**Partner:** For a partner reading lesson, you will pair students to read and discuss the chapter. You may wish to use any or all of the following pairings at different times: strong readers with readers who need more support; readers of similar skill levels; or English learners with native speakers. The way you pair students should change throughout the year. You will explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partner for help to sound out or define words as necessary. You may wish to adjust this structure as students' needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners. Students will complete an activity page with their partners either during or after reading. You will call students back together as a class after reading to discuss the chapter and the activity page.

<b>Key Words:</b>	<b>Points:</b>

**Small Group:** For a small group reading lesson, you will divide the class into two small groups. Small Group 1 should include students who need extra scaffolding and support in order to read and comprehend the text. You will provide instruction to this group using the same procedures as a whole group reading lesson. In addition, you will provide support as students complete an activity page, either during reading or afterward. There are many advantages to using this approach with a smaller number of students, including more frequent opportunities for each student to be actively engaged and to respond orally. This allows you to provide immediate corrective feedback and instruction for individual students. Small Group 2 should include students who are capable of reading and comprehending the text without guided support. These students may work as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete an activity page. Over the course of the year, students may move from one group to the other, depending on individual students' needs. After reading, you will call students together as a class to briefly discuss the story and wrap up the lesson. Because students in Small Group 2 will complete the activity page independently, you should create a plan to ensure they have completed it correctly. You might choose to collect the pages and correct them individually; provide an answer key for students to check their own or a partner's completed activity page; or confer with students individually or as a group at a later time.

<b>Key Words:</b>	<b>Points:</b>

**Independent Reading:** In this reading format, students are asked to read a portion of the text independently before discussing with a partner, or in small or whole group. The teacher can pull a small group during this time to provide more scaffolded instruction (following the whole group format) for students who need additional support.

<b>Key Words:</b>	<b>Points:</b>
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- Presenting the Read-Aloud
- Discussing the Read-Aloud
- Word Work: *Meandered*

**Reading (20 min.)**

- Character Analysis

**Foundational Skills (25 min.)**

- Short Vowel Review
- Baseball Game

**Reading (30 min.)**

- Introducing the Reading
- Reading: Practice Story: "The Beginning"

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**Speaking and Listening (40 min.)**

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<b>Speaking and Listening (40 min.)</b> <ul style="list-style-type: none"><li>Introducing the Read-Aloud</li><li>Presenting the Read-Aloud</li><li>Discussing the Read-Aloud</li><li>Word Work: <i>Forage</i></li></ul>	<b>Reading (20 min.)</b> <ul style="list-style-type: none"><li>Themes Chart</li></ul>	<b>Assessment (30 min.)</b> <ul style="list-style-type: none"><li>Silent Reading Assessment: "Moans at Midnight"</li><li>Word Reading in Isolation Assessment</li></ul>	<b>Reading (30 min.)</b> <ul style="list-style-type: none"><li>Reading: Chapter 1: "Aladdin and the Wonderful Lamp, Part I"</li><li>Wrap-Up</li></ul>
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- Review Spelling Alternatives

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- Discussing the Read-Aloud
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**Writing (20 min.)**

- Writing an Opinion Paragraph: Edit/Final Copy

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- Write Food Narrative
- Vocabulary Presentations

### Reading (15 min.)

- Character Traits in "The Farm"

### Language (25 min.)

- Punctuating Dialogue
- Dialogue Telephone Game

### Writing (25 min.)

- Write Dialogue for Food Narrative
- Write Food Narrative

## Lesson 7 Chronology and Transition Words

92

### Reading (30 min.)

- Review Vocabulary
- Read "Introduction to Polio"

### Reading (25 min.)

- Partner Work on Timelines
- Class Timeline

### Writing (35 min.)

- Introduce Transition Words
- Brainstorm Narrative Topics
- Transition Words in List of Events

## Lesson 8 Supporting Sentences

114

### Reading (35 min.)

- Review Vocabulary
- Describing Feelings and Emotions

### Reading (25 min.)

- Firsthand and Secondhand Accounts
- Using Firsthand and Secondhand Accounts

### Writing (30 min.)

- Review Types of Details
- Link Details to Events

## Lesson 9 Action!

136

### Reading (30 min.)

- Review Character Traits
- Reading
- Character Traits Organizer

### Speaking and Listening (30 min.)

- Personal Memories

### Writing (30 min.)

- Introduction
- Writing an Introduction

## Lesson 10 Similes and Metaphors

150

### Language (40 min.)

- Introduce Similes and Metaphors
- Simile Bee

### Reading (25 min.)

- "Star Patient Surprises Everyone"
- Similes and Metaphors

### Writing (25 min.)

- Write Similes and Metaphors
- Write a Body Paragraph

## Lesson 11 Using Detail in Writing

166

### Reading (35 min.)

- Review Cause and Effect
- Partner Read
- Discussion
- Close Reading

### Writing (20 min.)

- Writing with Cause and Effect

### Language (35 min.)

- Adding Detail with Verbs
- Vital Verbs

## Lesson 12 **It's All in the Details** 184

### Reading (50 min.)

- Reading for Details
- Examples of Good Details
- Close Reading

### Writing (40 min.)

- Revising Details

## Lesson 13 **Conclusions: Finishing Strong** 202

### Reading (45 min.)

- Introducing Conclusions
- Close Reading
- Concluding *Small Steps*

### Writing (45 min.)

- Planning Conclusions
- Drafting Conclusions

## Lesson 14 **Revising Personal Narratives** 214

### Speaking and Listening (30 min.)

- Interviewing Peg Kehret

### Writing (60 min.)

- Composing Titles
- Peer Review
- Revision

## Lesson 15 **Sharing Your Work** 222

### Writing (45 min.)

- Editing Checklist

### Speaking and Listening (45 min.)

- Author Interviews

## Beginning-of-Year Assessment 228

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## Teacher Resources 267

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### Lesson 1 Introduction to Personal Narratives 6

#### Speaking and Listening (30 min.)

- Introducing Personal Narratives
- Think-Pair-Share

#### Writing (30 min.)

- Writing a Personal Narrative
- Paragraph Structure
- Writing the First Time Narrative

#### Speaking and Listening (30 min.)

- Teacher Read-Aloud
- Think as You Read
- Exit Slips

### Lesson 2 Strong Verbs and Adjectives 24

#### Reading (40 min.)

- Partner Reading
- Close Reading

#### Language (30 min.)

- Strong Verbs
- Strong Adjectives

#### Speaking and Listening (20 min.)

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- Sharing and Commenting

### Lesson 3 Personification and Breaking Down a Moment 44

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- Introduction to Personification
- Think-Pair-Share
- Identifying/Writing Personification

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- Read-Aloud and Discussion
- Personification in the Reading
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#### Writing (25 min.)

- Showing, Not Telling (Actions)
- Composing Moment Narrative

### Lesson 4 Dialogue 64

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- Guidelines for Writing Dialogue
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- Introduction and Review
- Read-Aloud and Partner Reading

#### Writing (25 min.)

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### Lesson 5 Theme in “The First Real San Giving Day” 84

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#### Writing (45 min.)

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## Lesson 6 Reading and Writing About Names

98

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### Speaking and Listening (35 min.)

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- Review Free Writing
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## Lesson 7 Point of View (Part 1)

120

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### Writing (55 min.)

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- Writing with a Point of View
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## Lesson 8 Evidence to Support a Point of View

132

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### Writing (30 min.)

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- Group Writing

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- Writing Similes and Metaphors

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184

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- Think-Pair-Share
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### Writing (20 min.)

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## Lesson 14 **Showing (Not Telling) Emotions** 240

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### Reading (35 min.)

- Individual Student Read-Alouds
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## Lesson 15 **Creating Strong Images Through Showing** 258

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- Modeling Close Reading
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### Writing (35 min.)

- Showing, Not Telling
- Telephone Game

### Speaking and Listening (25 min.)

- Surprise Narrative Presentations (Day 2)

## Beginning-of-Year Assessment 268

## Pausing Point 301

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## Third Grade - Close Reading Activity

### Activity Page 3.1



### Challenge

Ask students to consider how this reading builds on the Read-Aloud and the material covered in the previous lesson.

### Support

Encourage students to find answers to the discussion questions throughout the reading, with a partner, before sharing as a group.

### Lesson 3: The Skeletal System: All About Bones

# Reading



**Primary Focus:** Students will read and answer comprehension questions about the body's skeletal system and axial bones. **[RI.3.1]**

#### PREVIEWING VOCABULARY (5 MIN.)

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times.
  - Display the vocabulary cards or write them on the board.
- Divide the words into syllables.
- Cover one syllable at a time with your hand and segment the word.
- Then, point to each syllable and ask the students to "read it fast" to signal them to read through the word.
- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.
- The words also appear in the glossary in the back of the student reader.

**calcium**, what your bones are made of

**cast**, a hard covering that holds a broken bone in place while it heals

**cell**, the tiniest living part of the human body (cells)

**dairy**, made with milk

**marrow**, spongy inside

**tissue**, a group or layer of cells that work together as a part, or organ, in your body

**x-ray**, a powerful, invisible ray of light that can pass through objects to show the inside, such as the inside of the human body (x-rays)

Vocabulary Chart for "All About Bones"		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	calcium dairy marrow x-ray	cell cast tissue
Multiple Meaning		cell cast tissue
Sayings and Phrases		

#### INTRODUCING THE READING (5 MIN.)

- Remind students that so far in the unit, they have been briefly introduced to different systems in the body, as well as axial bones.
- Elicit different functions of systems and axial bones from the students.
- Tell students that the title of today's chapter (Chapter 2) is "All About Bones."
- Make sure that you and your students each have a copy of the Student Reader.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.



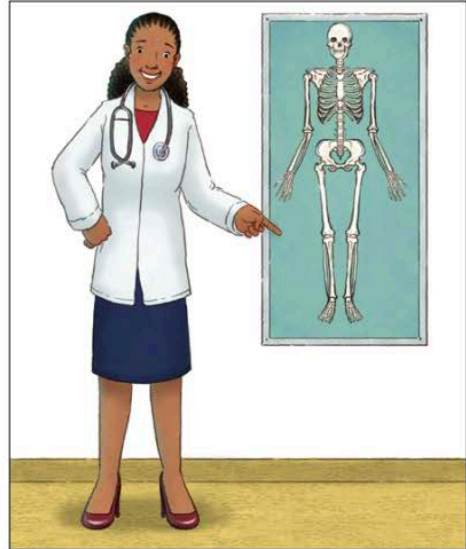
## 2 All About Bones

Last time, we learned the names of some of the bones in the body. Today, I'd like to tell you a little more about bones.

The bone I'm pointing to is the human fibula bone. The fibula, you may recall, is one of the bones in your leg.

The outer part of a bone is hard. It is made up of the same stuff as a seashell you might find at the beach. That stuff is called **calcium**.

Do you like milk? Milk and other **dairy** products like cheese have lots of **calcium** in them. They are good for your bones. One way to take good care of your bones is to eat a healthy diet with **dairy** products. Exercise is also good for your bones.



*Dr. Welbody points to the fibula.*

12

13

### WHOLE GROUP READING: "ALL ABOUT BONES" (20 MIN.)

#### Pages 12–13

- Read the title of the chapter together as a class, "All About Bones."
- Display the image for this chapter and the Vocabulary Cards for *calcium* and *dairy*.
- Have students find *calcium* and *dairy* in the glossary and read the definitions together as a class.
- Ask students to read **pages 12–13** to themselves to find the answer to the question: "What is one good way to take care of your bones?"
- When students have finished reading, restate the question and have students read the sentence from page 12 that has the answer.
  - » One way to take good care of your bones is to eat a healthy diet that includes dairy products.

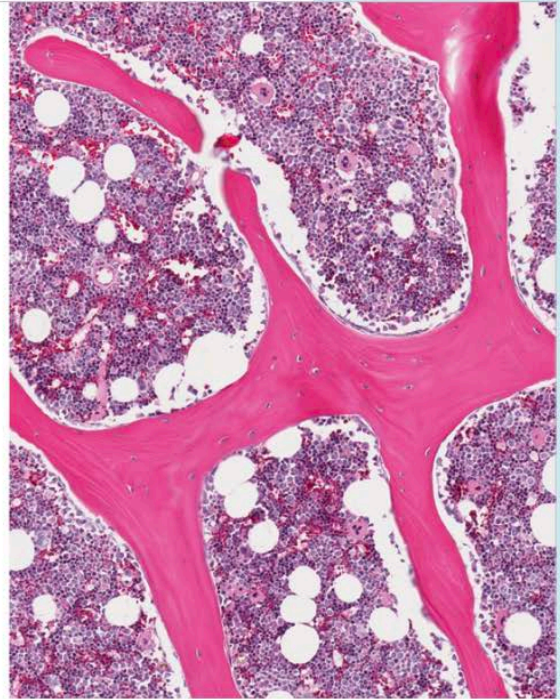


- Ask, "What are dairy products?"
  - » milk, cheese
- Direct students' attention to the image and caption on **page 13** and ask, "Which of the two bones in the lower leg is the fibula?"
  - » the smaller one

If you could look inside a bone, you'd see something called bone **marrow**. Since you can't see inside this bone, I'll show you a slide.

This slide shows bone **marrow cells**. I think you may already know a little about **cells**. Is that right? If you look at things with a strong microscope, you can see that many things are made up of tiny **cells**. Your skin is made of **cells**. So are your bones.

Here you can see some bone **marrow cells**. There are millions of **cells** like these inside your bones. The bone **marrow cells** have an important job. They are like little factories. They pump out red blood **cells**. Then, the red blood **cells** carry oxygen all around the body.



*A view of bone marrow cells through a microscope*

14

15

## Pages 14–15

- Display the Vocabulary Cards for *marrow* and *cell*.
- Have students find the words *marrow* and *cell* in the glossary, and read the definitions together as a class. Note for students that the plural form of the word *cell* (*cells*) is used in this chapter.
- Ask students to read **pages 14–15** to themselves to find the answer to the question: “Where in a human body do you find bone marrow cells?”
- When students have finished reading, restate the question and have students answer.
  - » inside bones
- Direct students’ attention to the image of bone marrow cells on **page 15** of the Reader and have them read the caption. Explain to students that this is an image of bone marrow that has been displayed under a microscope. Tell students that doctors are able to obtain a small amount of bone marrow from a person and examine it under a microscope.

#### **CLOSE READING: “ALL ABOUT BONES” (30 MIN.)**

- Tell students, “Today we will be rereading the story ‘All About Bones.’”
- Make sure that you and your students each have a copy of the Student Reader.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

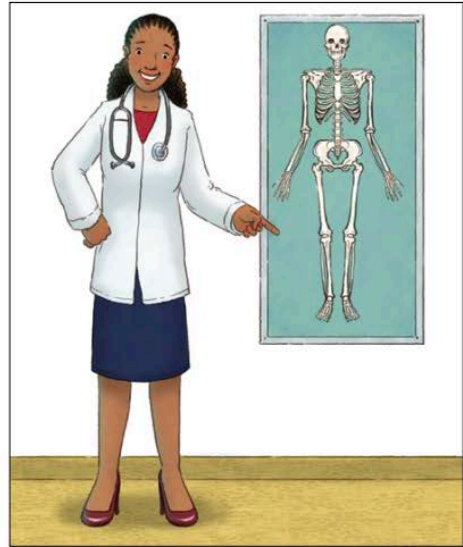
## 2 All About Bones

Last time, we learned the names of some of the bones in the body. Today, I'd like to tell you a little more about bones.

The bone I'm pointing to is the human fibula bone. The fibula, you may recall, is one of the bones in your leg.

The outer part of a bone is hard. It is made up of the same stuff as a seashell you might find at the beach. That stuff is called **calcium**.

Do you like milk? Milk and other **dairy** products like cheese have lots of **calcium** in them. They are good for your bones. One way to take good care of your bones is to eat a healthy diet with **dairy** products. Exercise is also good for your bones.



*Dr. Welbody points to the fibula.*

12

13

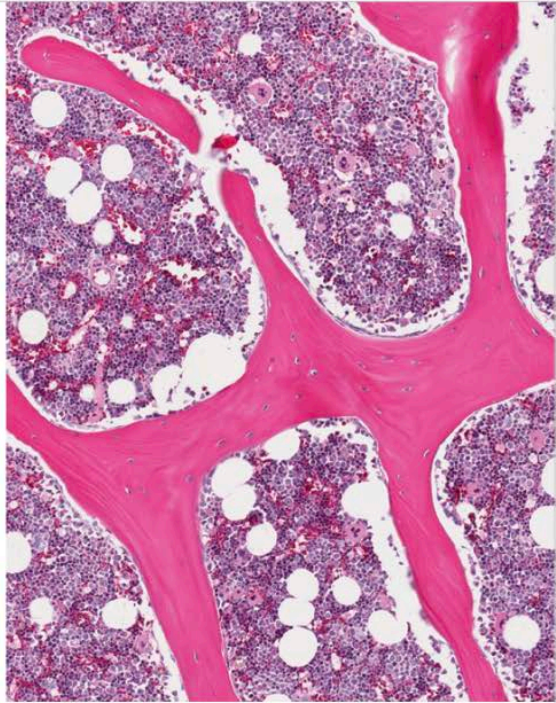
### Pages 12–13

- Have students read **page 12** independently before transitioning to pairs or small groups.
- Ask students the following questions:
  - What is the fibula?
    - » It is one of the bones in your leg.
  - Which part of the bone is hard?
    - » the outer part
  - What is the hard part of the bone made out of?
    - » calcium
  - How are a seashell and a bone alike?
    - » They both have calcium.
  - What else has calcium in it?
    - » milk and dairy products, like cheese
  - How can you take care of your bones?
    - » Eat more dairy and exercise.
- Lead a brief, whole-class discussion of student responses.

If you could look inside a bone, you'd see something called bone **marrow**. Since you can't see inside this bone, I'll show you a slide.

This slide shows bone **marrow cells**. I think you may already know a little about **cells**. Is that right? If you look at things with a strong microscope, you can see that many things are made up of tiny **cells**. Your skin is made of **cells**. So are your bones.

Here you can see some bone **marrow cells**. There are millions of **cells** like these inside your bones. The bone **marrow cells** have an important job. They are like little factories. They pump out red blood **cells**. Then, the red blood **cells** carry oxygen all around the body.



*A view of bone marrow cells through a microscope*

14

15

### Pages 14–15

- Have students read **page 14** independently before transitioning to pairs or small groups.

- Ask the following questions:

What is inside bones?

» marrow

What are examples of things that are made up of cells?

» bones and skin

**Note:** If necessary, consider reminding students of their work with cells in Lesson 1. Remind students that cells are the tiniest living parts of the human body.

Why are bone marrow cells like factories?

» They pump out red blood cells that carry oxygen throughout the body.

- Lead a brief, whole-class discussion of student responses.



## Fourth Grade - Close Reading Activity

Vocabulary Chart for Chapter 2 "To the Manor Born"		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	lord lady scythe	privileged rival loyal
Multiple-Meaning Core Vocabulary Words	lady	
Sayings and Phrases	make ends meet	

Start Lesson

### Lesson 2: Lords and Serfs

# Reading



**Primary Focus:** Students will refer to details and examples in the text when explaining the relationships between lords and serfs. [RI.4.1]

#### WHOLE GROUP READING: CHAPTER 2 (30 MIN.)

#### Introduce the Chapter

- Remind students that in chapter 1 they listened to an overview of an important time in history called the Middle Ages.
- Tell students they will read Chapter 2, "To the Manor Born."
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *lord*.
- Have them find the word on page 10 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *lord*, then have a student read the definition.

- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 2.1 while you read each word and its meaning.

**lord, n.** a man in the upper class who ruled over a large area of land

**lady, n.** a female member of the nobility

**privileged, adj.** having more advantages, opportunities, or rights than most people

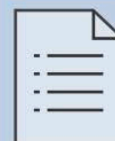
**rival, adj.** competing

**loyal, adj.** showing complete faithfulness and support (loyalty)

**scythe, n.** a farming tool with a curved blade and long handle that is used to cut crops such as wheat, oats, rye, and barley

- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
  - How were the lives of serfs and lords different from each other?

#### Activity Page 2.1



## Chapter 2

# To the Manor Born

### THE BIG QUESTION

How were the lives of serfs and lords different from one another?

If you lived during the Middle Ages, your life followed one of a few set paths. If you were the child of a king and a queen or a **lord** and a **lady**, you lived a **privileged** life. You had enough food to eat and clothes to wear. You lived in a relatively nice house. You had servants, too. You may have been one of the few who learned to read and write. You even learned to ride a horse. If you were a boy, you learned to become a skilled swordsman. Privileged girls may have learned to embroider, to dance, and to play a musical instrument. Occasionally girls, too, learned to read.

As a privileged child, you likely grew up to become a king or a queen, or a lord or a lady, yourself.



Privileged family in the Middle Ages

But most people in the Middle Ages were not privileged. In the early Middle Ages, nearly everyone in Europe worked on the land. Most farmworkers were called serfs. Serfs grew the food and tended to the livestock, or animals that fed the people. Some had more freedom than others and were called freemen. Serfs were at the bottom of the social order and had the least amount of power.

10

## Support

Students may be unfamiliar with the word *embroider*. If so, explain that it means "sew," using pantomime to demonstrate sewing with cloth and a needle and thread.

## Read "To the Manor Born"

- Before reading this chapter, remind students there are many strategies they can use to define unfamiliar words. Have students find the word *livestock* on page 10. Point out that this word is not bolded, so it does not appear in the glossary. It is, however, defined within the text itself. Point out that the word *livestock* is followed by a comma and an explanation of what livestock is.
- Have students read page 10 silently.



**Literal.** What were some of the things privileged boys and girls learned to do?

- » Privileged boys and girls learned to ride horses. Some privileged boys and girls also learned to read and write. Privileged boys learned to become swordsmen, while privileged girls learned to embroider, dance, and play an instrument.

**Literal.** What does the author tell us were the primary responsibilities of serfs?

- » growing the food and tending the animals

### Support

Were most people privileged or serfs?

- » serfs

Serfs usually spent their entire lives working on a landowner's or lord's estate. In return for the work they did, the lord allowed serfs to use some of the land to grow their own food. The lord lived in his castle or manor house. He owned all the land around his home and often the nearby towns and villages, too. The lord also controlled the lives of most of the people who worked for him.



Serfs worked on the land throughout the year.

Serfs were not educated. They did not learn to read or write. If serfs wanted to travel to a nearby town, they needed permission from the lord. When serfs wanted to marry, the lord had the right to approve or disapprove of the match. When serfs had children, those children usually grew up to work as serfs for the same lord.

11

- Have students read page 11 silently.

**Inferential.** What is another name for a castle? How does this, along with the information you read on page 10, help explain the meaning of the title of this chapter?

- » manor house
- » On page 10, the author said that people in the Middle Ages either were born privileged and would live in a large manor house, or were not born privileged. "To the manor born" refers to the fact that someone born in a manor house would live a privileged life. In the Middle Ages, everyone's way of life was set from birth. If someone was "born to the manor," he or she would have a privileged life.

**Inferential.** Based on what you just read, who do you think had more power and freedom in the Middle Ages—serfs or lords? Why?

- » Lords. Serfs had to get permission from lords to travel to a nearby town or get married, but lords did not have to get permission from anyone. Lords also owned and controlled the land, and often the nearby towns and villages, but serfs did not own or control any of the land.

### Universal Access

- Continue to display visual cues for the academic vocabulary words relevant to this chapter.
- Prepare yes/no questions about the chapter to support students in discussing the text. For example:
  - Did serfs own land?
  - Was there more food to eat in the winter?
  - Are freemen the same as serfs?
- Prepare heterogeneous student groupings/pairings based on past writing performance.

Start Lesson

## Lesson 3: Writing an Informative Paragraph about Lords Reading



**Primary Focus:** Students will explain the concept of feudalism as a way of life based on land ownership during the Middle Ages. [RI.4.3]

### CLOSE READING: CHAPTER 2 (40 MIN.)

#### Review the Chapter

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 2.7, which was assigned for homework.
- Ask students if they have any questions about the excerpt “If You Were a Boy Serf.”
- Tell students they will reread chapter 2, “To the Manor Born.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - How were the lives of serfs and lords different from one another?



### Speaking and Listening Exchanging Information and Ideas

#### Entering/Emerging

Generate yes/no questions for students. For example, "Are serfs considered privileged?"

#### Transitioning/Expanding

Encourage students to add to what others have said by asking if they agree with someone else's answer. Prompt by asking, "Why?" or "Why not?"

#### Bridging

Use the Think-Pair-Share model before you call on a student who is still building their speaking skills to share their answer with the class. They will have more opportunities to form and practice their response.

## Chapter 2

# To the Manor Born

### THE BIG QUESTION

How were the lives of serfs and lords different from one another?

If you lived during the Middle Ages, your life followed one of a few set paths. If you were the child of a king and a queen or a lord and a lady, you lived a **privileged** life. You had enough food to eat and clothes to wear. You lived in a relatively nice house. You had servants, too. You may have been one of the few who learned to read and write. You even learned to ride a horse. If you were a boy, you learned to become a skilled swordsman. Privileged girls may have learned to embroider, to dance, and to play a musical instrument. Occasionally girls, too, learned to read. As a privileged child, you likely grew up to become a king or a queen, or a lord or a lady, yourself.



Privileged family in the Middle Ages

But most people in the Middle Ages were not privileged. In the early Middle Ages, nearly everyone in Europe worked on the land. Most farmworkers were called serfs. Serfs grew the food and tended to the livestock, or animals that fed the people. Some had more freedom than others and were called freemen. Serfs were at the bottom of the social order and had the least amount of power.

10

### Close Reading: "To the Manor Born"

- Read the title of the chapter together as a class: "To the Manor Born." As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

- Have students silently read the first paragraph on page 10.

Look at the sentence "If you lived during the Middle Ages, your life followed one of a few set paths." The word *path* has a few different meanings. A path is an actual track on the ground on which people and animals can walk. As it is used in this sentence, however, it does not mean an actual track on the ground.

**Inferential.** How is the word *path* used in this sentence?

- » A path can also be a choice you make in life, such as the kind of job you do as an adult. The author is using this meaning of the word *path* in this sentence.

**Inferential.** What words or phrases provide clues to the meaning of *privileged*?

- » Possible clues in the text include: "enough food to eat and clothes to wear"; "relatively nice house"; "servants"; "one of the few who learned to read and write"; "learned to ride a horse"; "become a skilled swordsman"; "learned to embroider, to dance, and to play a musical instrument," etc.

What clues do you get from the images on pages 10 and 11?

- » The people in the image on page 10 are dressed in nice clothes and are not working in the fields as are the serfs in the images on page 11.
- Have students read the second paragraph on page 10.

**Inferential.** The text says, "In the early Middle Ages, nearly everyone in Europe worked on the land." The author uses the phrase *nearly everyone* to mean almost every person. "Worked on the land" means that they performed work outside, such as farming, tending to the animals, etc.; they did not work in a shop or a factory. What do you think the author means by "nearly everyone in Europe worked on the land"?

- » The author means almost everyone did some type of work that involved the land, such as farming or tending to the animals that were raised for food.



Serfs usually spent their entire lives working on a landowner's or lord's estate. In return for the work they did, the lord allowed serfs to use some of the land to grow their own food. The lord lived in his castle or manor house. He owned all the land around his home and often the nearby towns and villages, too. The lord also controlled the lives of most of the people who worked for him.



Serfs worked on the land throughout the year.

Serfs were not educated. They did not learn to read or write. If serfs wanted to travel to a nearby town, they needed permission from the lord. When serfs wanted to marry, the lord had the right to approve or disapprove of the match. When serfs had children, those children usually grew up to work as serfs for the same lord.

11

- Have students turn to page 11 and locate the final sentence of the first paragraph. Read that sentence aloud and then have students reread the sentence silently.

**Literal.** What does the word *controlled* mean in this sentence?

- » It means the lord had the power to tell the serfs what to do.

**Evaluative.** How were the lives of lords and serfs different from one another in the Middle Ages?

- » The lord was privileged and had power over his manor, the surrounding land, nearby villages, and all the people on his land and in the nearby villages. In contrast, there were many serfs, and they had low status and no power. They did as the lord told them.

## Fifth Grade - Close Reading Activity

### Speaking and Listening

- Preview students' First Time Narratives to support students in providing specific and positive feedback.

### CORE VOCABULARY

**amiss, adj.** improper

**appease, v.** satisfy

**culottes, n.** shorts that resemble a skirt

Start Lesson

### Lesson 2: Strong Verbs and Adjectives

## Reading



**Primary Focus:** Students will quote from the text in describing plot and making inferences. [RI.5.1; ELD.PI.5.6]

### PARTNER READING (25 MIN.)

- Tell students that today they will continue reading Blanco's narrative, this time in pairs. Direct them to Activity Page 2.1 and have them individually read the guidelines for partner reading. Then have a couple of students explain the guidelines in their own words.
- Break the class into pairs for partner reading.

### Activity Page 2.1

#### Partner Reading Guidelines

Within each pair, one student should be Partner A and the other should be Partner B.

Each partner should read the first page of the assigned reading on his or her own, either silently or in a whisper.

Then Partner A should read the first page aloud while Partner B follows along. If a sentence continues onto a new page, the reader should continue until the end of the sentence.

### Activity Page 2.1



### Support

Review the plot points and culture conflict discussed in Lesson 1 before having students read Excerpt 2.



After Partner A has read a page, both partners should read the next page on their own, either silently or in a whisper. Then Partner B should read the page aloud. Repeat this procedure, switching back and forth between partners.

Think of yourselves as true partners who are working together on reading aloud. If your partner is having a little bit of trouble with a tough word or phrase, feel free to offer assistance.

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- Break the class into pairs for partner reading.
- Have students engage in partner reading from the top of page 6 of the Reader through the first full paragraph on page 9 ("...where she kept twist ties, matches, and birthday candles.")

Given all the fuss I had made the week before, Abuela knew something was **amiss** when I hadn't mentioned anything else about Thanksgiving. "*Mi'jo, qué pasó* with San Giving?" she asked. "There's only five days left. I have to start cooking, no?" "Abuela," I whined, "I don't know what to buy or how to make anything. What are we going to do?" "No worry, we can have pork and black beans like we always have—maybe some Cubaroni? That's *americano* enough, no?" she said, genuinely trying to **appease** me. "I guess so, Abuela, but it's not the same," I said. "*Espera* a minute," she said, and darted to her bedroom. She returned with that week's Liberty Mart flyer: "*Mira*, look—this will help, *mi'jo*." It was a special flyer with pictures like the ones on my dittos and full of Thanksgiving Day items on sale, including turkeys and something called Stuffing-in-a-Box, which immediately caught my attention. Could it be true? Could Thanksgiving dinner be as easy to make as instant mashed potatoes and macaroni and cheese? With the flyer as my guide, I made a list and Abuela calculated the cost to the penny: \$27.35 plus tax; she gave me \$30 and off I went on my bike to Liberty Mart, hoping Thanksgiving would be as easy and tasty as Spray-Cheese from a can—my favorite!

The store was more crowded than I had ever seen it before. I roamed around for a while looking for stuffing, but it wasn't listed on any of the signs above the aisles. I noticed a lady wearing **culottes** and a fancy pendant necklace just like Mrs. Brady from *The Brady Bunch*—surely she was American, I thought; surely she would know all about making a Thanksgiving meal. I worked up the nerve to ask her where I could find the stuffing, pointing to the picture of it on the flyer. "Well, how sweet. You're helping your mother fix Thanksgiving dinner?" she asked as if I were three years old. "Yes," I said, seizing the opportunity, "but I don't know where to find anything." "Oh, don't worry, honey," she continued, "just go to the end of aisle eight. They have everything you'll need, pumpkin." Did she call me *pumpkin*? Why? Or did she

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mean they had pumpkin pie there? I was confused. “Really? Even pumpkin pie?” I asked. “Oh, I don’t know, honey. I always buy the frozen ones. It’s so much easier than making one from scratch,” she offered. Frozen pumpkin pie? Could it be that easy?

Just as Mrs. Brady said, I found everything in the special Thanksgiving display at the end of aisle eight, including the Stuffing-in-a-Box. I read the instructions on the box: *Boil 1-1½ cups water and ¼ cup margarine in a medium saucepan. Stir in contents of Stuffing Mix pouch; cover. Remove from heat. Let stand 5 minutes. Fluff with fork.* Just as I had hoped—easy as mashed potatoes. Abuela’s saying, *Cómo inventan los americanos*, rang truer than ever to me then. There were also cans of yams at the display, alongside bags of tiny marshmallows, just as Patrick Pilkington had told me. What he didn’t tell me (or didn’t know) was that the instructions for candied yams were right on the marshmallow bag: *Put mashed yams in casserole. Mix together margarine, cinnamon, brown sugar, and honey. Top with miniature marshmallows. Bake at 325 degrees until heated through and marshmallows are bubbly.* Even Abuela could make that once I translated for her. There were also cans of something called

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“Cranberry Jelly” piled up high. *Jelly in a can?* I wondered. None of the American kids had mentioned that, but I saw other customers tossing one or two cans into their carts. I followed suit, figuring it was important for something.

All I needed was the turkey. *Will Abuela know how to cook something that enormous?* I worried, staring at the case full of frozen turkeys. Sure, the turkeys on the dittos had looked big, but these were three, four, five times the size of a chicken. Would Abuela freak out? But I noticed the turkeys also had cooking instructions printed right on the wrapper. I read them over and discovered the turkey had a timer that would pop up when it was done—*¿cómo inventan los americanos!* The instructions also recommended three-quarters of a pound per person, so I started counting relatives and family friends who we considered relatives anyway, blood or no blood: *tío* Mauricio and my bratty cousins, Margot and Adolfo; *tías* Mirta, Ofelia, and Susana; my godparents; *tíos* Berto, Pepé, and Regino; the mechanic, Minervino, and his wife. Altogether, about twenty-something guests,

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- After students have completed their partner reading, consider leading a discussion around some of the questions that follow.
1. **Inferential.** Why didn't Blanco mention Thanksgiving to Abuela for a few days? For help, look at the last three paragraphs of the Lesson 1 selection from the text (Reader pages 4-5).
    - » Because he did not know what food to buy for Thanksgiving or how to cook it.
  2. **Literal.** How did Blanco figure out what food to buy and how to cook it?
    - » Abuela showed him the supermarket flyer that showed Thanksgiving items.
    - The woman in the supermarket directed him to the correct aisle.
    - Cooking instructions were written on the food packaging.



### Check for Understanding

Why isn't anyone else in Blanco's family helping him shop for Thanksgiving?

- » Because Blanco's family members are recent immigrants from Cuba, where American Thanksgiving is not celebrated, and the holiday is not necessarily important to them.

If students struggle to answer this question, refer them to the relevant passages in the text.

### CLOSE READING (15 MIN.)

- Remind students that in the previous lesson they practiced thinking out loud as they read a passage from the text. Tell them that thinking as they read, either out loud or to themselves, is a very important skill that they will work on some more today.
- Direct students to the Think as You Read poster and have them read it aloud. Tell them that it's okay if they don't know what context clues are; they'll get to it later in the unit.
- Project the passage below and model thinking out loud as you read.

#### ► Projection 2.3

"There's only five days left. I have to start cooking, no?" "Abuela," I whined, "I don't know what to buy or how to make anything. What are we going to do?" "No worry, we can have pork and black beans like we always have—maybe some Cubaroni? That's *americano* enough, no?" she said, genuinely trying to appease me. "I guess so, Abuela, but it's not the same," I said.

### Challenge

Blanco asks numerous "true Americans" (his teacher, Jimmy Dawson, Nancy Myers, the supermarket lady) about Thanksgiving dinner. What do their answers have in common?

- The suggested script below includes observations for the whole passage, but you may want to model using only the first sentence or two, then ask students for their observations.
- The bolded script below indicates a quote from the text. Italics indicate suggested “Think as You Read” observations to verbalize to the class. Standard script indicates instructions regarding facilitating the lessons.

**“There’s only five days left. I have to start cooking, no?”**

*“Okay, I remember that our first day’s reading started when November came around, so I know some time has passed. It’s only five days to Thanksgiving.”*

**“Abuela,” I whined, “I don’t know what to buy or how to make anything. What are we going to do?”**

*Blanco is whining now. He must be really upset. I really like how he used the verb “whine.” It’s a strong verb that really helps me hear in my head how Blanco must have sounded. The verb also tells us that having an American Thanksgiving is really important to him.*

*I remember times before holidays when I became very stressed because I wanted them to be a certain way. So I think I have an idea of how Blanco was feeling. Lots of times our outside knowledge gives us a better understanding of a text.*

**“No worry, we can have pork and black beans like we always have—maybe some Cubaroni? That’s *americano* enough, no?” she said, genuinely trying to appease me.**

*I can bring in some outside knowledge here. I know that pork and black beans is a traditional Cuban food. This reminds me how Blanco’s family is very connected to Cuban culture.*

*Here’s something that’s a little confusing to me. Cubaroni. I’ve never heard of that word.*

*But let’s see if I can figure it out. Abuela is trying to appease Blanco by suggesting Cubaroni. So even though the first letters of the word make it sound like a Cuban food, it’s probably also American because Abuela is suggesting it to make Blanco feel better. Maybe it’s a Cuban version of American macaroni or macaroni and cheese.*

*By the way, I just used context clues to figure out something confusing. I looked at the words around the confusing word, Cubaroni, to see if they would help me understand it. As I said, we’ll talk more about this later in the unit.*

**“I guess so, Abuela, but it’s not the same,” I said.**

*And here’s a repeating idea. That conflict we talked about yesterday between American culture and Cuban culture is back. Blanco really wants an American Thanksgiving, not a Cuban one.*



*I'm going to make a prediction here. Abuela seems very nice and Blanco really wants American food for Thanksgiving. My guess is that she will try to cook a turkey for Thanksgiving.*

- Direct students to Activity Page 2.2 and review the instructions.

## Activity Page 2.2

### Practicing “Think as You Read”

#### Think As You Read to improve understanding!

As you read personal narratives, think about the following:

- pictures you are forming in your mind (mental images)
- predictions about what might happen next
- passages you like a lot
- passages you find confusing
- repeating ideas or themes
- context clues that help you understand new words and phrases

On the next page is a passage from today's reading. **Think as you read** the passage to come up with at least three “Think as You Read” ideas or questions. Underlining and writing notes in the margin may help.

Then copy the quote from the text that gave you the idea, describe the idea, and circle the category (or categories) it falls into.

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### Passage from “The First Real San Giving Day”

#### Page 6

“Esperá a minute,” she said, and darted to her bedroom. She returned with that week’s Liberty Mart flyer: “Mira, look—this will help, *mi’jo*.” It was a special flyer with pictures like the ones on my dittos and lots of Thanksgiving Day items on sale, including turkeys and something called Stuffing-in-a-Box, which immediately caught my attention. Could it be true? Could Thanksgiving dinner be as easy to make as instant mashed potatoes and macaroni and cheese? With the flyer as my guide, I made a list and Abuela calculated the cost to the penny: \$27.35 plus tax; she gave me \$30 and off I went on my bike to Liberty Mart, hoping Thanksgiving would be as easy and tasty as Spray-Cheese from a can—my favorite!

## Activity Page 2.2



The store was more crowded than I had ever seen it before. I roamed around for a while looking for stuffing, but it wasn't listed on any of the signs above the aisles. I noticed a lady wearing culottes and a fancy pendant necklace just like Mrs. Brady from *The Brady Bunch*—surely she was American, I thought; surely she would know all about making a Thanksgiving meal.

### Think as You Read: Ideas

Example:

Quote from the text: "darted to her bedroom."

Idea: *The word darted helps me form a strong picture in my mind (a mental image) of Abuela rushing to her room because she is eager to help her grandson.*

Idea category:

Mental image	Prediction	Word/Phrase/Sentence I like
Confusing Word/Phrase/Passage	Idea that repeats	Context Clue

1. Quote from the text:

Idea:

Idea category:

Mental image	Prediction	Word/Phrase/Sentence I like
Confusing Word/Phrase/Passage	Idea that repeats	Context Clue

2. Quote from the text:

Idea:

Idea category:

Mental image	Prediction	Word/Phrase/Sentence I like
Confusing Word/Phrase/Passage	Idea that repeats	Context Clue

3. Quote from the text:

Idea:

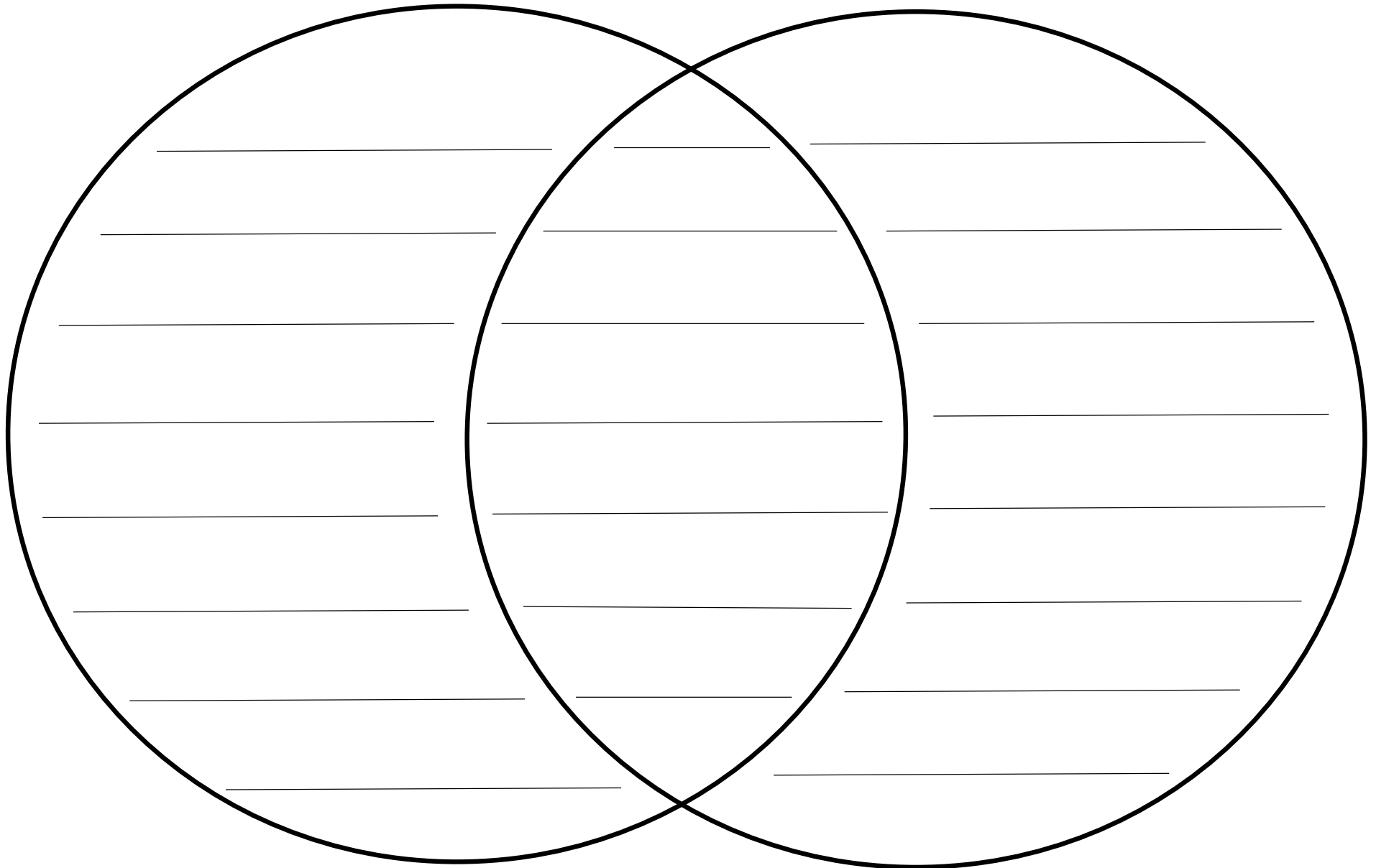
Idea category:

Mental image	Prediction	Word/Phrase/Sentence I like
Confusing Word/Phrase/Passage	Idea that repeats	Context Clue



“Regular” Reading

Close Reading



## Lesson Components

### Close Reading

#### Important Points to Remember: Close Reading

- **Deeper meaning:** The practice of *Close Reading* involves directing students' attention to a deeper meaning of the text.
- **Question Complexity:** In *Close Reading*, students are asked comprehension questions, but they are taken beyond this level and also asked questions about vocabulary, syntax and literary devices.

## Lesson Components

### Reading

#### Video Notes

As you watch the *Reading* video, please respond to the following questions:

1. Which design principle(s) is/are demonstrated in this lesson component? Circle the principle(s) below.
  - Analysis and expression in reading and writing
  - Fostering “wonderful conversationalists”
  - Explicit language instruction
  - Rich variety of texts and contexts
  - Maximizing vocabulary acquisition through contextualized, content-based, and constant exposure
  - Continuing to build background knowledge for strong comprehension

How do you know?
2. How does this lesson component build toward student success with the *Primary Focus Objective*?
  - Students will make and confirm predictions about the concluding events of a story. (RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.)
  - Students will answer questions about a text and explicitly cite the text as evidence for the basis of their answers. (RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.)
3. What materials were utilized during this lesson component?
4. How does the teacher engage her students in the reading?

### Support

You may wish to have students play in pairs so they can help one another when they are up to bat.

## Third Grade Reading Lesson

### Lesson 1: "The River Bank, Part I"

# Reading



**Primary Focus:** Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1]

#### INTRODUCING THE READING (10 MIN.)

- Tell students that they are going to practice reading a story they read last year in Grade 2 from a book called *Sir Gus*.
- Remind students that the practice stories they will read in the next few lessons are about a knight named Sir Gus and that a knight was a type of soldier who lived long ago. Knights were often soldiers for kings. They helped the kings defend their kingdoms.
- Explain that the term *sir* was used to refer to knights who had earned a certain honor in serving their king.
- Remind students that in the past, knights really did exist. However, in many fairy tales, knights are fictional characters that often fight dragons and have to break magic spells. These practice stories are fiction.

- Ask students to share anything they remember about Sir Gus and his adventures.
- Remind students that Sir Gus had the following weapons:
  - lance—a long pole that knights would hold while on horseback, using it to knock down things and other knights
  - shield—a metal plate knights carried in front of their bodies to protect them
  - spear—a sharp, pointed weapon resembling a long knife used to protect knights
  - sword—a weapon used in battle to fight enemies
- Read the title of the story on Activity Page 1.1 (“The Beginning”), reminding students that the title provides an idea of what the story is about.
- Ask students to brainstorm what the title may mean. (Answers may vary.)
- Tell students they will read one paragraph at a time to find the answer to a question you will ask them. Students will then share their answers.

#### Activity Page 1.1



### READING: PRACTICE STORY: “THE BEGINNING” (20 MIN.)

#### Paragraph 1

- Tell students they are to read **paragraph 1** to find the answer to the question: “When and where is the story taking place?” Call on one student to read the paragraph aloud while others follow along.

“Long before you were born, in a place we can no longer find, there was a king. King Alfred was his name.”

- When students have finished reading, restate the question and ask students to answer.
  - » The story takes place long before students were born in a place that can no longer be found.

#### Paragraph 2

- Tell students to read **paragraph 2** to find the answer to the questions: “What kind of man was King Alfred? What was his favorite thing to do?” Call on another student to read the paragraph aloud while others follow along.

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"King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south. The people of this land were very happy with him as their king. King Alfred liked to have fun. He liked parties and feasts. He was fair and kind, and he kept his people safe."

---

- When students have finished reading, restate the questions and ask students to answer.
  - » King Alfred was well liked. He liked to have fun by having parties and feasts.

### Paragraph 3

- Tell students to read **paragraph 3** to find the answer to the question: "Who helped King Alfred keep his people safe?" Ask another student to read aloud.
- 

"King Alfred could not do this all by himself. He had twelve knights to help him keep his lands peaceful and his people safe. These brave knights – well, sometimes they were brave – helped to keep bad things from happening."

---

- When students have finished reading, restate the question and ask students to answer.
  - » King Alfred had 12 knights who helped him keep his people safe.
- Also ask, "Were the knights always brave? How do you know?"
  - » No. The story says that "sometimes they were brave." It does not say knights were always brave.

### Paragraph 4

- Tell students to read **paragraph 4** to find the answer to the question: "Who was the most well-known knight of King Alfred's knights?" Ask a student to read aloud.
- 

"The most well-known knight of all was Sir Gus the Fearless. The king himself had given Sir Gus the name "Fearless." This was an odd name, for Sir Gus was not entirely fearless. In fact, he had a lot of fears."

---

- When students have finished reading, restate the question and ask students to answer.
  - » Sir Gus the Fearless was the most well-known knight of King Alfred's knights.
- Also ask, "Why was the name 'Fearless' an odd name for Sir Gus?"
  - » Sir Gus was not entirely fearless. In fact, he had a lot of fears.

### Paragraph 5

- Tell students to read **paragraph 5** to find the answer to the question: "What are some things that Sir Gus was fearful (afraid) of?" Ask a student to read aloud.

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"Sir Gus was scared of the dark. He was scared of mice and bats and spiders. He did not like boats and he could not swim. Shadows and loud noises made him faint. In fact, lots of things made Sir Gus faint."

---

- When students have finished reading, restate the question and ask students to answer.
  - » Sir Gus was afraid of the dark, mice, bats, spiders, boats, and loud noises.
- Ask, "Would you call a person who is afraid of all those things fearless?"
  - » Answers may vary.

### Paragraph 6

- Tell students to read **paragraph 6** to find the answer to the question: "What were some of the things that Sir Gus had to help him be a brave knight?" Ask a student to read aloud.

---

"Sir Gus had all the things a knight must have. He had a shield and a lance. He had a spear and a sword. But Sir Gus liked a long soak in a bathtub better than a fight."

---

- When students have finished reading, restate the question and ask students to answer.
  - » Sir Gus had a shield, lance, spear, and sword.

### Paragraph 7

- Tell students to read **paragraph 7** to find the answer to the question: "How did Sir Gus get along with his horse?" Ask a student to read aloud.

"Cats and horses made Sir Gus itch. Sometimes the itching was so bad that he would start jumping up and down."

- When students have finished reading, restate the question and ask students to answer.

» Horses and cats made Sir Gus itch.

### Paragraph 8

- Tell students to read **paragraph 8** to find the answer to the question: "What other things about Sir Gus made him a 'not so fearless' knight?" Ask a student to read aloud.

"Sir Gus was rather absentminded. He got lost a lot and could rarely tell which way to go. Sir Gus found it difficult to get up in the morning. He liked to sleep in, so he was late most of the time."

- When students have finished reading, restate the question and ask students to answer.

» Sir Gus was absentminded and could get lost easily. He also found it difficult to get up in the morning and was often late.

### Paragraph 9

- Tell students to read **paragraph 9** to themselves to find the answer to the question: "Was King Alfred aware that Sir Gus was odd?" Ask a student to read aloud.

"All in all, Sir Gus was a rather odd knight. But King Alfred did not see this. What he saw was that Sir Gus always served him well."



- When students have finished reading, restate the question and ask students to answer.
  - » King Alfred didn't think that Sir Gus was an odd knight. He thought that Sir Gus always served him well.
- Have students answer the question: "If you were a knight in King Alfred's kingdom, would you behave differently from Sir Gus?"
  - » Answers may vary but should include specific examples of the behavior of Sir Gus from the story.
- Direct students to Activity Page 1.2.
- Complete Activity Page 1.2 as a teacher-directed activity, reminding students to return to the text to locate the answer.
- Have students write the paragraph number where they found the answer on the blank provided.

~~~~~  
End Lesson

### Lesson 1: The River Bank, Part I

# Take-Home Material

- Have students take home Activity Page 1.1 to read to a family member and Activity Page 1.3 to share with a family member.

### Activity Page 1.2



### Activity Pages 1.1 and 1.3



## Fourth Grade Reading Lesson

### Lesson 1: Introduction to Personal Narratives

# Reading



**Primary Focus:** Students infer information from six-word memories. [RI.4.1; ELD.PI.4.6]

#### READ AND DISCUSS SIX-WORD MEMORIES (20 MIN.)

- Direct students to Activity Page 1.3. Read the introduction and model reading and responding to the first two memories aloud.

#### Activity Page 1.3

#### Reading Six-Word Memories

The “six-word memory” challenges writers to share a true story, just like your paragraph from Activity 1.1, but using very few words. With only six-words, narrators must be very careful to pick words that do a lot of work.

Activity Page 1.3



Read the first two memories and discuss them with your class and teacher.

Then read the remaining memories. List all the details you can figure out or infer from the six-words the author has chosen. Be careful only to include inferences you can support with the text. Consider: where and when does the story take place? How does the narrator feel? Explain how you figured it out.

1. Snow angels, loving family, hot chocolate.
  - » The narrator is having fun on a winter day.
2. Snow falling, teeth chattering, keep warm.
  - » The narrator is very cold and is not having fun on a winter day.
3. Swallowed tooth. Morning, dollar on stomach.
  - » The narrator lost a baby tooth and swallowed it, but still got money from the tooth fairy.
4. High swings. Chain slacks. Bloodied knees.
  - » The narrator fell off the swings.
5. Wheels spin. Pedals slip. Hello gravel.
  - » The narrator fell off a bike.
6. Each year, more pie. Happy holiday.
  - » The narrator likes pie. Pie is an important part of the narrator's holiday tradition.
7. Moon, lake, camp friends sharing secrets.
  - » At night, at camp, the narrator sat by the lake and talked with friends.
8. Award ceremony. Winter boots. Shame. Shame.
  - » The narrator was very embarrassed by his or her winter boots in front of the school. The narrator says shame twice (in only six-words) so it felt really bad.
9. My dog. Tunneling through snow mountains.
  - » Either the dog is short, or there was a lot of snow or both. The dog likes snow and plays in it.

### Support

If students are having trouble making inferences from the six-word memories, ask some leading questions. (e.g., "When does it take place? Where does it take place? Is the narrator feeling good or bad?")

### Challenge

Ask students to determine if each six-word memory meets the criteria for a personal narrative and to support their answers. Tell them they can assume that they are true memories.

- Discuss the first two memories with your students, using the questions that follow.

1. **Inferential.** Is the narrator a child or an adult?
  - » Probably a child, but could also be an adult.
2. **Evaluative.** What pictures do you have in your mind when you read this memory?
  - » Answers will vary.

3. **Inferential.** What is the same about these memories?
  - » They take place in winter.
4. **Inferential.** How do you know?
  - » The narrator talks about snow, cold weather.
5. **Inferential.** Do you think the narrators have the same feeling about the winter?
  - » No, the first author likes it better. The second author talks about teeth chattering, needing to keep warm.
  - Tell students that when you are writing, you can show or tell. Telling is saying something directly. An example might be something like, "It was winter." Showing provides examples, or recreates a scene or setting that provides clues to draw conclusions. An example would be, "The icicles hung like crystals from the tree branch." Telling may be more direct, but showing is often more interesting and gives more information.
  - Tell students they will work on showing and telling in this lesson and following lessons.
  - Read and discuss the next six-word memory (number 3).
1. **Evaluative.** Do you think the narrator is showing or telling?
  - » Showing. She is using details, but not providing clear facts.
2. **Evaluative.** What is the narrator's memory? If she wanted to "tell" the memory, how would she do that?
  - » She swallowed her tooth, but the tooth fairy left her money anyway, on her stomach.
  - Point out that if you choose your words well, you don't have to use a lot of words to create a vivid image in your writing.
3. **Inferential.** What else can you figure out about the narrator from her story?
  - » She is probably a kid when the story takes place, because she lost a tooth and the tooth fairy came.
4. **Inferential.** Why do you think the narrator chose to tell that story?
  - » It is surprising to get your tooth fairy money on your stomach. It is unusual to swallow a tooth.
  - Read and discuss the next two six-word memories (numbers 4 and 5).
1. **Literal.** What happens in both of these stories?
  - » The narrator has an accident and falls while playing.



Reading  
Reading/Viewing Closely  
[ELD.PI.4.6]

**Emerging**—Work 1:1 or in a small group to ensure students understand the vocabulary in the six-word memories on Activity Page 1.3.

**Expanding**—Support students in making inferences from the memories by providing an organizer, in which students can fill in the narrator and setting for each six-word memory.

**Bridging**—Provide students with one-word cues to help them infer details from the six-word memories (e.g., who? where? feelings? action?).

#### Activity Page 1.4



#### Support

If students have difficulty, choose one word and have them build their six words around it.

#### Challenge

Ask students to create six-word memories from the perspective of another character in their paragraph. If there are no other human characters, try an animal or an inanimate object.

2. **Inferential.** How do you know?

» The first narrator says “bloodied knees.” The second says “hello gravel.”

3. **Evaluative.** What is the difference between choosing “bloodied knees” and “hello gravel” to tell us that the narrator fell down?

» One is more specific and dramatic, the second is a little funny.



#### Check for Understanding

Have students retell the six-word memories in their own words using complete sentences.





Writing  
[ELD.PI.5.10]

**Emerging**—Support students in outlining their narratives using a graphic organizer rather than writing a full paragraph.

**Expanding**—Support students in composing their narratives using full sentences on a graphic organizer.

**Bridging**—Check students' topics and details before they begin writing to ensure they have chosen a memorable first time.

## Fifth Grade Reading Lesson

### Lesson 1: Introduction to Personal Narratives

# Speaking and Listening



**Primary Focus:** After hearing the text read aloud, students will engage in a collaborative discussion about conflict in "The First Real San Giving Day." [SL.5.1b; ELD.PI.5.1]

#### TEACHER READ-ALOUD (15 MIN.)

- Tell students that in addition to working on writing personal narratives, they are going to hear and read a variety of different personal narratives over the course of the unit.
- Distribute the Readers to the class. Give students a few minutes to examine the back and front covers and to flip through the pages. Invite them to comment on what they see and to make predictions about the material in the Reader.
- Direct students to the first page of "The First Real San Giving Day" by Richard Blanco. Tell them the narrative is from Blanco's book, *The Prince of Los Cocuyos*.
- Tell students that Blanco is the son of Cuban immigrants and that the narrative takes place in Miami, Florida in the 1970s. Explain that in the 1970s, many people referred to Native Americans as Indians. Explain that even though today some people consider the term "Indians" disrespectful to Native Americans, Blanco does not mean disrespect when he uses the term. Because his narrative is a true first-person account of a different time, he uses the language of the time.
- Tell students that they will be doing lots of reading this year, but that you are going to read the first part of the narrative aloud to them. Have them open their readers to follow along.
- Read section one of "The First Real San Giving Day" aloud from the beginning through "...my grandmother makes everything: Great."

#### Excerpt from "The First Real San Giving Day"

##### Pages 2-5

November came around and my teacher, Mrs. Echevarría, handed out some ditto sheets to color for Thanksgiving. The pilgrims' tall hats I colored black, the buckles on their shoes, gold; the cornucopias of squash and pumpkins, all kinds of oranges and yellows; the

huge turkey, an amber-brown (a turkey, not a pork roast like my family always had for Thanksgiving). As we colored, Mrs. Echevarría narrated the story of the first Thanksgiving, enthusiastically acting it out as if she had been there: "... Then the chief of the Indians told Pilgrim John, *We make big feast for you*, and Pilgrim John said, Yes, *let us give thanks for our new friends and for this new land where we are free*." My teacher seemed to understand Thanksgiving like a true American, even though she was Cuban also. *Maybe, I thought, if I convince Abuela to have a real Thanksgiving, she and the whole family will finally understand too.*

With new resolve and colored dittos in hand, I approached Abuela that night as she sat at the kitchen table sorting through receipts and making a tally of her expenses. "Abuela, do you know what Thanksgiving is really all about—what it really means?" "¿Qué?" she said without looking up from her notebook. "Thanksgiving," I repeated. She looked up at me blankly, and I realized she couldn't understand "Thanksgiving" in my properly pronounced English. So I blurted it out the way most Cubans pronounced it, as if it were the name of a saint: "San Giving, Abuela, San Giving." "*Oh, el día de San Giving*. Yes, what?" she asked, and I began explaining: "It was because the Pilgrims and Indians became friends. The Pilgrims made a big dinner to celebrate and give thanks to God because they were in the land of the free and living in the United States." "What are *pilgreems*? And those black *sombreros*?" she asked, looking over my dittos, "We didn't wear those *en Cuba*."

It seemed hopeless, but I insisted. "*Mira, Abuela—mira,*" I continued, pointing at the dittos again. "They had turkey on San Giving, not *carne puerco and platanos*. We are *americanos* like them now in the United States. We have to eat like Americans, Abuela, or else they'll send you back to Cuba." "*Ay, mi'jo,*" she said with a laugh, "we're not *americanos*, but no one is sending us back. We'll go on our own, when that *idiota* Castro is dead—and not one second before." "But, Abuela, I don't want to go back. I'm American. I want to have a real San Giving this year—like this," I demanded, holding up the ditto. "You, *americano*? Ha—you're *cubano*, even though you weren't born in Cuba." She chuckled.

"And what is that food in those pictures? I never saw a chicken that big." "That's not a chicken, Abuela, it's a turkey. Please—I'll help you cook," I pleaded, but she kept resisting.

I had no choice but to resort to coercion; I told her I wouldn't go buy specials for her anymore at Liberty Mart, the big American supermarket. "If we aren't going to be *americanos*, then why should we shop there?" I said. She took a long pause and looked over the dittos again before replying, "*Bueno*, let me think about it."

She slept on it for two days before making a decision: "Maybe you're right, *mi'jo*. Maybe we'll try San Giving how you say," she conceded, with one condition: "But I will make *carne puerco* too, just in case." It was settled. That Thanksgiving we would have turkey, as well as pork. I was ecstatic, but the pressure was on: I knew I wanted us all to have a real American Thanksgiving, but how? Abuela certainly didn't know, and the dittos weren't enough to go by. I didn't know as much about Thanksgiving as I thought I did. I needed help. That week Mrs. Echevarría had us make turkeys out of paper plates and construction paper. Surely she would know how to prepare a real Thanksgiving dinner, I thought, and so I asked her all about it. "Ay, *no*," she told me. "My husband's mother does all the cooking for Thanksgiving. His mother is an *americana*—thank goodness. I can't even boil an egg." Great.

The next day at recess, I asked some of the American kids in class what they had for Thanksgiving. "Turkey—what else, dummy? With stuffing," Jimmy Dawson told me. "What's stuffing?" I asked. He burst out laughing, thinking I was kidding: "It's the stuff you put in the turkey," he tried to explain. "Oh, you mean like candy in a piñata?" I proposed. "No, no, dummy . . . with bread and celery and other stuff—that's why they call it stuffing," he tried to clarify. "Oh . . . okay." I pretended to understand exactly what he meant.

Nancy Myers told me her mother always made pumpkin pie. "Pumpkin? Like in Halloween?" I asked, bewildered. Patrick Pilkington said his favorite dish was candied yams. "Candied? With marshmallows? Like hot chocolate? On yams?" I asked him. They each described the dishes as best they could, but when I asked them



how to make them, they couldn't explain. "I dunno," Jimmy said and shrugged, "my grandmother makes everything." Great.

- 
- Consider leading a discussion around some of the questions that follow as you read or after reading.
1. **Inferential.** Had Blanco ever celebrated a traditional American Thanksgiving before?
    - » no
  2. **Inferential.** Why wasn't Abuela familiar with the food on the ditto sheets?
    - » She was from Cuba.
  3. **Literal.** Why couldn't Blanco's teacher or friends advise him on cooking Thanksgiving dinner?
    - » They didn't do the cooking in their houses.
  4. **Evaluative.** Could you have been more helpful than Blanco's friends?
    - » Answers may vary.
- 



#### Check for Understanding

What did Blanco want from his grandmother?

- » He wanted her to prepare a traditional American Thanksgiving meal.
- 

5. Ask students why they think it was so important to Blanco to have a traditional American Thanksgiving.
  - » Some possible answers:
    - Because he had never had one
    - Because he wanted to feel like a "true American"
    - Because he wanted to be more like his teacher and friends
- Use students' answers to guide them toward identifying the conflict Blanco feels between traditional American culture at school and Cuban culture at home.
- During this lesson segment, as appropriate, allow students to discuss this conflict through the lens of conflicts they might feel between the culture of their home or family and some aspects of American culture.

#### Challenge

Blanco writes that his teacher understood Thanksgiving like a "true American." What can we infer from this about the way Blanco thought about himself and his family?

#### Support

There are several references to pork and puerco in the excerpt. Explain that among many Cubans and Cuban Americans, pork is eaten much more frequently than turkey.

### THINK AS YOU READ (10 MIN.)

- Project the following passage and have students read it aloud.

#### ➤ Projection 1.2

With new resolve and colored dittos in hand, I approached Abuela that night as she sat at the kitchen table..."Abuela, do you know what Thanksgiving is really all about— what it really means?" "¿Qué?" she said without looking up from her notebook. "Thanksgiving," I repeated. She looked up at me blankly, and I realized she couldn't understand "Thanksgiving" in my properly pronounced English. So I blurted it out the way most Cubans pronounced it, as if it were the name of a saint: "San Giving, Abuela, San Giving." "Oh, *el día de San Giving*. Yes, what?" she asked, and I began explaining: "It was because the Pilgrims and Indians became friends"... "What are *pilgreems*? And those black *sombreros*?" she asked, looking over my dittos, "We didn't wear those *en Cuba*."

- Tell students they are going to read this passage to see how the author shows this conflict of cultures.
- Tell them that you will begin and that as you read you are going to think out loud about how the text shows the conflict.
- Bolded script below indicates a quote from the text. Italics indicate suggested think out loud observations to verbalize to the class. Standard script indicates instructions regarding facilitating the lessons.

**With new resolve and colored dittos in hand, I approached Abuela that night as she sat at the kitchen table.**

*Okay, right away I think I see some conflict.*

- Underline "colored dittos in hand."

*Blanco got the dittos at school, where he learned about American Thanksgiving and where his American classmates are. And in the first paragraph, we read that the dittos illustrated a very American idea of Thanksgiving. So the dittos seem to represent aspects of traditional American culture.*

- Circle “I approached Abuela.”

*He calls his grandmother Abuela, which is a Spanish word. We start to see that Cuban culture is very important in Blanco’s home. So now we have him bringing those traditional American dittos to his very Cuban grandmother.*

- As a whole class, analyze the next two sentences, calling on students to read a sentence or phrase from the text and then think out loud. You may note or prompt students to notice that:
  - Blanco, asks Abuela a long question about American Thanksgiving.
  - Abuela answers with a single Spanish word, *Que*, which means “what?”
  - Abuela does not even look up as he asks the question.
- Give students a chance to ask any questions about the reading so far. Tell them they will be continuing “The First Real San Giving Day” in the next lesson
- Tell students that occasionally you will ask them to hand in an “exit slip” at the end of a lesson. Tell them that exit slips will be a fun way to think a little further about something the class worked on during the period.
- Direct students to Activity Page 1.5 and read it aloud.

## Activity Page 1.5

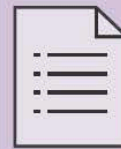
### Exit Slips

Exit slips are quick “mini-assignments” that give you a chance to think about something we worked on during class, or perhaps to make a prediction about what we will be working on next. You can write your exit slips on a half-piece of notebook paper.

Exit slips are not graded, and you will have a few minutes to write them up during class. Think of them as a chance to check in with yourself about your understanding of the day’s lesson or about where you think the lesson will go next.

- Tell students to finish reading the projected paragraph and, as an exit slip, to write down one quote from the paragraph that shows Abuela’s strong connection to Cuban culture.
- Give students a few minutes to complete their exit slips. Tell them you are excited about reading and writing more personal narratives with them.

## Activity Page 1.5



**Speaking and Listening**  
Exchanging Information  
and Ideas  
[ELD.PI.5.1]

**Emerging**—Facilitate a small group in which emerging ELLs can review the segment’s reading excerpt to clarify any difficult vocabulary or points of confusion.

**Expanding**—Provide students with sentence frames for class discussion. For example: The words \_\_\_ show the Reader that Blanco wants his family to understand American culture.

**Bridging**—Allow students to review potentially challenging vocabulary words in the close-reading passage (Projection 1.1) before the whole-class discussion.

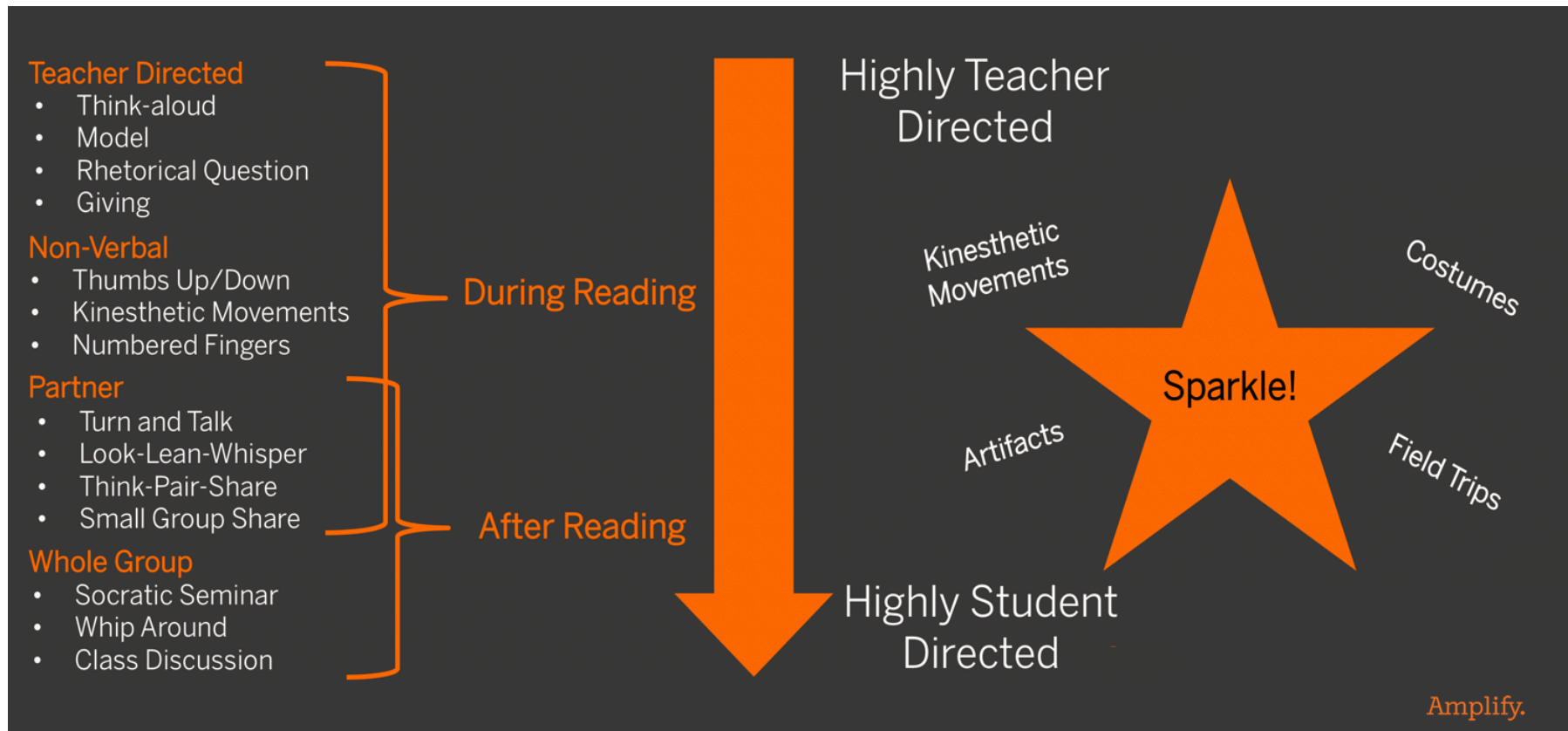
## Lesson Components

### Reading the Text

#### Important Points to Remember: Reading the Text

- **Reading Lesson Types:** There are a variety of reading lesson types – from Read-Aloud to independent reading. Reading lesson types have been designed to scaffold student comprehension of the text.
- **Discussion:** Opportunities for student discussion are provided during and after the reading of the text to aid in student comprehension.

## Student Engagement Strategies



## Lesson Components

### Wrap-Up

#### Video Notes

As you watch the *Wrap-Up* video, please respond to the following questions:

1. Which design principle(s) is/are demonstrated in this lesson component? Circle the principle(s) below.
  - Analysis and expression in reading and writing
  - Fostering “wonderful conversationalists”
  - Explicit language instruction
  - Rich variety of texts and contexts
  - Maximizing vocabulary acquisition through contextualized, content-based, and constant exposure
  - Continuing to build background knowledge for strong comprehension

How do you know?

2. How does this lesson component provide the teacher with a formative assessment of student mastery of the *Primary Focus Objectives*?
3. How did the class discussion during the reading help prepare students to complete the Activity Book page?



## The Beginning

1. Long before you were born, in a place we can no longer find, there was a king. King Alfred was his name.

2. King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south. The people of this land were very happy with him as their king. King Alfred liked to have fun. He liked parties and feasts. He was fair and kind, and he kept his people safe.

3. King Alfred could not do this all by himself. He had twelve knights to help him keep his lands peaceful and his people safe. These brave knights—well, sometimes they were brave—helped to keep bad things from happening.

4. The most well-known knight of all was Sir Gus the Fearless. The king himself had given Sir Gus the name “Fearless.” This was an odd name, for Sir Gus was not entirely fearless. In fact, he had a lot of fears.

5. Sir Gus was scared of the dark. He was scared of mice and bats and spiders. He did not like boats and he could not swim. Shadows and loud noises made him faint. In fact, lots of things made Sir Gus faint.



### PRIMARY FOCUS OF LESSON

#### Speaking and Listening

Students will determine the main idea and supporting details of a text read aloud. [SL.3.2]

#### Reading

Students will compare and contrast the two characters from *The Wind in the Willows*. [RL.3.3]

#### Foundational Skills

Students will review short vowel sounds and multisyllable words. [RF.3.3]

#### Reading

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1]



6. Sir Gus had all the things a knight must have. He had a shield and a lance. He had a spear and a sword. But Sir Gus liked a long soak in a bathtub better than a fight.

7. Cats and horses made Sir Gus itch. Sometimes the itching was so bad that he would start jumping up and down.

8. Sir Gus was rather absentminded. He got lost a lot and could rarely tell which way to go. Sir Gus found it difficult to get up in the morning. He liked to sleep in, so he was late most of the time.

9. All in all, Sir Gus was a rather odd knight. But King Alfred did not see this. What he saw was that Sir Gus always served him well.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**1.2**

ACTIVITY PAGE

## **The Beginning**

1. Why are the people of King Alfred's land happy with King Alfred as their king?

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---

---

Paragraph \_\_\_\_\_

2. Who helps King Alfred keep his lands peaceful and his people safe?

---

---

---

Paragraph \_\_\_\_\_

3. What are some of Sir Gus's fears?

---

---

---

Paragraph \_\_\_\_\_

## A Memory Paragraph

*In this activity you will write a paragraph describing a school memory. It could be exciting, funny, scary, or surprising, but it must be true.*

1. Start by brainstorming some school memories on the following lines. Try to write at least five different ideas. Then circle the one you want to write about.

---

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---

---

---

---

2. What makes a good paragraph?

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

### PRIMARY FOCUS OF LESSON

#### Writing

Students write a paragraph about a memory of school. [W.4.3; ELD.PI.4.10]

#### Speaking and Listening

Students define personal narrative. [SL.4.1; ELD.PI.4.1]

#### Reading

Students infer information from six-word memories. [RI.4.1; ELD.PI.4.6]

#### Writing

Students write six-word memories based on their paragraphs. [W.4.9; ELD.PI.4.10]

3. Write a paragraph that includes:

A. Topic Sentence: Start with a sentence introducing the memory.

B. Supporting Sentences: Describe what happened, how you felt, how people reacted, and any other interesting details you remember.

C. Concluding Sentence: End your paragraph by explaining why the memory is important.

*Do your best with spelling and punctuation—it is OK if you need to guess. This is a rough draft, and the most important thing is to write an interesting, true story.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**1.1**  
CONTINUED

ACTIVITY PAGE

### A Memory Paragraph

[illegible]

NAME: **Fifth Grade**

**1.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

### ***Define Personal Narrative***

Definition of *Personal Narrative*:

---

---

---

Personal Narrative Characteristics:

1. 

---

---
2. 

---

---
3. 

---

---

#### **PRIMARY FOCUS OF LESSON**

##### **Speaking and Listening**

Students will work independently and collaboratively to compare personal narrative to other forms of writing. [SL.5.1b; ELD.PI.5.1]

##### **Writing**

Students will write a one-paragraph narrative about a first-time experience. [W.5.3; ELD.PI.5.10]

##### **Speaking and Listening**

After hearing the text read aloud, students will engage in collaborative discussions about conflict in "The First Real San Giving Day." [SL.5.1b; ELD.PI.5.1]

## Lesson Components

### Wrap-Up

#### Important Points to Remember: Wrap-Up

- **Synthesize and extend:** Wrap-Up activities are meant to synthesize and extend student comprehension of the text.
- **Formative assessment:** Wrap-Up activities can provide teachers with a formative assessment of individual student progress towards the *Primary Focus Objective*.



## Lesson Components

### Writing

#### Lesson Notes

As you review the *Writing* portion of the lesson, please respond to the following questions:

1. Which design principle(s) is/are demonstrated in this lesson component? Circle the principle(s) below.
  - Analysis and expression in reading and writing
  - Fostering “wonderful conversationalists”
  - Explicit language instruction
  - Rich variety of texts and contexts
  - Maximizing vocabulary acquisition through contextualized, content-based, and constant exposure
  - Continuing to build background knowledge for strong comprehension

How do you know?

2. How does this lesson component build towards student mastery of the *Writing Primary Focus Objective* and *ELA standard(s)*?
  - Students will compare and contrast two characters from Norse mythology and plan a short narrative about one character.
  - [W.3.4] With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
3. How does this writing lesson build toward student success with the formal writing piece for the unit? (The formal writing piece for this unit is a short, informational writing piece that focuses on character descriptions.)

## Lesson 6: "The Wedding Feast"

# Writing



**Primary Focus:** Students will compare and contrast two characters from Norse mythology and plan a short narrative about one character. [W.3.4]

### CHARACTER COMPARISON (20 MIN.)

- Have students find a blank page in their journal or provide them with a blank piece of paper.
- Direct students to draw a Venn diagram on their paper and label one side of the diagram with the name of the favorite character they chose in Lesson 1.
- Ask students what a Venn diagram is used for. Remind them that a Venn diagram is used to compare and contrast.
- Tell students that they will be working with a partner to compare and contrast two different characters from the Norse myths they have been reading.
- Explain to students that with their partner they should:
  - Have one partner describe their character and record on the Venn diagram.
  - Have the other partner describe their character and record on the Venn diagram.
  - Discuss the characters' similarities and record in overlapping section of Venn diagram.
- Remind students they can refer to the Reader or to the fiction chart for this unit.
- Have students begin working with their partners.

### Support

Remind students that to *compare* means to show how things are similar and to *contrast* means to show how things are different.



### Check for Understanding

Circulate and provide assistance as needed.

### PLANNING (20 MIN.)

- As a whole group, ask students if they discovered anything new about the character that they chose. Remind them that when we compare and contrast information we often uncover new ideas that we had not previously considered.
- Tell students that they will begin to plan a short description of the character they have chosen and they will be writing that paragraph in the next few lessons.
- Also, tell students that they will be presenting their paragraph to the class during Lesson 10.
- Tell students the main goal of the paragraph will be to describe a character and explain the character's role in the myths they have been reading.
- Have students open to a new page in their journal or use a blank piece of paper.
- Instruct students to draw a line down the center of the paper to create two columns. They should label the left column "What he/she is like" and the right column "What he/she did"
- Tell students that they should use all the notes they have taken so far, along with their Reader, to complete both columns. Explain that they will use this information tomorrow as they start to write their character description.



### Writing Writing Narrative Texts

#### Entering/Emerging

Have students dictate a list of ideas to describe their character.

#### Transitioning/Expanding

Have students work with a partner to create a bulleted list to describe one character.

#### Bridging

Have students work with a partner to create two bulleted lists to describe two characters.

### Support

This is a good opportunity to work with a small group of students.

### Challenge

Encourage students to record information as complete sentences.

## Writing: Grade 3

### Writing Across a Unit

**Directions:** On the next pages you will see excerpts from Grade 3, Unit 1, *Classic Tales*. These excerpts will be from the *Teacher Guide*, as well as the *Student Activity Book*. Work with a partner to review these samples to get a feel for how writing in CKLA is gradually released to students throughout a unit.

### Unit Introduction

#### WRITING

Students have many opportunities to write in a variety of ways and for different purposes. The formal writing piece for this unit is a teacher-guided opinion paragraph. Students will review the elements of effective paragraphs and review the writing process. Teachers may allow more-advanced students to work independently. The project can be done with or without the use of technology, but having students use computers to research, write, and publish their projects is highly recommended.

Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.

What is the formal writing piece for this unit?

(continued on next page)

**Lesson 10: The Further Adventures of Toad, Part I**

# Writing



**Primary Focus:** With assistance, students will complete a graphic organizer to prepare for writing an opinion paragraph. [W.3.1]

## PLANNING AN OPINION PARAGRAPH (25 MIN.)

- Tell students that they have heard the author of *The Wind in the Willows* use a lot of literary tools and themes to express his story about imagined characters.
- Ask students what themes they have learned about in the story. (friendship/loyalty, hospitality, responsibility, irresponsibility)

(continued on next page)

#### Activity Page 10.4



#### Support

You may wish to reread pertinent selections of the trade book text, prepare copies of these selections, or write these selections on chart paper for students to reference as you extract the supporting examples.

- Remind students that the various characters in the story have demonstrated these themes through their dialogue and actions.
  - Briefly review some of the examples pulled from the text in the Themes Chart from previous lessons.
  - Tell students that together they are going to write an opinion paragraph based on the characters and themes in *The Wind in the Willows*. Ask, "What is an opinion?"
  - Explain that an opinion is a thought or belief about something. You may wish to share an opinion of your own about something as an example, and allow a few students to do the same.
  - Tell students that for this class opinion piece, they will choose a theme from the story and a character they think best demonstrates that theme. Explain that they will have to support this opinion with reasons and examples from the text.
  - Explain to students the steps of the writing process—plan, draft, edit, revise, and publish—and tell them that today they will complete the first step: plan. To aid in this planning step, have students refer back to the relevant written responses to comprehension questions and to other writing activities that relate to characters and themes.
  - Direct students to Activity Page 10.4 and the chart you prepared on chart paper.
  - Have students share ideas for which theme they would like to write about and which character they think best exemplifies that theme. Write the theme and character inside the central oval. You may wish to create several brainstorm charts for many themes and/or characters to see which would provide the most supported opinion.
  - As a class, think about and search for adjectives and examples from the text to support this opinion. Write students' words and/or phrases in the smaller ovals.
  - Tell students that they need to find at least three examples to support their opinion. Remind them that these examples may be narration and/or dialogue.
  - Explain that if they cannot find at least three examples from the text, they should choose another theme and/or character.
  - If you completed multiple brainstorming charts, you may wish to have the class decide the same day which theme/character pairing is best supported by the text to use for their opinion paragraph, or you may wish to allow students time to think about it and decide at the beginning of the next writing session.
- Tell students that they will complete the draft stage together in the next lesson. Also, tell students to be thinking of a title for this opinion piece.

(continued on next page)

How does the sample lesson build toward student mastery of the *Primary Focus Objective* and *ELA standard*?

How does this sample lesson build toward student success with the formal writing piece?

(continued on next page)



NAME: \_\_\_\_\_

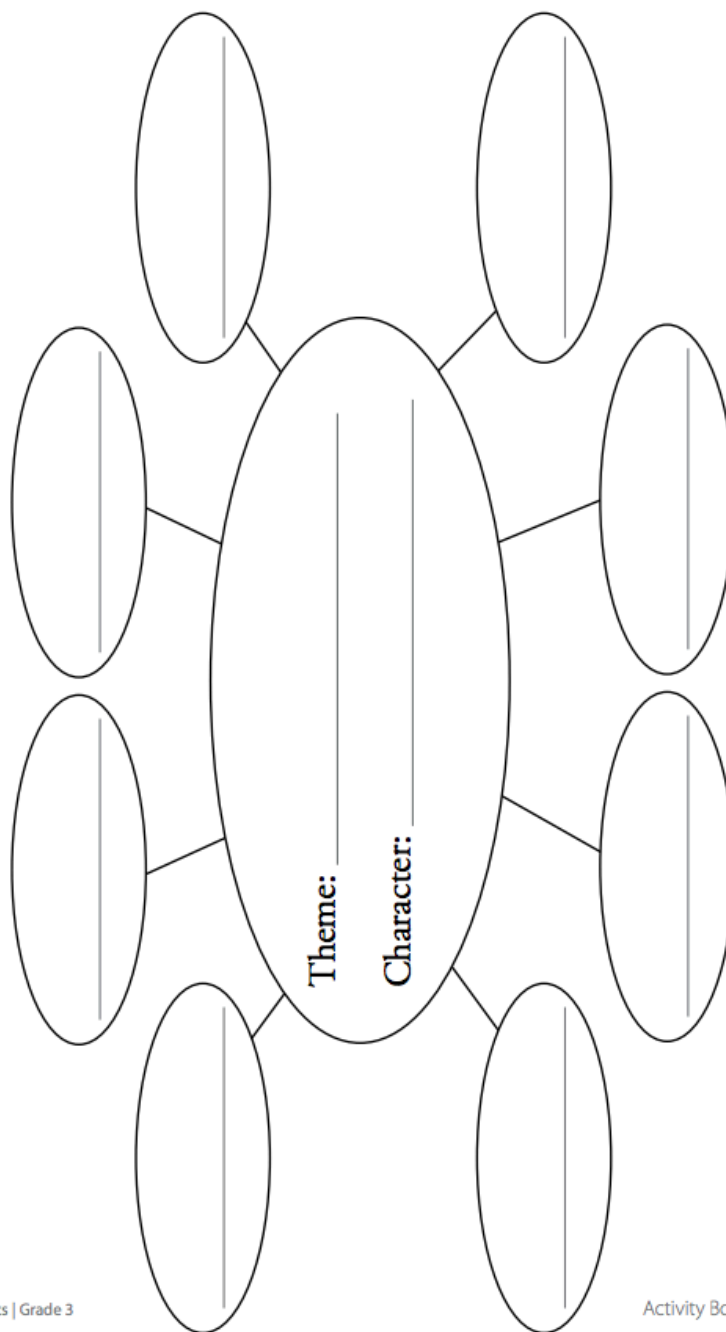
**10.4**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Planning an Opinion Paragraph

*Directions: In the center of the oval, write the theme and character about which you are going to write your opinion. On the spokes coming out of the oval, write words and phrases that support your opinion.*



Core Knowledge Language Arts | Grade 3

Activity Book | Unit 1

**95**

(continued on next page)

NAME: \_\_\_\_\_

**11.8**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Planning an Opinion Paragraph

*Directions: Write your topic sentence in the first rectangle to introduce your theme and character, along with your opinion about them. Write at least one complete sentence in the next six rectangles to support your opinion. Write your concluding sentence in the last rectangle to conclude your paragraph.*

|                            |                   |
|----------------------------|-------------------|
| <b>Topic Sentence</b>      |                   |
| <b>Reason #1</b>           | <b>Example #1</b> |
| <b>Reason #2</b>           | <b>Example #2</b> |
| <b>Reason #3</b>           | <b>Example #3</b> |
| <b>Concluding Sentence</b> |                   |

(continued on next page)

How do these *Student Activity Book* pages help build toward student success with the formal writing piece for the Unit?

What did you learn about CKLA's approach to formal writing after reviewing these organizers?

## Writing: Grade 4

### Writing Across a Unit

**Directions:** On the next pages you will see excerpts from Grade 4, Unit 1, *Personal Narratives*. These excerpts will be from the *Teacher Guide*, as well as the *Student Activity Book*. Work with a partner to review these samples to get a feel for how writing in CKLA is gradually released to students throughout a unit.

### Unit Introduction

#### WRITING

A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun and creative outlet.

What is the formal writing piece for this unit?

(continued on next page)

Lesson 3: Cause and Effect

# Writing



**Primary Focus:** Using cause and effect structure, students write a paragraph about someone who changed them. [W.4.3a, b; ELD.PI.4.10]

Activity Page 3.2



Support

Direct students to their Lesson 2 friend narratives for inspirations for a topic.

Challenge

Ask students to think abstractly by choosing a memory about a time someone changed them personally, so they gained or lost a character trait.

Activity Page 3.3



**BRAINSTORMING (15 MIN.)**

- Tell students they will now apply what they learned about “cause and effect” structure to writing about a memory of their own.
- Direct students to Activity Page 3.2 and read the directions together. Give them five minutes to complete it individually.

**Activity Page 3.2**

**Brainstorming**

Condoleezza Rice’s birth made her father a feminist who believed that his daughter could do anything. Using cause and effect structure, you will write a paragraph describing how someone changed you or how you changed someone else.

Begin by brainstorming experiences you might write about. List them in the chart below.

| Person | Change |
|--------|--------|
|        |        |
|        |        |
|        |        |
|        |        |

(continued on next page)

### WRITING ABOUT CAUSE AND EFFECT (20 MIN.)

- Tell students they will now write a personal narrative using cause and effect to tell their true story. Review the instructions to Activity Page 3.3 together.

#### Activity Page 3.3

##### Writing about Cause and Effect

Choose one of the experiences from Activity Page 3.2 and draft a paragraph describing the person who changed you and how they did it (or who you changed and how you did it).

Begin by jotting down some notes to help organize your writing:

Cause (what the first person did):

Effect (how the second person changed):

What happened:

Paragraph:

**Note:** The Activity Page provides space for students to complete the assignment.



##### Check for Understanding

Give students some “cause” sentences (e.g., “Charlene practiced pitching a softball to her grandfather for a half hour every day”) and have them suggest some possible effects.

##### Support

Remind students of the three parts of a good paragraph: Topic Sentence, Supporting Sentences, Concluding Sentence.

##### Challenge

Ask students to identify traits of characters in their narratives. How do the characters change? Remind them that showing is more compelling than telling, and challenge them to show these traits in the paragraph.



Writing  
Writing  
[ELD.PI.4.10]

**Emerging**—Provide students with basic sentence frames (e.g., I used to think \_\_\_ but \_\_\_ changed my mind).

**Expanding**—Provide more detailed sentence frames (e.g., I used to think \_\_\_ but \_\_\_ changed my mind by \_\_\_. After that, I realized \_\_\_).

**Bridging**—Observe students’ progress on prewriting exercises; offer Emerging or Expanding sentence starters if necessary.

How does the sample lesson build toward student mastery of the *Primary Focus Objective* and *ELA standard*?

How does the sample lesson build toward student success with the formal writing piece?

NAME: \_\_\_\_\_

**3.2**

ACTIVITY PAGE

DATE: \_\_\_\_\_

**Brainstorming**

*Condoleezza Rice's birth made her father a feminist who believed that his daughter could do anything. Using cause and effect structure, you will write a paragraph describing how someone changed you or how you changed someone else.*

*Begin by brainstorming experiences you might write about. List them in the chart below.*

| Person | Change |
|--------|--------|
|        |        |
|        |        |
|        |        |
|        |        |

(continued on next page)



NAME: \_\_\_\_\_

**3.3**

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Writing about Cause and Effect

*Choose one of the experiences from Activity Page 3.2 and draft a paragraph describing the person who changed you and how they did it (or who you changed and how you did it).*

Begin by jotting down some notes to help organize your writing:

---

---

---

Cause (what the first person did):

---

---

---

Effect (how the second person changed):

---

---

---

What happened:

---

---

---

(continued on next page)

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

96

How do these *Student Activity Book* pages help build toward student success with the formal writing piece for the unit?

What did you learn about CKLA's approach to formal writing after reviewing these organizers?

## Writing: Grade 5

### Writing Across a Unit

**Directions:** On the next pages you will see excerpts from Grade 5, Unit 1, *Personal Narratives*. These excerpts will be from the *Teacher Guide*, as well as the *Student Activity Book*. Work with a partner to review these samples to get a feel for how writing in CKLA is gradually released to students throughout a unit.

### Unit Introduction

#### WRITING

A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun creative outlet. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback.

What is the formal writing piece for this unit?

(continued on next page)

Lesson 3: Personification and Breaking Down a Moment

# Writing



**Primary Focus:** Students will write a narrative about a moment that includes “showing, not telling” details. [W.5.3; ELD.PI.5.10]

## SHOWING, NOT TELLING (ACTIONS) (10 MIN.)

- Remind students that in Lesson 2, they practiced writing with strong verbs and adjectives to help readers form clear pictures of what they were writing about.
- Tell them that using strong verbs and adjectives is part of a strategy called “Showing, Not Telling.” Write *Showing, Not Telling* on the board.
- Write the following sentence on the board and read it aloud:
  - At breakfast, my brother Greg *pretended* not to know I was mad at him.
- Ask students to describe Greg’s actions in the sentence, i.e., what pictures they form in their minds about Greg’s behavior. They may suggest that Greg acted normally at breakfast or talked as if nothing was wrong. Write some responses on the board in one column.

(continued on next page)



Reading/Viewing  
Closely  
[ELD.PI.5.6]

**Emerging**—One-on-one or in small groups, provide substantial support in helping students describe how the frozen turkey represented Blanco’s desire to be a “true American.”

**Expanding**—Have students improvise dialogues between Blanco and the turkey at the grocery store, on the way home, and at home.

**Bridging**—Provide students the chance to read today’s excerpt independently before the Reading segment.

- Display Projection 3.4 and read it aloud. Ask students if the second passage also describes the pretending action and why an author might want to describe the action this way rather than as in the sentence.

### ➤ **Projection 3.5**

I glared over the cereal box at my brother, Greg. And when he asked me to pass the milk, I ignored him. He jumped up and grabbed it, whistling the whole time. Then, with great enthusiasm, he started quizzing my dad about a birdhouse he was building. Greg couldn't care less about Dad's carpentry projects! I kept glaring.

- Ask students about the pictures they form in their mind from the second passage. Write some responses on the board in a second column. Label the first column "telling" and the second column "showing."
- Define *showing* on the board as "writing with descriptive detail to give the reader a clear picture of what is happening."
- Use the sentences below to model listing details that might turn *telling* about an action into *showing* it through details. Then have students do the same. Write students' details on the board. Some suggestions:
  - Lanie caught a fly ball in left field.
    - » details might include Lanie watching the ball as it flew towards her, Lanie squinting into the sun, Lanie lifting her mitt above her head, Lanie running backwards to position herself, and Lanie diving head-first with her arm outstretched
  - Trina walked out of the movie.
  - Andy fed his liver to the dog under the table.
  - Logan crossed the finish line right behind Elena.



---

#### **Check for Understanding**

Have students come up with actions and then break them down into details that show the action.

---

(continued on next page)

- Direct students to Activity Page 3.4 and have them respond to the prompts.

### Activity Page 3.4

---

#### Showing, Not Telling (Actions)

1. Copy the definition of *showing* from the board.
  2. List at least two details that would help show the following actions.
    - a. Cara couldn't find anything to watch on TV.
    - b. Marco hurried to the bus stop.
    - c. Aliyah ate a huge forkful of spaghetti.
- 

- Review answers and ask students how long the actions in the sentences lasted (probably from a few seconds to a few minutes.)
  - Point out to students how many different actions can take place in a short period of time (even a single moment.)
- 

#### COMPOSING MOMENT NARRATIVE (10 MIN.)

- Tell students that they will now write a narrative that shows (not tells) a brief period of time. They can call it their “moment” narrative, though the moment can be more than just a few seconds.
- Direct students to Activity Page 3.5 and review the instructions. Have them fill out the organizer as you circulate. Instruct students who have adequately completed the organizer to begin writing.

### Activity Page 3.5

---

#### My “Moment” Narrative

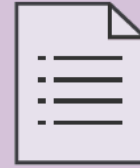
Choose one of the prompts below, then fill out the organizer by describing “showing” details that were part of the moment. A sample organizer describing a moment from “The First Real San Giving Day” is provided. After your teacher has checked your organizer, review the paragraph about a paragraph on Activity Page 1.4, and begin writing your narrative. An example of a completed organizer is below.

1. Take a look at your “first time” narrative on Activity Page 1.3 (Part B). Choose a moment from the narrative and show it in detail.

(continued on next page)

### Activity Page 3.4

---



### Activity Page 3.5

---





### Activity Page 1.3



#### Support

In listening to and reviewing students' "first time" narratives, make note of moments that might support the writing assignment of Lesson 3.

#### Challenge

Have students, as appropriate to their narratives, include an instance of personification in their writing.

2. Choose a moment connected to your family and a holiday and show it in detail. The moment might have taken place in the days leading up to the holiday, on the holiday itself, or after the holiday was over.

Example:

| <b>My Moment: the turkey falling from Abuela's hands</b> | <b>Description of Details</b>                                    |
|----------------------------------------------------------|------------------------------------------------------------------|
| 1st "showing" detail                                     | <i>Abuela dropped the turkey just as she was answering Mama.</i> |
| 2nd "showing" detail                                     | <i>The turkey slid across the kitchen floor.</i>                 |
| 3rd "showing" detail                                     | <i>It bounced down the stairs into the sunroom.</i>              |
| 4th "showing" detail                                     | <i>It lay there, enjoying the sunlight and mocking Blanco.</i>   |

| <b>My Moment:</b>    | <b>Description of Details</b> |
|----------------------|-------------------------------|
| 1st "showing" detail |                               |
| 2nd "showing" detail |                               |
| 3rd "showing" detail |                               |
| 4th "showing" detail |                               |

#### My "Moment" Narrative

**Note:** The Activity Page provides space for students to complete the assignment.

- Have a few students share their narratives. Some suggested sentence frames for student feedback follow.

(continued on next page)

➤ **Projection 3.5**

When you wrote \_\_\_, it seemed like I was seeing the moment in slow motion.

The words \_\_\_ really helped me understand all that happened in your moment.

The detail about \_\_\_ created a clear picture in my mind of \_\_\_.

- Tell students that they will practice “Showing, Not Telling” more over the course of the unit.
- Collect exit slips from the Reading segment.



Writing  
[ELD.PI.5.10]

**Emerging**—Have students “storyboard” or draw (rather than write) one or more of their showing details.

**Expanding**—Have students focus on their detail sentences and skip, at least for now, writing their topic and concluding sentences.

**Bridging**—Offer suggestions to students of moments from their “first time” narratives that would support today’s writing assignment.

How does the sample lesson build toward student mastery of the *Primary Focus Objective* and *ELA standard*?

How does this sample lesson build toward student success with the formal writing piece?

(continued on next page)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**3.4**

ACTIVITY PAGE

### Showing, Not Telling (Actions)

1. Copy the definition of *showing* from the board.

---

---

---

2. List at least two details that would help show the following actions.

A. Cara couldn't find anything to watch on TV.

---

---

---

B. Marco hurried to the bus stop.

---

---

---

C. Aliyah ate a huge forkful of spaghetti.

---

---

---

(continued on next page)

NAME: \_\_\_\_\_

**3.5**

ACTIVITY PAGE

DATE: \_\_\_\_\_

### My “Moment” Narrative

Choose one of the prompts below, then fill out the organizer by describing “showing” details that were part of the moment. After your teacher has checked your organizer, review the paragraph about a paragraph on Activity Page 1.3, and begin writing your narrative. An example of a completed organizer is below.

1. Take a look at your “first time” narrative on Activity Page 1.2 (Part B). Choose a moment from the narrative and show it in detail.
2. Choose a moment connected to your family and a holiday and show it in detail. The moment might have taken place in the days leading up to the holiday, on the holiday itself, or after the holiday was over.

Example:

| <b>My Moment: the turkey falling from Abuela’s hands</b> | <b>Description of Details</b>                                    |
|----------------------------------------------------------|------------------------------------------------------------------|
| <i>1st “showing” detail</i>                              | <i>Abuela dropped the turkey just as she was answering Mama.</i> |
| <i>2nd “showing” detail</i>                              | <i>The turkey slid across the kitchen floor.</i>                 |
| <i>3rd “showing” detail</i>                              | <i>It bounced down the stairs into the sunroom.</i>              |
| <i>4th “showing” detail</i>                              | <i>It lay there, enjoying the sunlight and mocking Blanco.</i>   |

(continued on next page)

| <b>My Moment:</b>    | <b>Description of Details</b> |
|----------------------|-------------------------------|
| 1st "showing" detail |                               |
| 2nd "showing" detail |                               |
| 3rd "showing" detail |                               |
| 4th "showing" detail |                               |

(continued on next page)



## Lesson Components

### Writing

#### Important Points to Remember: Writing

- **Informal and formal:** There are informal and formal writing opportunities throughout the unit. Writing opportunities are meant to build towards student success with the formal writing piece.
- **Primary Focus Objective:** Writing lessons are meant to support student success with the *Primary Focus Objective*, which will build toward student mastery of the standard.



NAME: \_\_\_\_\_

**10.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Spelling Assessment

As your teacher calls out the words, write them under the correct header.

**'c' > /s/**

**'se' > /s/**

**'sc' > /s/**

**'s' > /s/**

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

**'ss' > /s/**

**'st' > /s/**

**'ce' > /s/**

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

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

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

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

### Dictated Sentences

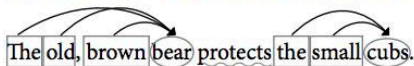
1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DATE: \_\_\_\_\_

**Nouns, Verbs, and Adjectives**

Circle the nouns, draw a wiggly line under the verbs, and draw a box around the adjectives. Draw an arrow from the adjective to the noun it describes.



1. One cage holds colorful birds.
2. Sam rushed to the nearest window.
3. My red toy train raced around the track.
4. Frank skates down the steep hill.
5. During the hot summer she plays at the beach.
6. Speedy jets arrive at the busy airport.
7. My favorite aunt stays with a good friend at her home.
8. He swallowed the hot and sweet donuts.
9. The brown apple looks rotten.
10. Sam, Sally, and Sue attend Johnson Elementary School.

NAME: \_\_\_\_\_

**4.4**

ACTIVITY PAGE

DATE: \_\_\_\_\_

**un-: Prefix Meaning “not”**

|                                                                    |  |
|--------------------------------------------------------------------|--|
| <b>unable</b> —(adjective) cannot do something                     |  |
| <b>unnecessary</b> —(adjective) not needed                         |  |
| <b>uneven</b> —(adjective) not the same in size, length, or amount |  |
| <b>unsafe</b> —(adjective) not protected from harm or danger       |  |

*Write the correct word to complete each sentence.*

unnecessary

unsafe

unsure

unwell

1. Dad stayed up late working on a presentation and felt \_\_\_\_\_ this morning.
2. The baby bird hesitated and looked \_\_\_\_\_ about flying from the tree branch to the ground.
3. It is \_\_\_\_\_ to cross the street without first looking both ways.
4. Write your own sentence using the one word left in the box.

---

---

### Support

Brainstorm with students the benefits and disadvantages of being an amphibian.

### Challenge

Have students write an opinion piece supporting their position.

## SPELLING (20 MIN.)

- Refer to the previously created chart or display Digital Projection DP.U2.L6.2

### ➤ Projection DP.U2.L6.2

| Root Word | -ed | -ing |
|-----------|-----|------|
|           |     |      |
|           |     |      |
|           |     |      |
|           |     |      |

- When introducing the words, use these procedures:

### Step 1: Introducing the Root Words

- Tell students these are the words on which they will be assessed. This week, students will be responsible for spelling the root words plus the forms of these words when the suffixes *-ed* and *-ing* are added. Explain that all of the spelling words this week are verbs to which students will be adding different suffixes.
- As you introduce each of the spelling words, write it in the table, pronouncing each word as you write it.

| Root Word | -ed | -ing |
|-----------|-----|------|
| smile     |     |      |
| rake      |     |      |
| file      |     |      |
| vote      |     |      |
| dine      |     |      |
| quote     |     |      |
| raise     |     |      |
| tire      |     |      |
| translate |     |      |
| prepare   |     |      |

- Make sure to explicitly point out that the first word is the root word. Explain that a root word is what a word is called before any prefixes or suffixes are added to the word.
- When you reach the multisyllable words (*translate*, *prepare*), model for students how to chunk the word into syllables to say and spell the word. Explain that when we have words with more than one syllable, it can be helpful to divide a word into syllables if we don't know how to read or spell it.
- Write the word *translate* in the table.
- Ask students to tell you the vowel sounds in the word. Point out that this word has a CVCe pattern with the 'a\_e' separated vowel digraph standing for one sound, /ae/. You may want to use two fingers to simultaneously point to the 'a' and 'e' as you did in Unit 1 when reviewing the CVCe syllable pattern.
- Underline the vowels in the word like this:
  - translate
- "How many consonants are between the first two vowels?"
  - » three
- Tell students that when there are three consonants between two vowels, the word can be divided into syllables before or after the second consonant.
- Draw a line between the letters 's' and 'l' like this:
  - trans | late



### Language Analyzing Language Choices

#### Entering/Emerging

Have students draw a tree with "root" word *smile* at the bottom. Add branches to tree by adding suffixes -ed (*smiled*) and -ing (*smiling*).

#### Transitioning/Expanding

Have students draw tree with "root" word *smile*. Add sample sentences to each branch: "I like to *smile*. The girl was *smiling*. The girl *smiled*."

#### Bridging

Draw another tree with more challenging words (e.g., *translate* or *prepare*). Add sample sentence to each branch: "I prepared my homework."

**Note:** For decoding and spelling purposes, it is not particularly important whether you divide this word as noted above or as “tran | slate.” In fact, you will find this word syllabicated either way in different dictionaries.

- Cover the second syllable, ‘late,’ and tell students that if the word is divided in this way, you would read this first syllable as /tranz/, since syllables ending with consonants are generally pronounced with the short vowel sound.
- Then, cover the first syllable, ‘trans,’ and ask students to read the last syllable, /laet/. Again, remind students that this word has a CVCe pattern (i.e., separated vowel digraph, so the ‘a\_e’ stands for one sound, /ae/).
- Tell students that they can now easily see the parts of the word and it is easier to decode.
- Write the word *prepare* in the table.
- Ask students to tell you the vowels in the word. Remind students that this word has a CVCe pattern with the ‘a\_e’ separated vowel digraph standing for one sound, /air/.
- Underline the letters that represent the vowel sounds in the word like this:
  - prepare
- “How many consonants are between the first two vowels?”
  - » one
- Tell students that when there is one consonant between two vowels, the word can be divided into syllables before or after that single consonant.
- Draw a line between the letters ‘e’ and ‘p’ like this:
  - pre | pare
- Cover the second syllable, ‘pare,’ and tell students that if the word is divided in this way, you would read this first syllable as /pree/, since syllables ending with vowels are generally pronounced with the long vowel sound.
- Then, cover the first syllable, ‘pre,’ and ask students to read the last syllable, ‘pare.’ Prompt students in blending and saying the word, /pree pair/, and point out this word sounds like an English word that you recognize.

## **Step 2: Adding the Suffixes *-ed* and *-ing* to the Root Words**

- Tell students that you will now complete the remainder of the table by adding the suffixes *-ed* and *-ing* to each root word. Remind students that each root word is a verb and ask what the suffix *-ed* on the end of a verb signals.
  - » past tense; the action has already happened



- Ask students what the suffix *-ing* signals. (present tense; ongoing action that is still happening)
- Working with each root word, add the suffixes *-ed* and *-ing*. Point out to students that when words end with CVCe (Consonant-Vowel-Consonant-e), the final 'e' must be dropped before adding *-ed* or *-ing*.
- Also, point out to students that adding *-ed* sometimes adds a syllable to the word (*voted, quoted, translated*) and sometimes does not (*smiled, raked, filed, dined, tired, prepared*); adding *-ing* always adds a syllable to the word.
- Additionally, point out that the suffix *-ed* is pronounced /t/ in *raked*. The suffix *-ed* is pronounced /d/ in *smiled, filed, dined, raised, tired, and prepared*. In *voted, quoted, and translated*, the suffix *-ed* is pronounced /ed/ and adds an additional syllable.

| Root Word                   | <i>-ed</i> | <i>-ing</i> |
|-----------------------------|------------|-------------|
| smile                       | smiled     | smiling     |
| rake                        | raked      | raking      |
| file                        | filed      | filing      |
| vote                        | voted      | voting      |
| dine                        | dined      | dining      |
| quote                       | quoted     | quoting     |
| raise                       | raised     | raising     |
| tire                        | tired      | tiring      |
| translate                   | translated | translating |
| prepare                     | prepared   | preparing   |
| <b>Challenge Word:</b> does |            |             |
| <b>Challenge Word:</b> done |            |             |

- Explain that Challenge Words are words that are used very often. They may not follow spelling patterns and need to be memorized.
- Tell students that they will need to know how to spell these words as they will be included in their spelling assessment. Say each word using correct pronunciation: *does*—/dəz/ and *done*—/dɒn/. Use the Challenge Words in sentences as examples for students: "An amphibian does not eat or move when it is hibernating." "The cookies are *done*."
- Tell students that they will share this week's spelling words on Activity Page 6.6 with a family member at home.

DATE: \_\_\_\_\_

### Nouns and Adjectives

Write *n.* above the nouns and *adj.* above the adjectives. Draw an arrow from each adjective to the noun it describes. The information following each sentence provides a clue about the number of nouns and adjectives you should find in each sentence.

Example: The <sup>adj.</sup>old, <sup>adj.</sup>wise <sup>n.</sup>king speaks to his <sup>adj.</sup>young <sup>n.</sup>son. (2 nouns; 3 adjectives)

1. Kings gave land to loyal lords. (3 nouns; 1 adjective)
2. People created impressive and inspiring architecture. (2 nouns; 2 adjectives)
3. Jesters entertained rich families. (2 nouns; 1 adjective)
4. Lords ate good food and lived in comfortable homes. (3 nouns; 2 adjectives)
5. Kings were challenged by power-hungry relatives and disloyal friends. (3 nouns; 2 adjectives)
6. Serfs lived their lives on small farms. (3 nouns; 1 adjective)
7. Children kept hungry birds away from growing crops. (3 nouns; 2 adjectives)
8. A good harvest is a joyful time of celebration. (3 nouns; 2 adjectives)
9. Young men tended to cows and pigs. (3 nouns; 1 adjective)
10. Starving serfs hunted in the royal forest. (2 nouns; 2 adjectives)

NAME: \_\_\_\_\_

**2.5**

ACTIVITY PAGE

DATE: \_\_\_\_\_

### ***un-* and *non-*: Prefixes Meaning “not”**

*Write the correct word to complete each sentence.*

|           |        |                |             |
|-----------|--------|----------------|-------------|
| uncommon  | common | unequal        | equal       |
| nonverbal | verbal | nonthreatening | threatening |

1. Everyone in our classroom has a(n) \_\_\_\_\_ goal; we all want to learn new things about the world.
2. Animals love Vern because he speaks to them in a(n) \_\_\_\_\_ voice and walks up to them very slowly.
3. My baby sister is \_\_\_\_\_, as she cries to tell us what she needs rather than asking for things.
4. We always make sure to cut the cake into \_\_\_\_\_ pieces so no one can brag that they received the biggest piece.
5. Sometimes teachers give \_\_\_\_\_ instructions where they say what to do; other times there are written instructions that we can read ourselves.
6. Kate and Max discovered something \_\_\_\_\_ in the side of the cliff. It turned out to be a dinosaur bone! Now that is something you don't find every day!
7. “Those skies look \_\_\_\_\_,” said the farmer, as he pointed to the dark clouds that looked like they would pour rain any second.

## SPELLING (15 MIN.)

### Introduce Spelling Words

- Explain that students will practice 10 words related to the content of *Knights, Castles, and Chivalry*. These words do not follow one single spelling pattern. Tell students they will be assessed on the words in Lesson 10.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

**Note:** Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart.

- |              |              |              |
|--------------|--------------|--------------|
| 1. acquire   | 5. retreat   | 9. transform |
| 2. establish | 6. seize     | 10. unravel  |
| 3. fatal     | 7. surrender |              |
| 4. promote   | 8. thrive    |              |

**Note:** As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word *fatal* includes a schwa sound (/ə/) in the second syllable of the word (i.e., the second syllable is pronounced /təl/, but spelled 'tal') and then point out the 'al' spelling for /əl/ that is included on the Individual Code Chart.

## Activity Page 6.3



### Language Foundational Literacy Skills

#### Entering/Emerging

Reduce the take-home spelling list to five words (*fatal, transform, unravel, promote, surrender*).

#### Transitioning/Expanding

Remove words with vowel blends from the take-home list (*acquire, retreat, seize*).

#### Bridging

Support students with practice pronouncing the digraphs in isolation (*ea, ei, ui*) and in the spelling words, using phonemic flash cards prepared for universal access.

### Pronunciation/Syllabication

| Word      | CK Code       | Syllable Type                    |
|-----------|---------------|----------------------------------|
| acquire   | /ə*quier/     | ə*digraph                        |
| establish | /es*tab*lish/ | closed*closed*closed             |
| fatal     | /fae*tal/     | open*ə                           |
| promote   | /pra*moet/    | ə*digraph                        |
| retreat   | /ree*treet/   | open*digraph                     |
| seize     | /seez/        | digraph                          |
| surrender | /ser*end*er/  | r-controlled*closed*r-controlled |
| thrive    | /thriv/       | digraph                          |
| transform | /tranz*form/  | closed *r-controlled             |
| unravel   | /un*rav*al/   | closed*closed*ə                  |

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence:

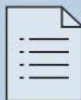
| Spelling Word | Definition                          | Example Sentence                                                                                                                |
|---------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| acquire       | to get                              | I will <b>acquire</b> all the supplies we need for the project.                                                                 |
| establish     | to put and settle into place        | The teacher had to <b>establish</b> a "one at a time" rule because too many people were climbing on the slide at the same time. |
| fatal         | causing death                       | Much of the population died when a <b>fatal</b> infection known as the plague moved through Europe.                             |
| promote       | to help or encourage growth         | Handing out coupons will <b>promote</b> business for the new pizza restaurant.                                                  |
| retreat       | to back away from danger            | The lion's ferocious roar made everyone at the zoo <b>retreat</b> from its cage.                                                |
| seize         | to take                             | If the girl plays with her sister's favorite doll, her sister will <b>seize</b> it from her when she notices.                   |
| surrender     | to give up to a more powerful force | The other team had more snowballs than we did and we had to <b>surrender</b> .                                                  |
| thrive        | to grow and succeed                 | The garden will <b>thrive</b> with the right amount of sun and water.                                                           |

|           |                                                           |                                                                                                |
|-----------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------|
| transform | to change something completely, usually in a positive way | Cutting holes and a door will <b>transform</b> the big box into a fort.                        |
| unravel   | to come undone or fall apart                              | The fun and games at the party began to <b>unravel</b> when kids were not taking turns nicely. |

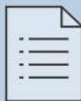
- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students take home Activity Pages 6.4 and 6.5 to practice spelling words.

End Lesson

#### Activity Pages 6.4–6.6



#### Activity Page PP.1



**Subject and Predicate**

*For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.*

Example: Craftsmen | lived in smaller homes.

1. Some Maya farmers cut terraces into the slopes of mountains.
2. The Maya used many rainforest plants for medicine.
3. The Spanish were in the Americas in search of riches.
4. The diverse landscape of Mesoamerica includes mountains, lowlands, and rainforests.
5. Maya used a barter system to trade goods.
6. The Maya were one of many groups of people who settled in Mesoamerica.
7. The Maya were not the first people to practice writing.
8. The Yucatán Peninsula has many cenotes, or natural wells.
9. All Maya city-states had centers of government and religion with stone pyramids and temples.
10. Powerful kings ruled the Maya city-states.

NAME: \_\_\_\_\_

**2.4**

TAKE-HOME

DATE: \_\_\_\_\_

***il-* and *ir-*: Prefixes Meaning “not”***Fill in the following chart with the missing words, parts of speech, and meanings.*

| root word, ( <i>part of speech</i> ) meaning                                               | affixed word, ( <i>part of speech</i> ) meaning                    |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
|                                                                                            | <b>illegible</b> , <i>adj.</i> not able to be read                 |
| <b>legal</b> , <i>adj.</i> allowed by law                                                  |                                                                    |
|                                                                                            | <b>irresponsible</b> , <i>adj.</i> not trusted to do what is right |
| <b>replaceable</b> , <i>adj.</i> capable of being duplicated or exchanged for another item |                                                                    |
|                                                                                            | <b>irregular</b> , <i>adj.</i> not normal or usual                 |



Write the correct word to complete each sentence.

|             |               |           |               |
|-------------|---------------|-----------|---------------|
| responsible | irreplaceable | legible   | replaceable   |
| regular     | irregular     | illegible | irresponsible |

1. It is fortunate that Désiré Charnay kept a neat, \_\_\_\_\_ journal when he visited the jungles of Central America in the 1800s because people today can still read it and learn from his words.
2. Using the barter system for exchanging goods was a(n) \_\_\_\_\_ part of everyday Maya life.
3. Maya kings were sometimes called holy lords and were trusted to perform certain duties. For example, they were \_\_\_\_\_ for leading rituals and ceremonies.
4. It would be considered \_\_\_\_\_ and highly unusual to play pok-a-tok without a ball.
5. The painted mural at Bonampak is a one-of-a-kind and, therefore, a(n) \_\_\_\_\_ artifact that shows us how the wealthy Maya lived and dressed.
6. Write your own sentence using one of the words left in the box.

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### Language Selecting language resources

#### Entering/Emerging

Ask simple *wh*- questions as prompts for chart completion. Write *among*, *between*, or *together* next to the prefix *inter*- on page 1.

#### Transitioning/Expanding

Review activity directions for pages 1–3 and ensure the student understands the task. Check in with student on completed chart to ensure proper completion.

#### Bridging

Review directions for Activity Page 6.3 and ensure the student understands the task. Clarify meaning of unknown words and phrases.

## SPELLING: INTRODUCE SPELLING WORDS (15 MIN.)

**Primary Focus:** Students will apply grade level phonics and word analysis skills to decode and encode targeted spelling words. [RF.5.3]

- Explain that students will practice 10 words related to the content of the Reader, *Maya*, *Aztec*, and *Inca*. These words do not follow one single spelling pattern. Tell students they will be assessed on these words in Lesson 10.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

### Spelling Words

- |               |                 |               |              |
|---------------|-----------------|---------------|--------------|
| 1. population | 4. empire       | 7. rainforest | 10. monument |
| 2. tropical   | 5. peninsula    | 8. indigenous |              |
| 3. pyramid    | 6. civilization | 9. temple     |              |

**Note:** Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart.

### Pronunciation/Syllabication Chart

| Pronunciation Table |                     |                             |
|---------------------|---------------------|-----------------------------|
| Word                | CK Code             | Syllable Type               |
| population          | /pop*ue*lae*shən/   | closed*digraph*open*ə       |
| tropical            | /trop*ik*əl/        | closed*closed*ə             |
| pyramid             | /peer*ə*mid/        | digraph*ə*closed            |
| empire              | /em*pier/           | closed*digraph              |
| peninsula           | /pə*nin*su*lə/      | ə*closed*open*ə             |
| civilization        | /siv*əl*iz*ae*shən/ | closed*ə*open*open*ə        |
| rainforest          | /raen*for*est/      | digraph*r-controlled*closed |
| indigenous          | /in*dij*ə*nəs/      | closed*closed*ə*ə           |
| temple              | /tem*pəl/           | closed*ə                    |
| monument            | /mon*ue*ment/       | closed*open*closed          |

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

| Spelling Word | Definition                                                                                  | Example Sentence                                                                                                               |
|---------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| population    | the number of people living in a particular place                                           | The <u>population</u> of Mesoamerica grew as more people migrated there.                                                       |
| tropical      | relating to the tropics, an area near the Equator where the weather is very warm            | Crops grew throughout the year in Mesoamerica's <u>tropical</u> climate.                                                       |
| pyramid       | a large structure with a square base and four triangular sides that form a point at the top | The Maya's <u>pyramid</u> -shaped structures provide evidence of their advanced engineering skills.                            |
| empire        | a large territory or group of people under the total control of one ruler or government     | The Aztec created a magnificent <u>empire</u> with cities under one central government.                                        |
| peninsula     | a piece of land almost entirely surrounded by water that is attached to a larger land area  | The Yucatán <u>Peninsula</u> separates the Caribbean Sea from the Gulf of Mexico.                                              |
| civilization  | a group of people living together in a well-organized way                                   | The Maya built a unique <u>civilization</u> made up of separate and independent city-states that shared a common culture.      |
| rainforest    | a tropical wooded area with very tall trees that gets a lot of rain                         | Désiré Charnay wrote about the challenges of being in the <u>rainforest</u> , like constant rain, mold, and mud.               |
| indigenous    | produced, living, or existing naturally in a particular area                                | Papaya, banana, and avocado trees are <u>indigenous</u> to the jungles of Mesoamerica.                                         |
| temple        | a building devoted to religious worship                                                     | In Maya society, a <u>temple</u> was part of a ceremonial center where priests lived and where religious ceremonies were held. |
| monument      | a building or statue that honors a person or an event                                       | After the king passed away, the government built a <u>monument</u> in his honor.                                               |

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students take home Activity Pages 6.4 and 6.5 to practice spelling the words.

Activity Pages  
6.4 and 6.5



## Lesson Components

### Language

#### Important Points to Remember: Language

- **Patterned Spelling Lists:** Spelling lists are guided by a particular pattern, such as a sound-spelling correspondence, affixes/root words, or content.
- **Grammar and Morphology:** Grammar and morphology lessons can be connected to the spelling words. Grammar and morphology is woven throughout the unit and assessed on the Unit Assessment.

## Lesson Components Six-Frame Reflection

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

## CKLA Assessment Overview

| Assessment               | Purpose                                                                                                                                                     | How Data is Used                                                                                                                         |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Formative Assessment     | Identified at the beginning of the lesson, used to determine individual student and class progress towards mastery of identified primary focus objective(s) | <ul style="list-style-type: none"> <li>• Informs future whole group instruction</li> </ul>                                               |
| Checks for Understanding | Monitors individual student and class progress towards mastery of primary focus objectives                                                                  | <ul style="list-style-type: none"> <li>• Informs in-the-moment and future whole group instruction</li> </ul>                             |
| End of Unit Assessment   | Assess all students' mastery of literacy skills, knowledge, and vocabulary covered in a unit                                                                | <ul style="list-style-type: none"> <li>• Informs teacher choice of Pausing Point Activities</li> <li>• Can be used as a grade</li> </ul> |

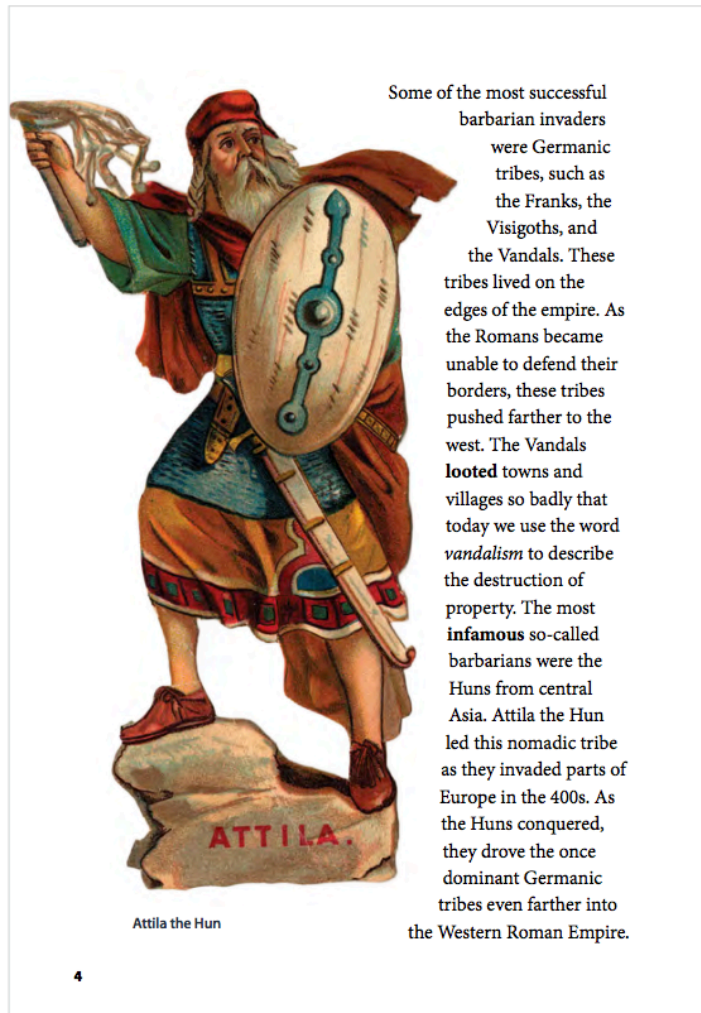
*Support* sidebars provide ideas to support all learners in understanding challenging concepts from the lesson

## Support

Germanic tribes were groups of people from what is now Germany.

## Support

The author uses the phrase *so-called barbarians* here because even though *barbarians* might not have been the most suitable name it is what the Romans called them.



- Read page 4 aloud.

**Literal.** What are some events, described on this page, that helped transform Europe in the years leading up to the Middle Ages?

- » Germanic tribes, such as the Franks, Visigoths, and Vandals, invaded parts of the Roman Empire, and the Huns, led by Attila, pushed the once-dominant Germanic tribes farther into the Western Roman Empire.

- Have students record this information on Activity Page 1.3, noting that this information is found on page 4 of the Reader.



Supports are provided for English Learners for students considered *Entering/Emerging*, *Transitioning/Expanding* and *Bridging*.

### DISCUSS THE CHAPTER AND LESSON WRAP-UP (10 MIN.)

- Use the following questions to discuss the chapter:

1. **Support.** Literal. Serfs and the lord each did something for the other. What did each promise the other?
  - » Serfs spent part of their time working for the lord and promised their loyalty. The lord provided land for serfs to grow their own food, and promised them protection
2. **Evaluative.** Imagine you are traveling through the medieval countryside and you see a boy about your age. Based on today's reading, what evidence would you use to decide whether the child is a serf or a noble?
  - » His clothes would provide one clue: a noble would be wearing nice clothing and a serf would be wearing work clothes. What he is doing would be another important clue. A noble boy might be riding a horse, learning how to use a sword, or reading and writing. A serf boy might be working in the fields or the forest, taking care of crops or animals, or walking to and from the fields.
3. **Inferential.** Describe what you would see on a lord's estate during the Middle Ages.
  - » a large, well-protected manor house; a small church; small serfs' houses; fields, which are divided into strips; serfs plowing the lord's fields and tending to their own, smaller gardens; serfs tending to livestock
4. **Evaluative.** Think-Pair-Share. Why do you think the feudal system, or the arrangement between lords and serfs, existed?
  - » Answers may vary, but should include details from the text regarding the duties and needs of each group, including the need for protection and a way to obtain food and shelter.



#### Check for Understanding

Point out signs for "Strongly Agree," "Agree," "Strongly Disagree," and "Disagree" in the four corners of your classroom. Have students move to the corner that best matches their feeling about the statement, "A lord and a serf have nothing in common." Use their location as an indication of what they understood from the text in relation to The Big Question.

- Have students take home Activity Page 2.7, "If You Were a Boy Serf," to read and complete for homework.



#### Speaking and Listening Exchanging Information and Ideas

##### Entering/Emerging

Generate yes/no questions for students to answer. For example, "Did the serfs own land?"

##### Transitioning/Expanding

Encourage students to add to what others in their group have said by asking if they agree with an answer someone else gave.

##### Bridging

Provide a sentence stem as support for creating an answer.

#### Challenge

Ask students to cite evidence from the chapter that helped them decide which corner to stand in.

*Challenge* sidebars provide ideas to engage students in more rigorous thinking, when appropriate



## Agenda and Objectives

### Agenda: Day One

- Welcome
- The Why
- Guiding Principles
- Teacher Guide Introduction
- Lesson Components
  - Primary Focus Objectives
  - Reading and Speaking & Listening
  - Writing
  - Language
- Unique CKLA Units
- Additional Program Components
- Amending Instruction Resources
- Closing

### Agenda: Day Two

- Welcome
- Day One Reflection
- Lesson Study
  - Unit Planning
  - Daily Lesson Internalization
  - Lesson Practice
- Plan for a Quest!
- Reflection
- Closing

### Objectives: Day One

- Identify key 'look fors' and practice implementation of critical components and routines in 3-5 Integrated Strand lessons
- Define the CKLA design principles behind the 3-5 Integrated Strand

### Objectives: Day Two

- Utilize the CKLA planning process for units and lessons in the 3-5 Integrated Strand

## Day One Reflection

Notes

## CKLA 3-5 Unit Planning Template

|                                                                                              |  |
|----------------------------------------------------------------------------------------------|--|
| Grade: _____ Unit Title: _____                                                               |  |
| <b>Unit Overview:</b> Read through the Unit Introduction and respond to the questions below. |  |
| Why is this unit important?                                                                  |  |
| What are 3-5 key takeaways students should have by the end of this unit?                     |  |
| What formal writing piece will students complete during this unit?                           |  |
| How does this unit reinforce what has been taught in previous grades?                        |  |

(continued on next page)

**Unit Assessment:** Read through the Unit Assessment in the Student Activity Book and the correct answers in the Teacher Guide and respond to the questions below.

Review the *Unit Assessment*. List the key sections of the assessment.  
(e.g. Reading Comprehension, Fluency, etc.)

Read through the *Reading Comprehension* portion of the *Unit Assessment*. What makes the text complex? Use the *Text Complexity Rubric* (attached) to guide your thinking.  
(e.g. The text is told from multiple points of view, so the text structure makes the text complex. The text uses a lot of figurative language, so language features also make the text complex.)

Text Structure:

Language Features:

Purpose:

Knowledge Demands:

(continued on next page)

|                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>What literacy skills will students need to be successful on the <i>Reading Comprehension</i> portion of the <i>Unit Assessment</i>?</p> <p>(e.g. determine theme, describe a character, determine main idea, etc.)</p> |  |
| <p>What fluency score do students need to be in the 50<sup>th</sup> percentile or above at this time of year?</p>                                                                                                         |  |
| <p>What morphology and grammar skills will students need to master to be successful on the Unit Assessment?</p>                                                                                                           |  |

## CKLA 3-5 Integrated Strand Lesson Internalization

| Review the Lesson                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                                              | Review the <i>Primary Focus Objective(s)</i> and aligned standards. Identify how the <i>Primary Focus Objectives</i> build toward student success with the standards. (Use <i>Teacher Guide, Lesson Introduction</i> .)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2                                                              | Complete the <i>Formative Assessment</i> (found within the lesson) and record the: <ul style="list-style-type: none"> <li>Alignment between the <i>Formative Assessment</i> and the <i>Primary Focus Objective</i></li> <li>Literacy skill(s), knowledge and/or vocabulary students will need to be successful on the <i>Formative Assessment</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3                                                              | Complete the <i>Check for Understanding</i> (found within the lesson) and record: <ul style="list-style-type: none"> <li>Alignment between the <i>Formative Assessment</i> and the <i>Primary Focus Objective</i></li> <li>Literacy skill(s), knowledge and/or vocabulary students will need to be successful on the <i>Formative Assessment</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Dive into the Lesson                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 4                                                              | Read each lesson component and reflect: <ul style="list-style-type: none"> <li>How will this component set students up for success with the <i>Primary Focus Objective(s)</i>, <i>CFU</i> and/or the <i>Formative Assessment</i> ?</li> <li>What student engagement strategies are included with each component?</li> <li>What materials will be needed for each component?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Customize the Lesson – If you're ready and feel comfortable... |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 5                                                              | Review the <i>Writing, Language, Reading and Speaking &amp; Listening</i> lesson components. What possible misconceptions might students have during these components? How do you plan to address these misconceptions?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 6                                                              | Review the <i>Reading</i> and/or <i>Speaking &amp; Listening</i> lesson component and determine what makes the text complex (text structure, language features, purpose, knowledge demands), using the text complexity rubrics attached to the document. <ul style="list-style-type: none"> <li>Prioritize which sidebar supports/questions to use during the lesson component. <ul style="list-style-type: none"> <li>Consider which supports/questions will support students in mastering the <i>Primary Focus Objective(s)</i>, <i>CFU</i>, <i>Formative Assessment</i> and/or unlocking what makes the text complex.</li> <li>Determine the discussion format students will use to respond to the questions (e.g. Think-Pair-Share, Small Group discussion, Socratic Seminar, Call and Response, etc.)</li> </ul> </li> </ul> |
| 7                                                              | What additional engagement strategies might you incorporate during all components of the lesson? (e.g. call and response, kinesthetic movements, props, artifacts, multimedia, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Lesson Visual

### ADVANCE PREPARATION

#### Speaking and Listening

- a can or bottle of soda
- Image Cards C.U1.L1.1-10
- Identify the following digital images online at [ckla.amplify.com](http://ckla.amplify.com) to project during the Read-Aloud: U1.L1.1-5

#### Reading

- Have a blank piece of paper available for each student.

#### Foundational Skills

- Prepare a copy of the Individual Code Chart, located in the Teacher Resources at the back of the Teacher Guide, for each student.
- Prepare word cards for the baseball game. Because you will use these cards for several days this week, you may wish to create them using durable paper, such as card stock or index cards.

#### Directions

1. Visit [ckla.amplify.com](http://ckla.amplify.com)
2. Click on *Grade 3 > Unit 1 > Image Cards*
3. Find image cards U1.L1.1-5



## Grade 4 Make 'n Take: Unit 1, Lesson 1

### ADVANCE PREPARATION

#### Writing

- Prepare details and ideas for the “first day of school” paragraph the group creates together.

#### Reading

- Read six-word memories ahead of class.

#### Universal Access

##### Writing

- Prepare sentence frames.

##### Speaking and Listening

- Prepare short-answer questions.
- Prepare sentence frames.

##### Reading

- Prepare inference organizer.

Record ideas and details below:

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### ADVANCE PREPARATION

#### Speaking and Listening

- Prepare a brief personal narrative (5–10 sentences), as defined in the lesson, to recite or read aloud to your class at the start of the lesson. The narrative might be a childhood experience or something interesting, surprising, or even disappointing that happened to you recently.
- For the first Speaking and Listening segment, prepare to divide students into four groups and to assign each student a Think-Pair-Share partner within his or her group.
- Prepare the Speaking and Listening Observational Checklist for formative assessment of students during both Speaking and Listening segments.

#### Writing

- Prepare to project the Paragraph about a Paragraph and My First Camping Trip (Projection 1.1) during the writing segment.

#### Speaking and Listening

- During the Reading, you will read the first section of “The First San Giving Day” aloud to the class. The read-aloud serves as a way to model reading for meaning and following textual cues like punctuation. Therefore, we suggest practicing reading the text ahead of time, so that you can read it in a smooth and polished way, with expression, inflection, and variations in volume and pitch.
- Prepare to display the paragraph from “The First Real San Giving Day” (Projection 1.2) during the second Speaking and Listening segment.

#### Universal Access

##### Reading

- Select examples of literature for students to compare to personal narratives.

##### Writing

- Prepare organizer.

##### Speaking and Listening

- Prepare sentence frames.
- Identify potentially challenging vocabulary in Projection 1.1.

[illegible]

## Program Components

### **Quests**

#### Video Notes

As you watch the *Quest* video, please respond to the following questions:

1. Where do you find *Quest* materials?
2. How is a *Quest* different from the standard lessons we have been reviewing today? How is a *Quest* the same?
3. What do you anticipate to be most challenging about facilitating a *Quest*? How can you help to combat these challenges?
4. What are you most excited about for teaching a *Quest*? Why?

#### Important Points to Remember: **Quests**

- **Planning time:** Allot extra time to plan and prepare for *Quests*.
- **Technology:** Check to ensure sound and video technology is working in your classroom, so that you can use the multimedia components of a *Quest*.
- **Digital Component:** Click on the “*Quests*” tab of mclasshome.com to view all *Quest* materials.

## Plan for a **Quest**

| Guiding Question                                                                                                                                                      | Notes |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| What content will students learn through this <i>Quest</i> ?                                                                                                          |       |
| What materials will you need for this <i>Quest</i> ?                                                                                                                  |       |
| What <i>Advanced Preparation</i> will you need to do to prepare for this <i>Quest</i> ? What <i>Advanced Preparation</i> will you need to do to prepare for Lesson 1? |       |
| What are the <i>Primary Focus Objectives</i> of Lesson 1?                                                                                                             |       |

## CKLA Planning Practices: Elevator Speech

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(Who)

---

(What)

---

(When)

---

(What)

---

(Why)

**Example:** Teachers should prepare for teaching Skills and Knowledge lessons before the unit/domain begins by completing a unit/domain planning template, so that they have a strong understanding of the unit/domain's goals before they begin instruction.

**Example:** Teachers should also prepare for Skills and Knowledge daily lessons before the lesson by internalizing the lesson using the CKLA guide, so that they are prepared to teach and customize the lesson to meet their students' needs.

## Amplify Educational Support Team

Today's Presenter: \_\_\_\_\_

Email: \_\_\_\_\_

Technical Support: [help@amplify.com](mailto:help@amplify.com)

Pedagogical Support: [edsupport@amplify.com](mailto:edsupport@amplify.com)

**Phone:** Call toll-free at (800) 823-1969  
Monday through Friday, 7am to 7pm

**Live Chat!** On mclasshome.com  
Monday through Friday, 7am to 7pm

### Strengthening Professional Development Opportunities:

#### Instructional Leaders

- Enhancing Observations for Instructional Leaders, K-5 (½ Day Onsite)
- Enhancing Observations for Instructional Leaders, K-5 (½ Day Remote)

#### K-2 Teachers

- Enhancing Planning & Practice, K-2 Teachers (½ Day Onsite)
- Enhancing Planning & Practice, K-2 Teachers (½ Day Remote)
- Data-Driven Instructional Planning, K-2 Teachers (½ Day Onsite)
- Small Group Instruction & Remediation, K-2 Teachers (½ Day Onsite)
- Writing, K-2 Teachers (½ Day Onsite)

#### 3-5 Teachers

- Enhancing Planning & Practice, 3-5 Teachers (½ Day Onsite)
- Enhancing Planning & Practice, 3-5 Teachers (½ Day Remote)
- Data-Driven Instructional Planning, 3-5 Teachers (½ Day Onsite)
- Small Group Instruction & Remediation, 3-5 Teachers (½ Day Onsite)
- Writing, 3-5 Teachers (½ Day Onsite)

#### K-5 Teachers

- Enhancing Planning & Instruction for English Language Learners, K-5 Teachers (½ Day Onsite)
- Enhancing Planning & Instruction for Students with Special Needs, K-5 Teachers (½ Day Onsite)

### Session Survey

<https://www.surveymonkey.com/r/CKLAInitialTraining>

## Appendix

### Grade 3 | Unit 1

# Introduction

#### CLASSIC TALES

This introduction includes the necessary background information to teach the *Wind in the Willows* unit. This unit contains 15 lessons. Each lesson will require a total of 120 minutes. Lessons 1–5 are Back-to-School lessons where you will review key Foundational Skills and reread a few stories from Grade 2. Lessons 6–10 contain the Beginning-of-Year Benchmark assessments, along with specific scoring information for appropriate placement.

This unit introduces students to several classic tales. During the Read-Aloud portion of the lessons, students will be listening to and discussing *The Wind in the Willows*, a classic tale written by Kenneth Grahame. Although this is a modified version of the story, it contains many instances of British language that you will be discussing with your students. The Reader for this unit contains several other classic tales, as outlined in the section below.

#### SKILLS

##### Reading

The Reader for this unit, *Classic Tales*, contains selections from two different classic tales, “Aladdin and the Wonderful Lamp” and “Alice’s Adventures in Wonderland.” Additional enrichment chapters retelling parts of *The Wind in the Willows* are also included at the end of the Reader for use at the teacher’s discretion. Students will be given opportunities throughout the unit to practice reading with partners and independently, as well as to demonstrate Read-Aloud fluency.

##### Spelling

Explicit spelling lessons do not begin until Unit 2.

##### Grammar

Explicit grammar lessons do not begin until Unit 2.

##### Morphology

Explicit morphology lessons do not begin until Unit 2.



## KNOWLEDGE: WHY CLASSIC TALES ARE IMPORTANT

This unit will expose students to classic children's stories that use rich language and introduce students to a variety of vocabulary words. Students will be enchanted by descriptive paragraphs and memorable characters as they explore interesting themes and discuss character traits. As they go on adventures with these characters, instruction will reinforce understanding of the elements of fictional narratives, including dialogue, narration, characters, plot, and setting. Students will also discuss the literary tools of personification, perspective, and point-of-view, as well as the themes of friendship, loyalty, hospitality, responsibility, and irresponsibility.

### Prior Knowledge from CKLA™

Students who have received Core Knowledge Language Arts (CKLA) instruction in Grades K–2 will already have pertinent background knowledge for this unit. For students who have not received prior CKLA instruction, introductory knowledge is addressed at the beginning of each unit.

### Nursery Rhymes and Fables (Kindergarten)

- Explain how animals often act as people in fables (personification).
- Describe the characters and events in nursery rhymes and fables.
- Explain that fables teach a lesson that is stated as the moral of the story.
- Identify the moral of fables.

### Stories (Kindergarten)

- Listen to and then demonstrate familiarity with stories, including the ideas they express.
- Explain that fiction can be in many different forms, including folktales, trickster tales, and tall tales.
- Identify the setting, characters, and plot of a given story.

### Fables and Stories (Grade 1)

- Identify characteristics of fables: short, moral, personification.
- Explain in their own words the moral of a particular fable.
- Identify character, plot, and setting as basic story elements.
- Describe the characters, plot, and setting of a given fable or story.

### Different Lands, Similar Stories (Grade 1)

- Explain that fictional stories come from the author's imagination.
- Explain that stories have a beginning, middle, and end.
- Describe the characters, plot, and setting of various stories.
- Explain that people from different lands tell similar stories.

### **Fairy Tales and Tall Tales (Grade 2)**

- Describe the characters, plot, and setting of particular fairy tales.
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings.
- Identify exaggeration and larger-than-life characters as characteristics of tall tales.
- Identify the exaggerations in particular tall tales.

### **Greek Myths (Grade 2)**

- Identify the elements of character, plot, and supernatural beings and events in particular Greek myths.
- Identify common characteristics of Greek myths (e.g., they try to explain mysteries or nature and humankind, include supernatural beings or events, and give insight into ancient Greek culture).
- Identify Greek myths as a type of fiction.

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## **WRITING**

Students have many opportunities to write in a variety of ways and for different purposes. The formal writing piece for this unit is a teacher-guided opinion paragraph. Students will review the elements of effective paragraphs and review the writing process. Teachers may allow more-advanced students to work independently. The project can be done with or without the use of technology, but having students use computers to research, write, and publish their projects is highly recommended.

Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.

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## **CURSIVE WRITING**

This unit also contains fourteen lessons of instruction in cursive writing. CKLA's cursive program covers the lower- and upper-case alphabets and, with the accompanying cursive Activity Book, provides students with many opportunities to work toward and achieve legible and fluid cursive penmanship.

Although this volume contains all the cursive instruction, the lessons are not designed to be completed in the time allotted for Unit 1. Teachers should proceed at a pace that is right for their classes, allowing students to become comfortable writing each letter or letter group before introducing new ones. Once students have learned all the letters, have them practice by completing select writing assignments in cursive. The Activity Book also includes individual letter practices pages.

Note that the lessons and activity pages do not comprise an exhaustive handwriting program, and teachers may wish to consult other sources for information on topics such as writing posture, pencil grip, and differentiated instruction for left-handed students.

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## PERFORMANCE TASKS AND ASSESSMENTS

The Primary Focus objectives in each lesson are carefully structured and sequenced throughout the unit to help build student understanding. Additionally, formative assessments are provided to help keep track of students' progress toward objectives and standards. These can be found in the Student Activity Book, and are referenced in every lesson.

While some units in Grade 3 have extended Performance Task assessments, this unit contains the Beginning-of-Year Assessment for benchmarking and placement information. Additional resources, such as a Fluency Supplement, are available on the Amplify website. These may be used with students who need additional support.

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## FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available for download on the Amplify website. This component was created to accompany Core Knowledge Language Arts (CKLA) materials for Grade 3. It consists of selections from a variety of genres, including poetry, folklore, and fables. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). For more information on implementation, please consult the supplement.

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## INSTRUCTIONAL COMPONENTS

### Teacher Resources

There are Image Cards in your kit that include pictures to augment instruction of *The Wind in the Willows* Read-Aloud.

At the back of this Teacher Guide, you will find a section titled "Teacher Resources." This section contains:

- The Basic and Advanced Code
- Using Chunking to Decode Multisyllable Words
- Individual Code Charts for students
- Teacher Resources
- Activity Book Answer Key

## Digital Resources

In the Advance Preparation section of each lesson, you will be directed to prepare to project images associated with the Read-Aloud portion of the lesson. These can be found at [ckla.amplify.com](http://ckla.amplify.com).

A list of Recommended Resources will be available on [ckla.amplify.com](http://ckla.amplify.com).

### ACADEMIC AND CORE VOCABULARY

#### Lesson 1

- backwater
- bolted
- contemplated
- hesitating
- interferes
- meandered

#### Lesson 2

- arranged
- dejected
- escorted
- seized
- stability

#### Lesson 3

- call-on
- common
- mended
- possessed
- state

#### Lesson 4

- domestic
- evasively
- feeble
- heartily
- postpone

#### Lesson 5

- atmosphere
- conduct
- retired
- summoned
- thoroughly

#### Lesson 6

- advance
- recollection
- reproached
- subtle
- unerring
- tailor
- nephew
- merchant
- magician
- treasure
- glittering
- precious

#### Lesson 7

- blues
- capital
- dismally
- forage
- perceive
- slumber

#### Lesson 8

- conceited
- gross
- hour
- impertinence
- improvised
- sensible
- whisk
- genie
- monstrous
- glimpse
- sultan
- astounding
- radiant
- servant
- palace
- celebrate

#### Chapter 9

- disguise
- distress
- dungeon
- particularly
- pursued
- lurk
- peddler
- obey
- storm



- deed
- thunder
- celebration
- pleasure
- justly

### **Lesson 10**

- deprive
- fate
- occupant
- revenge
- solitary
- unrestrainedly
- adventures
- remarkable
- peculiar
- pop
- cupboard
- ma'am
- spotted

### **Lesson 11**

- ecstasies
- gaining on
- keenly
- proposal
- recklessly
- spirit

### **Lesson 12**

- imprisoned
- sentries
- startled

- surveyed
- warily
- odd
- curious
- currant
- enthusiastically
- patter
- splendidly
- muttering
- duchess
- cross
- scurry
- caterpillar
- sternly
- confusing
- irritated
- temper

### **Lesson 13**

- deafening
- expedition
- immense
- modest
- sentinels
- mad
- vanished
- remained
- dormouse
- indignantly
- civil
- concluded

### **Lesson 14**

(no vocabulary words)

### **Lesson 15**

- courtier
- croquet
- chaos
- furrow
- hedgehog
- mallet
- witness
- sentence
- jury
- verdict

## LESSON

# 1

# The River Bank, Part I

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will determine the main idea and supporting details of a text read aloud. [SL.3.2]

### Reading

Students will compare and contrast the two characters from *The Wind in the Willows*. [RL.3.3]

### Foundational Skills

Students will review short vowel sounds and multisyllable words. [RF.3.3]

### Reading

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1]

## FORMATIVE ASSESSMENT

- |                           |                                                                                  |
|---------------------------|----------------------------------------------------------------------------------|
| <b>Character Analysis</b> | <b>Venn Diagram</b> Compare and contrast Water Rat and Mole. [RL.3.3]            |
| <b>Activity Page 1.2</b>  | <b>The Beginning</b> Answer questions about the text and cite evidence. [RL.3.1] |

## LESSON AT A GLANCE

|                                          | Grouping    | Time    | Materials                                                                                                                                                                          |
|------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Speaking and Listening (45 min.)         |             |         |                                                                                                                                                                                    |
| Introducing the Read-Aloud               | Whole Group | 10 min. | <input type="checkbox"/> Image cards C.U1.L1.1–10<br><input type="checkbox"/> Can or bottle of soda<br><input type="checkbox"/> Digital Images: U1.L1.1–5                          |
| Presenting the Read-Aloud                | Whole Group | 20 min. |                                                                                                                                                                                    |
| Discussing the Read-Aloud                | Whole Group | 10 min. |                                                                                                                                                                                    |
| Word Work: <i>Meandered</i>              | Whole Group | 5 min.  |                                                                                                                                                                                    |
| Reading (20 min.)                        |             |         |                                                                                                                                                                                    |
| Character Analysis                       | Partner     | 20 min. | <input type="checkbox"/> Blank paper for each student                                                                                                                              |
| Foundational Skills (25 min.)            |             |         |                                                                                                                                                                                    |
| Short Vowel Review                       | Whole Group | 10 min. | <input type="checkbox"/> Individual Code Charts for each student<br><input type="checkbox"/> Word cards<br><input type="checkbox"/> Spelling Cards for 'a', 'e', 'i', 'o', and 'u' |
| Baseball Game                            | Whole Group | 15 min. |                                                                                                                                                                                    |
| Reading (30 min.)                        |             |         |                                                                                                                                                                                    |
| Introducing the Reading                  | Whole Group | 10 min. | <input type="checkbox"/> Activity Pages 1.1, 1.2                                                                                                                                   |
| Reading: Practice Story: “The Beginning” | Whole Group | 20 min. |                                                                                                                                                                                    |
| Take-Home Material                       |             |         |                                                                                                                                                                                    |
| "The Beginning" Letter to Family         |             |         | <input type="checkbox"/> Activity Pages 1.1, 1.3                                                                                                                                   |

## ADVANCE PREPARATION

### Speaking and Listening

- a can or bottle of soda
- Image Cards C.U1.L1.1–10
- Identify the following digital images online at [ckla.amplify.com](http://ckla.amplify.com) to project during the Read-Aloud: U1.L1.1-5

### Reading

- Have a blank piece of paper available for each student.

### Foundational Skills

- Prepare a copy of the Individual Code Chart, located in the Teacher Resources at the back of the Teacher Guide, for each student.
- Prepare word cards for the baseball game. Because you will use these cards for several days this week, you may wish to create them using durable paper, such as card stock or index cards.



|   |           |    |         |    |         |
|---|-----------|----|---------|----|---------|
| 1 | admit     | 10 | hundred | 19 | tennis  |
| 2 | signal    | 11 | problem | 20 | tunnel  |
| 3 | attic     | 12 | happen  | 21 | jacket  |
| 4 | catfish   | 13 | kitchen | 22 | magnet  |
| 5 | fantastic | 14 | insect  | 23 | wedding |
| 6 | cabin     | 15 | plastic | 24 | napkin  |
| 7 | children  | 16 | pocket  | 25 | banner  |
| 8 | until     | 17 | rabbit  | 26 | comment |
| 9 | himself   | 18 | chicken | 27 | basket  |

|    |         |    |          |    |         |
|----|---------|----|----------|----|---------|
| 28 | sudden  | 37 | traffic  | 46 | publish |
| 29 | unless  | 38 | tonsil   | 47 | cobweb  |
| 30 | bandit  | 39 | pilgrim  | 48 | bathtub |
| 31 | upset   | 40 | contract | 49 | rocket  |
| 32 | velvet  | 41 | pumpkin  | 50 | tablet  |
| 33 | sunset  | 42 | finish   |    |         |
| 34 | funnel  | 43 | congress |    |         |
| 35 | discuss | 44 | trumpet  |    |         |
| 36 | blanket | 45 | invent   |    |         |

### Note to Teacher

If you have not already done so, we highly recommend that you review “The Basic and Advanced Code” and “Using Chunking to Decode Multisyllable Words” located in the Teacher Resources before teaching this lesson.

In this unit, students will focus on three academic vocabulary words: *narrative*, *introduce*, and *chronological order*. Academic vocabulary words are ones that support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words often appear in directions to students. These words may appear on end-of-year assessments that third graders may take. Where applicable, use the words throughout the unit, not just as they might refer to reading selections but also with regard to spelling, grammar, morphology, and comprehension. They may also appear in directions, assessments, spelling lists, and discussion questions, among other places.

- We define the word *narrative* to mean a story.
- To *introduce* means to present something new to someone.
- *Chronological order* is the arrangement of events in order as they happen in time.

**Note:** We encourage you to use all three of these words throughout the school day so that students may experience multiple uses of them.

## Lesson 1: The River Bank, Part I

# Speaking and Listening

45M

**Primary Focus:** Students will determine the main idea and supporting details of a text read aloud. [SL.3.2]

## VOCABULARY: "THE RIVER BANK, PART I"

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a "domain dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**backwater**, a peaceful body of water connected to a river, but with little or almost no current or movement; an isolated, unchanging village or town (**backwaters**)

**bolted**, moved or ran off suddenly (**bolt, bolts, bolting**)

**contemplated**, considered or thought about; pondered (**contemplate, contemplates, contemplating**)

**hesitating**, in a halting or pausing way; acting with reluctance or uncertainty

**interferes**, gets in the way and prevents something from working smoothly (**interfere, interfered, interfering**)

**meandered**, moved slowly and without purpose (**meander, meanders, meandering**)

Vocabulary Chart: "The River Bank, Part I"

| Type                | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                   |
|---------------------|---------------------------------|----------------------------------------------------|
| Vocabulary          | backwater<br>meandered          | bolted<br>contemplated<br>hesitating<br>interferes |
| Multiple Meaning    |                                 |                                                    |
| Sayings and Phrases |                                 |                                                    |

### INTRODUCING THE READ-ALOUD (10 MIN.)

- Explain to students that you are going to be reading an adaptation of the book titled *The Wind in the Willows* and that they will hear a chapter each day for the next few weeks.
- Tell students that willows are a type of tree. Show students Image Card C.U1.L1.1 (Willow Tree) as an example. Explain that there are many types of willows, and these particular ones are weeping willow trees. Tell students that willows like a lot of water and, therefore, tend to grow near sources of water such as rivers, lakes, and ponds.
- Tell students that the story they are going to hear is fiction. Ask, “Who can tell me what fiction is?”
- Explain that *The Wind in the Willows* was written by a man named Kenneth Grahame. He was born in Scotland, but he moved to England when he was very young.
- Explain to students that Scotland and England are two of the four countries making up the United Kingdom (or the U.K. for short), along with Wales and Northern Ireland.
- Locate the United Kingdom on the map and point out England.
- Tell students that citizens of the United Kingdom are called “British” because the main landmass of the United Kingdom is called Great Britain.
- Explain that Grahame told these stories to his son (whom he called Mouse) for entertainment before he ever wrote them down.
- Explain that the setting of this story is the English countryside—where the author grew up—near a river called the Thames [TEMZ]. Locate the river Thames on the map and show students how it runs through the country of England.
- Ask students how they believe that a setting on a river might affect the plot, or events, of the story.
- Hold up a soda can and direct students to different corners of the room based on whether they call the item in your hand “pop,” “soda,” “Coke,” or “soft drink.” (Note: If all students go to the same corner, you may try the same activity with the words “bubbler,” “water fountain,” or “drinking fountain,” or any other variation in dialect you may have noticed in your students.)

#### Image Card C.U1.L1.1

##### Willow Tree



#### Support

Remind students that if a story is fiction, it is created from the author's imagination.



### Support

Show **Image Cards** C.U1.L1.2–C.U1.L.10 so students can see what the animals they will hear about look like.



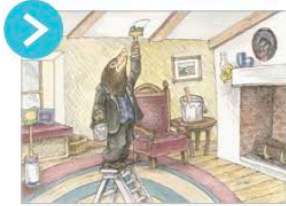
**Image Card**  
C.U1.L1.6

**River Bank**



- Explain that these differences in words can be found all over the United States, and that these are called differences in dialect; even though people may be speaking the same language, there may be some differences in the words they use.
- Because *The Wind in the Willows* is set in the United Kingdom, the book is written in British English. Just as there are differences in vocabulary between people in the United States, there are differences in vocabulary between British and American English.
- Tell students that *The Wind in the Willows* was published in 1908, more than 100 years ago, and is considered one of the best children's stories ever written.
- Ask students if they know of any stories that are considered classics. Ask students if they've read or heard of *Charlotte's Web*, *Alice in Wonderland*, *The Chronicles of Narnia*, *Where the Wild Things Are*, or *A Wrinkle in Time*. Remind them that these are just a few examples of many classic books.
- Tell students the main characters of *The Wind in the Willows* are a mole, a water rat (European water vole), a badger, and a toad. Explain that the characters in this story act like people.
- You may wish to show students image card C.U1.L1.6 (River Bank) to give them an understanding of the setting of the story.
- Explain that when an animal or thing in a story behaves or is described like a person, it is called personification. Have students repeat the word *personification* after you.
- Ask students what word they hear inside the word *personification*.
- Prompt students to recognize the word *person*, and remind them that personification is when an animal or thing is given the characteristics of a person, such as talking, wearing clothes, etc.
- Tell students that throughout the book, they will hear many examples of personification.
- Remind students that the plot of a story is what we call the events of the story.
- Remind students that the location and time period of a story are called the setting.
- Finally, explain that dialogue is what we call the parts of the story where the characters speak to one another.
- Tell students to listen for examples of personification in today's Read-Aloud.

## PRESENTING THE READ-ALoud (20 MIN.)



### Show Image U1.L1.1 Mole Cleaning His House

The Mole had been working very hard all the morning spring-cleaning his little home: first with brooms, then with dusters; then on ladders and steps and

chairs, with a brush and a pail of whitewash. He did this until he had dust in his throat and eyes, and splashes of whitewash all over his black fur. Spring was moving in the air above and the earth below, and around him and his dark and lowly little house. Any wonder he suddenly flung down his brush on the floor, said “Bother!” and “O blow!” and also “Hang spring-cleaning!” and **bolted** out of the house without even waiting to put on his coat.

Mole immediately made for the steep little tunnel, and without a moment’s hesitation, he began scraping, scratching, and scrabbling. He worked busily with his little paws and muttered to himself, “Up we go! Up we go!” till at last, pop! His snout came out into the sunlight, and he found himself rolling in the warm grass of a great meadow. “Bother,” “O blow,” and “hang” are examples of British sayings that show someone doesn’t like something. Ask students for examples of American sayings that show the same.



### Show Image U1.L1.2 Mole in the Meadow

“This is fine!” he said to himself. “This is better than whitewashing!” he added as he jumped with delight at the joy of spring. In this state of happiness, he

made his way across the meadow till he reached the hedge on the farther side.

## Challenge

Ask students to repeat the things Mole says as he flings his brush to the floor. Based on these statements, ask students how Mole feels about cleaning his home.

### Support

Show **Image Card C.U1.L1.7** and explain that a glowworm is a type of wingless beetle that creates and gives off a bright light.



It all seemed too good to be true, as moving hither and thither he observed everywhere birds building, and leaves and flowers bursting forth.

He thought his happiness was complete when, as he **meandered** aimlessly along, he came to the edge of a full-fed river. There he stood quite mesmerized, as never before had he seen a river. He watched in awe as it shimmered and shined, gurgled and burbled, swirled and curled its way seaward. So bewitched and fascinated was he, that he trotted for a while by the side of it. Eventually, exhausted by this tremendous effort, he sat down on the bank to rest.

As he sat on the grass and gazed across the river, a dark hole in the bank opposite, just above the water's edge, caught his eye. Mole quietly **contemplated** what a nice snug dwelling place it would make. As he gazed, something bright and small seemed to twinkle like a tiny star down in the heart of it. But it could hardly be a star, and it was too glittering and small for a glowworm. Then, as he looked, it winked at him, and so revealed itself to be an eye; and a small face began gradually to grow up round it, like a frame round a picture.

A brown little face, with whiskers.

A grave round face, with the same twinkle in its eye.

Small neat ears and thick silky hair.

It was the Water Rat!

The two animals stood and regarded each other cautiously.

"Hullo, Mole!" said the Water Rat.

"Hullo, Rat!" said the Mole.

"Would you like to come over?" enquired the Rat.

"Oh, it's all very well to ask," said the Mole, rather grumpily, he being new to a river and riverside life and its ways.





**Show Image U1.L1.3**  
**Rat Sculling over to Mole**

The Rat said nothing, but stooped and unfastened a rope and hauled on it; then lightly stepped into a little boat which the Mole had not

observed. It was painted blue outside and white within, and was just the size for two animals; and the Mole loved it immediately.

The Rat sculled across. Then he held up his forepaw as the Mole stepped gingerly down. "Lean on that!" he said. "Now then, step lively!" and the Mole to his great delight found himself actually seated in the stern of a real boat. **What do you think the word *sculled* means?**

"This has been a wonderful day!" said he, as the Rat shoved off and took to the sculls again. "Do you know, I've never been in a boat before in all my life."

"What?" cried the Rat, open-mouthed: "Never been in a—you never—well I—what have you been doing, then?"

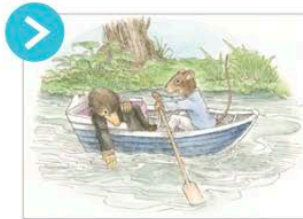
"Is it so nice as all that?" asked the Mole shyly, though he was quite prepared to believe it as he leant back in his seat and surveyed the cushions, the oars, and all the fascinating fittings.

"Nice? It's the *only* thing," said the Water Rat solemnly, as he leant forward for his stroke. "Believe me, my young friend, there is nothing—absolutely nothing—half so much worth doing as simply messing about in boats. Simply messing," he went on dreamily: "messing—about—in—boats; messing—"

"Look ahead, Rat!" cried the Mole suddenly.

It was too late. The boat struck the bank full tilt. The oarsman lay on his back at the bottom of the boat, his heels in the air. **What do you think an oarsman is? Tell students the oarsman is the person with the oars.**

“—about in boats—or *with* boats,” the Rat went on cheerily, picking himself up with a pleasant laugh. “In or out of ’em, it doesn’t matter. Look here! If you’ve really nothing else to do, what do you say we spend time on the river together?”



**Show Image U1.L1.4**  
**Mole and Rat Boating on the River**

The Mole waggled his toes from sheer happiness, spread his chest with a sigh of contentment, and leaned back blissfully into the soft cushions. “What

a day I’m having!” he said. “Let us start at once.”

“Hold on a minute, then!” said the Rat as he tied fast the boat and climbed up into his hole above. Moments later he reappeared staggering under a fat, wicker, luncheon basket.

“Shove that under your feet,” he said to the Mole, as he passed it down into the boat. Then he untied the boat and took the sculls again.

“What’s inside it?” asked the Mole, eagerly.

“There’s cold chicken inside it,” replied the Rat; “coldtonguecoldham-coldbeef-pickledgherkins-salad-frenchrollscresssandwiches-pottedmeat-gingerbeer-lemonade-sodawater—”

“O stop, stop,” cried the Mole: “This is too much!”

“Do you really think so?” enquired the Rat seriously. “It’s only what I always take on these little excursions. The other animals complain that I hardly have enough!”

The Mole did not hear a word he said. He was already absorbed in the new life he was entering upon. He trailed a paw in the water and dreamed long, waking dreams. The Water Rat, like the good little fellow he was, sculled steadily on and did not disturb him.

“I like your clothes, old chap,” the Rat remarked after some half an hour or so had passed. “I’m going to get a velvet jacket myself someday.” “Old chap” is a British saying for *man* or *boy*.

"I beg your pardon," said the Mole, pulling himself together with an effort. "You must think me very rude; but all this is so new to me. So—this—is—a—River!"

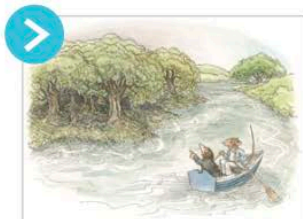
"*The River*," corrected the Rat.

"And you really live by the river? What a jolly life!"

"By it and with it and on it and in it," said the Rat. "It's brother and sister to me, and aunts, and company, and food and drink, and (naturally) washing. It's my world, and I don't want any other."

"But isn't it a bit dull at times?" the Mole asked. "Just you and the river, and no one else to pass a word with?"

"No one else to—well, I mustn't be hard on you," said the Rat. "You're new to it. The bank is so crowded nowadays that many people are moving away altogether. O no, it isn't what it used to be, at all. Otters, kingfishers, dabchicks, moorhens, all of them about all day long and always wanting you to do something—as if a fellow had no business of his own to attend to!"



#### Show Image U1.L1.5

#### Mole and Rat on the River Talking About the Wild Wood

"What lies over *there*?" asked the Mole, waving a paw towards a background of woodland that darkly framed the water-meadows on one side of the river.

"W-e-ll," replied the Rat hesitantly, "that's the Wild Wood. We don't go there too often."

"Are there scary creatures there?" Mole asked, trying not to tremble.

"The squirrels are all right," Rat replied. "And the rabbits—some of 'em, but rabbits are a mixed lot. And then there's Badger, of course. He lives right in the heart of it; wouldn't live anywhere else, either. Dear old Badger! Nobody **interferes** with *him*."

#### Support

Show **Image Cards** C.U1.L1.8 (Otter) and C.U1.L1.9 (Kingfisher, Moorhens, and Dabchicks).



## Support

Show Image Card  
C.U1.L1.10 (Weasel,  
Stoat, and Fox)



"Why, who *should* interfere with him?" asked the Mole.

"Well, of course, there are others," explained the Rat in a **hesitating** sort of way.

"Weasels, stoats, foxes, and so on. They're all right in a way; I'm very good friends with them; pass the time of day when we meet, but you can't trust them, and that's a fact."

"And beyond the Wild Wood?" Mole asked.

"Beyond the Wild Wood is the Wide World," said the Rat. "And that's something that doesn't matter, either to you or me. I've never been there, and I'm never going, nor you either, if you've got any sense. Don't ever refer to it again, please. Now then! Here's our backwater at last, where we're going to lunch."

### DISCUSSING THE READ-ALOUD (10 MIN.)

1. **Inferential.** What British English words or phrases did you hear in today's Read-Aloud?
  - » old chap, messing about, bother, etc.Why is there British English in this story?
  - » It is written by an author named Kenneth Grahame, who grew up in England, or Great Britain.
2. **Literal.** Who are the main characters in today's Read-Aloud?
  - » Mole and Water RatWhat do we call the events of a story in which the characters are involved?
  - » plot
3. **Inferential.** What things do you know about Mole based on what you heard in the Read-Aloud today?
  - » He is weary of spring-cleaning; he lives underground; he has black fur; he is fascinated by the river; he is shy but happy; etc.
4. **Inferential.** Would you describe Mole as curious? Why or why not?
  - » Answers may vary, but as students reply, make sure they support their responses with examples from the text.



5. **Inferential.** What season is the story set in when Mole leaves his home?

- » spring

How do you know?

- » The text explicitly says it is spring. Other answers may vary, but students should support their responses with examples from the text, such as flowers in the meadow, birds making their nests, etc.

6. **Inferential.** What adjectives would you use to describe Rat?

- » Answers may vary, but may include some of the following: friendly, adventurous but cautious, wise, aquatic, generous, etc.

7. **Literal.** In what kind of setting does the story begin?

- » in Mole's underground house, which he is spring-cleaning

To what kind of setting are we introduced after Mole bolts out of his burrow?

- » to the world aboveground, the river bank in the spring

8. **Evaluative.** Why do you think Rat does not want to go into or even speak about the "Wide World," or the area beyond the Wild Wood?

- » Answers may vary.



### Check for Understanding

**Evaluative.** Think-Pair-Share: What examples of personification did you hear in today's Read-Aloud?

- » Answers may vary, but may include the following: Mole and Rat wearing clothes; Mole cleaning his house with a broom; Mole painting, or whitewashing, his house; Water Rat rowing a boat; the animals talking to each other; etc.

What are some characteristics of Mole and Water Rat that are not examples of personification?

- » Answers may vary, but may include the following: Moles really live underground; water rats [European water voles] live near river banks; moles have black fur; water rats have brown fur and whiskers; etc.



### Reading Reading Comprehension

#### Entering/Emerging

Ask students to name the main events.

#### Transitioning/Expanding

Ask students to describe the main events.

#### Bridging

Ask students to identify and describe the main events.



### Reading Character Analysis

#### Entering/Emerging

Have students dictate a description and illustrate one of the characters.

#### Transitioning/Expanding

Have students use words and phrases to describe one of the characters.

#### Bridging

Have students use words and phrases to describe both characters.

### Character Analysis



### WORD WORK: MEANDERED (5 MIN.)

1. In the Read-Aloud you heard, "[The Mole] thought his happiness was complete when, as he meandered aimlessly along, he came to the edge of a full-fed river."
2. Say the word *meandered* with me.
3. *Meandered* means moved slowly without a purpose.
4. On warm spring days, many of the townspeople meandered in the town center, stopping whenever they pleased to rest or talk with friends.
5. Have you ever meandered, or have you ever seen someone else who meandered? Where were you? Be sure to use the word *meandered* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "I meandered . . ." or "meandered . . .")
6. What's the word we've been talking about? What part of speech is the word *meandered*?
  - Use a *Synonyms* and *Antonyms* activity for follow-up. Ask students, "What does *meandered* mean? What are some synonyms, or words that have a similar meaning?" Prompt students to provide words like *strolled*, *roamed*, *walked*, *wandered*, *ambled*, etc. Then ask, "What are some words or phrases you know that are antonyms, or opposites, of *meandered*?" Prompt students to provide words and phrases like *ran*, *walked with purpose*, *marched*, *went directly*, *made a beeline*, etc.

### Lesson 1: The River Bank, Part I

## Reading



**Primary Focus:** Students will compare and contrast the two characters from *The Wind in the Willows*. [RL.3.3]

### CHARACTER ANALYSIS (20 MIN.)

- On a blank piece of paper have students create a Venn diagram.
- Ask students what a Venn diagram is used for (comparing and contrasting).
- Have students label one side of the diagram "Water Rat" and the other side "Mole".
- Tell students that they will work with a partner to compare and contrast the two characters.



### Check for Understanding

As students are working, circulate and provide assistance when needed.

- When students are finished, have a few share ideas about how the two characters are similar and different.

## Lesson 1: The River Bank, Part I

# Foundational Skills



**Primary Focus:** Students will review short vowel sounds and multisyllable words. [RF.3.3]

### SHORT VOWEL REVIEW (10 MIN.)

- Follow these steps to review short vowels:
  - Show students the /a/ Spelling Card with the 'a' – *hat* side facing students. Point to the 'a' and ask students to name the letter. Then, read the word *hat* and remind them that the letter 'a' is used to spell and write /a/ in English words. Remind students that /a/ is a vowel sound. Vowel sounds will always be written in green on the Spelling Cards because when we say a vowel sound, we open our mouths, letting the air "go."
  - Point out the power bar below the spelling 'a' and remind students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound—a spelling used in lots and lots of words—there will be a long power bar on the card that stretches almost across the entire card. If the card shows a less common spelling for this sound—a spelling used in a smaller number of words—the card will have a shorter power bar.
  - Point to the power bar under the 'a' and ask students whether they think the letter 'a' is a very common spelling or a less common spelling for /a/. (very common)
  - Explain to students that like last year, this year they will each have an Individual Code Chart. This year's Individual Code Chart will look a bit different since they are in Grade 3. Distribute the Individual Code Chart to each student. Ask them to write their name in the blank at the bottom of the cover page.

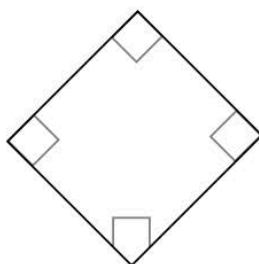
- Now, ask students to turn to Individual Code Chart page 3. Ask students to find the row on the chart that begins with /a/.
- Tell students to point to the spot in the row on the chart that shows the 'a' spelling for /a/, as in *hat*.
- Prompt students to summarize the code information on the chart: "This tells us that /a/ is spelled as the letter 'a' in written words. The long power bar tells us that it is a very common spelling." (In fact, it is the only spelling for /a/. This information can be deduced based on the fact that there are no other spots on the chart in this row for other ways to spell /a/.)
- Repeat these steps with the /i/ Spelling Card, the /e/ Spelling Card, the /u/ Spelling Card, and the /o/ Spelling Card.

### BASEBALL GAME (15 MIN.)

- Before you begin this game, take a few moments to review with students how to break a multisyllable word into parts. Explain that knowing how to break apart a long word into syllables may help students in decoding multisyllable words. You might do the following:
  - Write the word *batman* on the board.
  - Remind students that words have syllables and that each syllable has one vowel sound.
  - Ask students to tell you where the vowels are in this word. Underline the letter 'a' in both syllables. Point out to students that there are two consonants between these two vowel sounds. Remind students that words are divided into syllables between consonants. Draw a line between the letter 't' and the letter 'm' in *batman*. Note that students can now clearly see that there are two syllables in this word.
    - bat | man
- Cover the last syllable, 'man', with your hand and guide students in sounding out the first syllable, 'bat'. Then, cover 'bat' with your hand and guide students in sounding out 'man'. Now, guide students in blending both of the syllables together. You might use a prompt like "say it fast" to encourage them to blend through both syllables.



- Point out that the 'a' spelling in each of these syllables represents the /a/ sound they just reviewed with the Individual Code Chart.
- Practice with students using the following words as well: *fabric*, *victim*, and *signal*. (fab | ric, vic | tim, sig | nal)
- Now, write the word *children* on the board.
- Ask students to tell you what the vowels are in this word. Underline the letters 'i' and 'e'. Point out to students that in this word, there are three consonants between the vowel sounds. Often, when there are three consonants between two vowels, the syllable divides after the first consonant. Draw a line between the letter 'l' and the letter 'd' in *children*.
  - chil | dren
- Again, point out that the 'i' and 'e' spellings represent the /i/ and /e/ sounds they reviewed earlier in the Individual Code Chart.
- Now, practice with the word *hundred*. (hun | dred)
- Point out finally that the 'u' and 'e' spellings represent the vowel sounds they have reviewed.
- Tell students that a popular activity in Grade 2 is the Baseball game. Students who were in Grade 2 CKLA will be very familiar with this game. You will use cards you prepared in advance.
- Draw a baseball diamond on the board similar to the picture below.



### Support

You may wish to have students play in pairs so they can help one another when they are up to bat.

- Divide the class into two teams. Have one team at a time come to the front of the room and line up in front of the board.
- Each team takes a “turn at bat,” as follows:
  - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of his or her team’s line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line from first to second base. Play continues in this way so that each time a player reads a word correctly a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
  - As in the actual game of baseball, any “players left on base” when all turns have been used do not count or add to the score.

### Lesson 1: “The River Bank, Part I”

## Reading



**Primary Focus:** Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1]

### INTRODUCING THE READING (10 MIN.)

- Tell students that they are going to practice reading a story they read last year in Grade 2 from a book called *Sir Gus*.
- Remind students that the practice stories they will read in the next few lessons are about a knight named Sir Gus and that a knight was a type of soldier who lived long ago. Knights were often soldiers for kings. They helped the kings defend their kingdoms.
- Explain that the term *sir* was used to refer to knights who had earned a certain honor in serving their king.
- Remind students that in the past, knights really did exist. However, in many fairy tales, knights are fictional characters that often fight dragons and have to break magic spells. These practice stories are fiction.

- Ask students to share anything they remember about Sir Gus and his adventures.
- Remind students that Sir Gus had the following weapons:
  - lance—a long pole that knights would hold while on horseback, using it to knock down things and other knights
  - shield—a metal plate knights carried in front of their bodies to protect them
  - spear—a sharp, pointed weapon resembling a long knife used to protect knights
  - sword—a weapon used in battle to fight enemies
- Read the title of the story on Activity Page 1.1 (“The Beginning”), reminding students that the title provides an idea of what the story is about.
- Ask students to brainstorm what the title may mean. (Answers may vary.)
- Tell students they will read one paragraph at a time to find the answer to a question you will ask them. Students will then share their answers.

#### Activity Page 1.1



### READING: PRACTICE STORY: “THE BEGINNING” (20 MIN.)

#### Paragraph 1

- Tell students they are to read **paragraph 1** to find the answer to the question: “When and where is the story taking place?” Call on one student to read the paragraph aloud while others follow along.

“Long before you were born, in a place we can no longer find, there was a king. King Alfred was his name.”

- When students have finished reading, restate the question and ask students to answer.
  - » The story takes place long before students were born in a place that can no longer be found.

#### Paragraph 2

- Tell students to read **paragraph 2** to find the answer to the questions: “What kind of man was King Alfred? What was his favorite thing to do?” Call on another student to read the paragraph aloud while others follow along.

---

"King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south. The people of this land were very happy with him as their king. King Alfred liked to have fun. He liked parties and feasts. He was fair and kind, and he kept his people safe."

---

- When students have finished reading, restate the questions and ask students to answer.
  - » King Alfred was well liked. He liked to have fun by having parties and feasts.

### Paragraph 3

- Tell students to read **paragraph 3** to find the answer to the question: "Who helped King Alfred keep his people safe?" Ask another student to read aloud.
- 

"King Alfred could not do this all by himself. He had twelve knights to help him keep his lands peaceful and his people safe. These brave knights – well, sometimes they were brave – helped to keep bad things from happening."

---

- When students have finished reading, restate the question and ask students to answer.
  - » King Alfred had 12 knights who helped him keep his people safe.
- Also ask, "Were the knights always brave? How do you know?"
  - » No. The story says that "sometimes they were brave." It does not say knights were always brave.

### Paragraph 4

- Tell students to read **paragraph 4** to find the answer to the question: "Who was the most well-known knight of King Alfred's knights?" Ask a student to read aloud.
- 

"The most well-known knight of all was Sir Gus the Fearless. The king himself had given Sir Gus the name "Fearless." This was an odd name, for Sir Gus was not entirely fearless. In fact, he had a lot of fears."

---



- When students have finished reading, restate the question and ask students to answer.
  - » Sir Gus the Fearless was the most well-known knight of King Alfred's knights.
- Also ask, "Why was the name 'Fearless' an odd name for Sir Gus?"
  - » Sir Gus was not entirely fearless. In fact, he had a lot of fears.

### Paragraph 5

- Tell students to read **paragraph 5** to find the answer to the question: "What are some things that Sir Gus was fearful (afraid) of?" Ask a student to read aloud.

---

"Sir Gus was scared of the dark. He was scared of mice and bats and spiders. He did not like boats and he could not swim. Shadows and loud noises made him faint. In fact, lots of things made Sir Gus faint."

---

- When students have finished reading, restate the question and ask students to answer.
  - » Sir Gus was afraid of the dark, mice, bats, spiders, boats, and loud noises.
- Ask, "Would you call a person who is afraid of all those things fearless?"
  - » Answers may vary.

### Paragraph 6

- Tell students to read **paragraph 6** to find the answer to the question: "What were some of the things that Sir Gus had to help him be a brave knight?" Ask a student to read aloud.

---

"Sir Gus had all the things a knight must have. He had a shield and a lance. He had a spear and a sword. But Sir Gus liked a long soak in a bathtub better than a fight."

---

- When students have finished reading, restate the question and ask students to answer.
  - » Sir Gus had a shield, lance, spear, and sword.

### Paragraph 7

- Tell students to read **paragraph 7** to find the answer to the question: "How did Sir Gus get along with his horse?" Ask a student to read aloud.

---

"Cats and horses made Sir Gus itch. Sometimes the itching was so bad that he would start jumping up and down."

---

- When students have finished reading, restate the question and ask students to answer.
  - » Horses and cats made Sir Gus itch.

### Paragraph 8

- Tell students to read **paragraph 8** to find the answer to the question: "What other things about Sir Gus made him a 'not so fearless' knight?" Ask a student to read aloud.

---

"Sir Gus was rather absentminded. He got lost a lot and could rarely tell which way to go. Sir Gus found it difficult to get up in the morning. He liked to sleep in, so he was late most of the time."

---

- When students have finished reading, restate the question and ask students to answer.
  - » Sir Gus was absentminded and could get lost easily. He also found it difficult to get up in the morning and was often late.

### Paragraph 9

- Tell students to read **paragraph 9** to themselves to find the answer to the question: "Was King Alfred aware that Sir Gus was odd?" Ask a student to read aloud.

---

"All in all, Sir Gus was a rather odd knight. But King Alfred did not see this. What he saw was that Sir Gus always served him well."

---

- When students have finished reading, restate the question and ask students to answer.
  - » King Alfred didn't think that Sir Gus was an odd knight. He thought that Sir Gus always served him well.
- Have students answer the question: "If you were a knight in King Alfred's kingdom, would you behave differently from Sir Gus?"
  - » Answers may vary but should include specific examples of the behavior of Sir Gus from the story.
- Direct students to Activity Page 1.2.
- Complete Activity Page 1.2 as a teacher-directed activity, reminding students to return to the text to locate the answer.
- Have students write the paragraph number where they found the answer on the blank provided.

~~~~~  
End Lesson

### Lesson 1: The River Bank, Part I

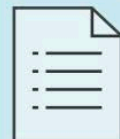
# Take-Home Material

- Have students take home Activity Page 1.1 to read to a family member and Activity Page 1.3 to share with a family member.

### Activity Page 1.2



### Activity Pages 1.1 and 1.3





# Introduction

## PERSONAL NARRATIVES

The first unit of Grade 4 CKLA instruction contains 15 daily 90-minute lessons focusing on reading, writing, language, and speaking and listening. In this way, during their first few weeks of the school year, students are immediately immersed in engaging with the written word through reading and writing routines and a variety of whole-class, small group, partner, and independent activities. This offers a solid foundation for all the reading skills students will develop throughout the year. The unit also contains four Pausing Point days that may be used for differentiation of instruction.

In addition to reading and writing, students also engage in numerous other activities and exercises to reinforce the unit's content. These include opportunities for kinesthetic and collaborative learning. Partner and small-group work encourages student accountability as their contributions become necessary for classmates' success in an activity.

The readings we have selected for the unit are all grade-appropriate in content and text complexity. In addition, the texts have substantial literary merit and represent a spectrum of the American experience, written as they are from a variety of racial, cultural, and geographic perspectives.

## WHY THE PERSONAL NARRATIVES UNIT IS IMPORTANT

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Examining the genre in this way will help students build their knowledge of descriptive writing.

Some of the genre features are elements students may have studied in fiction-based units in earlier grades. This unit is unique, however, in that the authors of the narratives that students will read describe real events or experiences. Students make meaning from these texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences. Moreover, examining and utilizing the features of the genre in composing works about their own lives should help students write with increased focus and clarity, and reflect on, as well as make meaning from, their own experiences.

## Prior Knowledge in CKLA

Students who have received Core Knowledge Language Arts (CKLA) instruction in Grades K–3 will already have pertinent background knowledge for this unit. Units in which students have been taught this relevant background knowledge are:

### Nursery Rhymes and Fables (Kindergarten)

#### Stories (Kindergarten)

#### Fables and Stories (Grade 1)

#### Different Lands, Similar Stories (Grade 1)

- Explain that narratives have a beginning, middle, and end.
- Describe the characters, plot, and setting of a given narrative.
- Fairy Tales (Grade 1)

#### Fairy Tales and Tall Tales (Grade 2)

#### Classic Tales: *The Wind in the Willows* (Grade 3)

- Identify from which character’s perspective the narrative is being experienced.

---

## READER

The *Personal Narratives* Reader contains five personal narratives, including one short essay and four excerpts from longer works, that students will read over the course of the 15-lesson unit. These narratives provide the jumping-off point for many of the activities in the unit, including class discussions, close reading exercises, and explorations of literary devices and features of the genre. The Teacher Guide provides explicit direction as to what Reader material should be read with each lesson.

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## WRITING

A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun and creative outlet.

Most of the writing assignments are connected to practicing skills, such as writing dialogue or practicing similes and metaphors, that students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions with their classmates. The unit also emphasizes planning and revision skills.

## BEGINNING-OF-YEAR ASSESSMENT

This unit concludes with a Beginning-of-Year Assessment to help you determine whether students have adequate preparation for Grade 4 CKLA instruction. It is administered at the end of Unit 1, rather than the beginning, to give students an opportunity to acclimate to the school environment after the summer break.

The Beginning-of-Year Assessment includes three components to be administered in a whole group setting, completed independently by each student: a written assessment of reading comprehension, a written assessment of grammar, and a written assessment of morphology. The Beginning-of-Year Assessment also includes two components to be administered individually to students: an oral assessment of word reading in isolation and a fluency assessment. Explicit administration instructions are included in this Teacher Guide on Beginning-of-Year Assessment Day 1.

The Reading Comprehension Assessment is designed to be completed during a 90-minute block of time and will be administered on the first assessment day. There are three passages for students to read and questions after each passage for students to answer.

The Grammar and Morphology Assessments are designed to be completed during two 45-minute blocks of time on the second and third assessment days, respectively.

The Word Reading in Isolation Assessment evaluates students' skills in reading words with particular letter-sound correspondences. You will assess selected students individually on this portion of the assessment.

The Fluency Assessment is to be administered to all students.

After administering the Beginning-of-Year Assessment, you will complete an analysis summary of individual student performance using the Grade 4 Beginning-of-Year Assessment Summary page, found in the assessment section of each student's Activity Book. The results of the analysis will give you a clear idea of which students are ready for Grade 4 CKLA instruction and which students may need instruction in CKLA materials from earlier grades.

**Students who are significantly below grade level, with significant gaps in letter-sound knowledge, require intensive decoding instruction on their level, ideally by a reading specialist, to bring them up to grade level.**

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## TEACHER RESOURCES

At the back of this Teacher Guide is a section titled “Teacher Resources,” which includes the following:

- Dialogue Starter Pages to be used during Lesson 6
- Speaking and Listening Observational Checklist
- Glossary

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## DIGITAL COMPONENTS

A wide range of supplementary material is available online for digital display during instructional time. This includes Reader passages to be used to model close reading, sentences and paragraphs demonstrating literary devices and elements of the personal narratives genre, and sentence frames to guide students in providing positive and specific feedback on their classmates' writing.

Whenever a lesson suggests you display materials, please choose the most convenient and effective method to reproduce and display the material. Some suggestions include projecting content, writing material on the board and making classroom posters to be referenced multiple times over the course of the unit.

Digital components are available at [ckla.amplify.com](https://ckla.amplify.com).

# Introduction to Personal Narratives

## PRIMARY FOCUS OF LESSON

### Writing

Students write a paragraph about a memory of school. [W.4.3; ELD.PI.4.10]

### Speaking and Listening

Students define personal narrative. [SL.4.1; ELD.PI.4.1]

### Reading

Students infer information from six-word memories. [RI.4.1; ELD.PI.4.6]

### Writing

Students write six-word memories based on their paragraphs. [W.4.9; ELD.PI.4.10]

## FORMATIVE ASSESSMENT

- |                   |  |
|-------------------|--|
| Activity Page 1.1 | <b>A Memory Paragraph</b> Write a memory paragraph. [W.4.3; ELD.PI.4.10]   |
| Activity Page 1.2 | <b>Defining Personal Narratives</b> Synthesize class discussion of elements required in a personal narrative. [SL.4.1; ELD.PI.4.1]                         |
| Activity Page 1.3 | <b>Reading Six-Word Memories</b> List information you can infer from six-word memories and explain how you came to those conclusions. [RI.4.1; ELD.PI.4.6] |
| Activity Page 1.4 | <b>Writing Six-Word Memories</b> Condense memory paragraph into a six-word memory. [W.4.9; ELD.PI.4.10]  |



## LESSON AT A GLANCE

	Grouping	Time	Materials
Writing (35 min.)			
Brainstorm Memories	Independent	5 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Colored pens
Parts of a Paragraph	Whole Group	10 min.	
Writing a Memory Paragraph	Independent	20 min.	
Speaking and Listening (15 min.)			
Defining Personal Narratives	Whole Group	15 min.	<input type="checkbox"/> Activity Page 1.2
Reading (20 min.)			
Read and Discuss Six-Word Memories	Whole Group	20 min.	<input type="checkbox"/> Activity Page 1.3
Writing (20 min.)			
Memory Paragraph: Six-Word Memory	Independent	20 min.	<input type="checkbox"/> Activity Page 1.4

## ADVANCE PREPARATION

### Writing

- Prepare details and ideas for the “first day of school” paragraph the group creates together.

### Reading

- Read six-word memories ahead of class.

### Universal Access

#### Writing

- Prepare sentence frames.

#### Speaking and Listening

- Prepare short-answer questions.
- Prepare sentence frames.

#### Reading

- Prepare inference organizer.

## VOCABULARY

### Literary Vocabulary

**personal narrative, n.** a piece of nonfiction writing told in the first person by someone who was involved in the events being described

**fiction, adj.** a made-up story

**nonfiction, adj.** a true story

**first person, adj.** told from the narrator's perspective; “I” is the narrator



## Lesson 1: Introduction to Personal Narratives

## Writing



**Primary Focus:** Students write a paragraph about a memory of school.

[W.4.3; ELD.PI.4.10]

**BRAINSTORM MEMORIES (5 MIN.)**

- Tell students that in this unit they will read true stories written by the people who experienced them. These authors use writing to share their most interesting, important, exciting, or fun memories.
- Tell students they will also write true stories about things they've experienced. Today they'll begin by writing a paragraph about a memory they have about school.
- Tell them that as a teacher you are always very interested in your new students' experiences, so they can think of you as their audience for this writing, although it may be shared with the class.
- Direct students to Activity Page 1.1. Read the directions and give students about five minutes to complete Item 1.
- **Note:** As seen with Activity Page 1.1 below, the Teacher Guide for this unit reproduces content from the activity pages in the student Activity Book. When appropriate, it also includes answers to questions contained on those pages.

**Activity Page 1.1****A Memory Paragraph**

In this activity you will write a paragraph describing a school memory. It could be exciting, funny, scary, or surprising, but it must be true.

**Activity Page 1.1**

### Support

Offer students some suggestions for topics: students' first day of school ever, a time they felt very proud of themselves at school, something funny that happened in school last year.

### Support

As students write, remind them of the parts of a paragraph. As appropriate, help students divide their writing into topic, supporting, and concluding sentences.

1. Start by brainstorming some school memories on the following lines. Try to write at least five different ideas. Then circle the one you want to write about.

2. What makes a good paragraph?

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

3. Write a paragraph that includes:

- A. Topic Sentence: Start with a sentence introducing the memory.
- B. Supporting Sentences: Describe what happened, how you felt, how people reacted, and any other interesting details you remember.
- C. Concluding Sentence: End your paragraph by explaining why the memory is important.

Do your best with spelling and punctuation—it is OK if you need to guess. This is a rough draft, and the most important thing is to write an interesting, true story.

### A Memory Paragraph

**Note:** The Activity Page provides space for students to complete the assignment.

### PARTS OF A PARAGRAPH (10 MIN.)

- Have a student read the description of a good paragraph in section 2 of Activity Page 1.1.
1. **Literal.** Ask students to name the three sections of a good paragraph, and as they identify them, write them on the board.

- » A. Topic Sentence
  - » B. Supporting Sentences
  - » C. Concluding Sentence
- Tell students they will return to this model of writing throughout the unit.
  - Model and work with the class to compose a paragraph about the first day of fourth grade, using the first-person plural (“we”). Include an introductory sentence, two or three supporting sentences, and a concluding sentence. An example follows:

The first day of fourth grade is a day we will remember for a long time. We arrived in the classroom to find all our names on our desks and personal welcome notes from Ms. Beadle. Some of us were already friends, but there were some new students, too. We played a few games so that everybody got to know one another. Ms. Beadle gave us a preview of some of the reading and writing we will be doing this year, and the school day ended with a welcome-back assembly. Some of us were nervous about starting fourth grade, but by the end of the day, we were all excited!

- After writing the paragraph on the board, have students identify the three parts of the paragraph.

#### WRITING A MEMORY PARAGRAPH (20 MIN.)

- Give students 10 minutes to write their paragraph under Item 3 of Activity Page 1.1.
- After 10 minutes, ask a few students to read their paragraphs aloud. Remind students that all of these paragraphs are examples of personal narratives.
- **Evaluative.** Ask students what these paragraphs have in common and how they differ. Write answers on the board.
  - » Answers will vary but may include:
    - All use “I” sentences.
    - All describe feelings.
    - All take place in the past.
    - All are true stories.
    - The paragraphs describe different events.



#### Check for Understanding

Have students underline, in different colors, their introductory sentence, one or two supporting sentences, and their concluding sentence.

#### Challenge

Ask students what someone else might be able to learn from their memory, and encourage them to discuss it in their concluding sentence.



#### Writing Writing

[ELD.PI.4.10]

**Emerging**—Have students draw pictures of a school memory. Then ask questions about the picture to help them write sentences about it.

**Expanding**—Provide students with sentence frames for all parts of the paragraph. Suggested frames:

- The craziest thing that ever happened to me at school was when \_\_\_\_.
- First, \_\_\_\_.
- Then, \_\_\_\_.
- Finally, \_\_\_\_.
- I felt \_\_\_\_ when this happened.

**Bridging**—Provide sentence frames for introductory and concluding sentences only.

## Support

Use examples of other reading students have done to illustrate fiction, nonfiction, and first person.



Speaking and Listening  
Exchanging  
Information/Ideas  
[ELD.PI.4.1]

**Emerging**—Ask students yes/no and *wh*- questions (e.g., “Is a personal narrative true?”).

**Expanding**—Provide detailed sentence frames to support students in describing personal narratives (e.g., “A personal narrative is a \_\_\_\_ story told by \_\_\_\_”).

**Bridging**—Provide simple sentence frames to support students in describing personal narratives (e.g., “A personal narrative is \_\_\_\_”).

Activity Page 1.2



- Leave these notes on the board and move on to the next activity.

## Lesson 1: Introduction to Personal Narratives

# Speaking and Listening



**Primary Focus:** Students define personal narrative. [SL.4.1; ELD.PI.4.1]

### DEFINING PERSONAL NARRATIVES (15 MIN.)

- Write *Personal Narrative* on the board.

1. **Evaluative.** What do you think of when you hear the word *personal*?

- » Answers will vary but may include:
  - belongs to someone
  - unique to someone
  - mine

2. **Evaluative.** What do you think of when you hear the word *narrative*?

- » Answers will vary but may include:
  - story
  - beginning, middle, end
  - telling what happened
  - a narrator

3. **Evaluative.** How might you combine these ideas to define *personal narrative*?

- » For our class: a personal narrative is a piece of nonfiction writing told in the first person by someone who was involved in the events being described.
- Define the following vocabulary words:

**fiction, n.** a made-up story

**nonfiction, n.** a true story

**first person, adj.** told from the narrator’s perspective; “I” is the narrator



- Repeat the definition of *personal narrative*, write it on the board and have students copy it at the top of Activity Page 1.2.
- Direct students to the second part of Activity Page 1.2 and have them list the characteristics of a personal narrative.

## Activity Page 1.2

### Defining *Personal Narratives*

Write the definition of *personal narrative* in the space below.

List three things that make an essay a personal narrative:

- » 1. It must be true/nonfiction.
- » 2. It must be in first person.
- » 3. It must be about an event that involved the narrator.



#### Check for Understanding

Ask students about other genres of writing (e.g., diary, biography, newspaper article, etc.) and whether or not they meet the definition of personal narratives.

### Lesson 1: Introduction to Personal Narratives

## Reading



**Primary Focus:** Students infer information from six-word memories. [RI.4.1; ELD.PI.4.6]

#### READ AND DISCUSS SIX-WORD MEMORIES (20 MIN.)

- Direct students to Activity Page 1.3. Read the introduction and model reading and responding to the first two memories aloud.

## Activity Page 1.3

### Reading Six-Word Memories

The “six-word memory” challenges writers to share a true story, just like your paragraph from Activity 1.1, but using very few words. With only six-words, narrators must be very careful to pick words that do a lot of work.

### Activity Page 1.3



### Support

If students are having trouble making inferences from the six-word memories, ask some leading questions. (e.g., "When does it take place? Where does it take place? Is the narrator feeling good or bad?")

### Challenge

Ask students to determine if each six-word memory meets the criteria for a personal narrative and to support their answers. Tell them they can assume that they are true memories.

Read the first two memories and discuss them with your class and teacher.

Then read the remaining memories. List all the details you can figure out or infer from the six-words the author has chosen. Be careful only to include inferences you can support with the text. Consider: where and when does the story take place? How does the narrator feel? Explain how you figured it out.

1. Snow angels, loving family, hot chocolate.
  - » The narrator is having fun on a winter day.
2. Snow falling, teeth chattering, keep warm.
  - » The narrator is very cold and is not having fun on a winter day.
3. Swallowed tooth. Morning, dollar on stomach.
  - » The narrator lost a baby tooth and swallowed it, but still got money from the tooth fairy.
4. High swings. Chain slacks. Bloodied knees.
  - » The narrator fell off the swings.
5. Wheels spin. Pedals slip. Hello gravel.
  - » The narrator fell off a bike.
6. Each year, more pie. Happy holiday.
  - » The narrator likes pie. Pie is an important part of the narrator's holiday tradition.
7. Moon, lake, camp friends sharing secrets.
  - » At night, at camp, the narrator sat by the lake and talked with friends.
8. Award ceremony. Winter boots. Shame. Shame.
  - » The narrator was very embarrassed by his or her winter boots in front of the school. The narrator says shame twice (in only six-words) so it felt really bad.
9. My dog. Tunneling through snow mountains.
  - » Either the dog is short, or there was a lot of snow or both. The dog likes snow and plays in it.

- Discuss the first two memories with your students, using the questions that follow.

1. **Inferential.** Is the narrator a child or an adult?
  - » Probably a child, but could also be an adult.
2. **Evaluative.** What pictures do you have in your mind when you read this memory?
  - » Answers will vary.

3. **Inferential.** What is the same about these memories?
  - » They take place in winter.
4. **Inferential.** How do you know?
  - » The narrator talks about snow, cold weather.
5. **Inferential.** Do you think the narrators have the same feeling about the winter?
  - » No, the first author likes it better. The second author talks about teeth chattering, needing to keep warm.
  - Tell students that when you are writing, you can show or tell. Telling is saying something directly. An example might be something like, "It was winter." Showing provides examples, or recreates a scene or setting that provides clues to draw conclusions. An example would be, "The icicles hung like crystals from the tree branch." Telling may be more direct, but showing is often more interesting and gives more information.
  - Tell students they will work on showing and telling in this lesson and following lessons.
  - Read and discuss the next six-word memory (number 3).
1. **Evaluative.** Do you think the narrator is showing or telling?
  - » Showing. She is using details, but not providing clear facts.
2. **Evaluative.** What is the narrator's memory? If she wanted to "tell" the memory, how would she do that?
  - » She swallowed her tooth, but the tooth fairy left her money anyway, on her stomach.
  - Point out that if you choose your words well, you don't have to use a lot of words to create a vivid image in your writing.
3. **Inferential.** What else can you figure out about the narrator from her story?
  - » She is probably a kid when the story takes place, because she lost a tooth and the tooth fairy came.
4. **Inferential.** Why do you think the narrator chose to tell that story?
  - » It is surprising to get your tooth fairy money on your stomach. It is unusual to swallow a tooth.
  - Read and discuss the next two six-word memories (numbers 4 and 5).
1. **Literal.** What happens in both of these stories?
  - » The narrator has an accident and falls while playing.



**Reading**  
Reading/Viewing Closely  
[ELD.PI.4.6]

**Emerging**—Work 1:1 or in a small group to ensure students understand the vocabulary in the six-word memories on Activity Page 1.3.

**Expanding**—Support students in making inferences from the memories by providing an organizer, in which students can fill in the narrator and setting for each six-word memory.

**Bridging**—Provide students with one-word cues to help them infer details from the six-word memories (e.g., who? where? feelings? action?).



#### Activity Page 1.4



#### Support

If students have difficulty, choose one word and have them build their six words around it.

#### Challenge

Ask students to create six-word memories from the perspective of another character in their paragraph. If there are no other human characters, try an animal or an inanimate object.

2. **Inferential.** How do you know?

» The first narrator says “bloodied knees.” The second says “hello gravel.”

3. **Evaluative.** What is the difference between choosing “bloodied knees” and “hello gravel” to tell us that the narrator fell down?

» One is more specific and dramatic, the second is a little funny.



#### Check for Understanding

Have students retell the six-word memories in their own words using complete sentences.

### Lesson 1: Introduction to Personal Narratives

# Writing



**Primary Focus:** Students write six-word memories based on their paragraphs.  
[W.4.9; ELD.PI.4.10]

#### MEMORY PARAGRAPH: SIX-WORD MEMORY (20 MIN.)

- Direct students to Activity Page 1.4, review the instructions, and ask them to complete the activity.

#### Activity Page 1.4

#### Writing Six-Word Memories

Flip back to Activity Page 1.1 and circle the most important words in the paragraph. When choosing your words, think about what is most important in the memory. Also think about what words are most specific, or create the most immediate and interesting picture in your head. There may be a few more than six, but no more than ten. Write them below:

Now choose the six words from that list that can make a six-word memory that makes sense.

Six-word memory:

1. What facts, events, and details did you include from your longer paragraph?
2. Why did you choose to include these facts, events, and details?

3. What did you leave out? Why did you choose to leave it out?
4. What do you think a reader will be able to infer from your six-word memory?

- Ask a few students to share their six-word memories and ask the class what they can infer from them, as they did with the memories on Activity Page 1.3.



### Check for Understanding

After reading their six-word memories, have students read the sentence(s) from their paragraphs that the memories were based on.

End Lesson



**Writing**  
**Writing**  
**[ELD.PI.4.10]**

**Emerging**—Have students start with two words they wrote about their pictures in the ELD support for the first writing segment, then add four more that describe these words.

**Expanding**—Have students start with the first and last words they filled in the blanks in the ELD support for the first writing segment.

**Bridging**—Suggest students choose one word from their introductory sentence, four from their detail sentences and one from their concluding sentence.

# Introduction

## PERSONAL NARRATIVES

The first unit of Grade 5 CKLA instruction contains 15 daily 90-minute lessons focusing on reading, writing, language, and speaking and listening. In this way, during their first few weeks of the school year, students are immediately immersed in engaging with the written word through reading and writing routines and a variety of whole class, small group, partner, and independent activities. The unit also contains four Pausing Point days that may be used for differentiation of instruction.

In addition to reading and writing, students also engage in numerous other activities and exercises to reinforce the unit's content. These include opportunities for kinesthetic and collaborative learning. Partner and small group work encourages student accountability as each student's contributions become necessary for classmates' success in an activity. The unit also provides students lots of practice in close-reading the Reader narratives using a Think as You Read strategy, which you will have several opportunities to model. This offers a solid foundation for all the reading skills students will develop throughout the year.

The readings we have selected for the unit are all grade-appropriate in content and text complexity, including falling within the accepted Lexile band for Grade 5. In addition, the texts have substantial literary merit and represent a spectrum of the American experience, as they were written from a variety of racial, cultural, and geographic perspectives.

### Why the Personal Narratives Unit Is Important

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Examining the genre in this way will help students build their knowledge of descriptive writing.

Some of the genre features are elements students may have studied in fiction-based units in earlier grades. This unit is unique, however, in that the authors of the narratives that students will read describe real events or experiences. Students make meaning from these texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences. Moreover, examining and utilizing the features of the genre in composing works about their own lives should help students write with increased focus and clarity, and reflect on, as well as make meaning from, their own experiences.

## Prior Knowledge in CKLA

Students who have received CKLA instruction in Grades K–4 will already have pertinent background knowledge for this unit. Units in which students have been taught this relevant background knowledge are:

### Nursery Rhymes and Fables (Kindergarten)

#### Stories (Kindergarten)

- Identify the sequence of events in a given narrative.
- Identify the characters of a given narrative.
- Identify the plot of a given narrative.
- Identify the setting of a given narrative.

### Fables and Stories (Grade 1)

#### Different Lands, Similar Stories (Grade 1)

- Explain that narrative have a beginning, middle, and end.
- Describe the characters, plot, and setting of a given narrative.

### Fairy Tales (Grade 1)

### Fairy Tales and Tall Tales (Grade 2)

#### Classic Tales: *The Wind in the Willows* (Grade 3)

- Identify from which character's perspective the narrative is being experienced.
- Demonstrate understanding of literary terms, such as *author*, *characters*, *setting*, *plot*, *dialogue*, *personification*, *point of view*, *perspective*, *biography*, *autobiography*, *theme*, *narrator*, and *narration*.

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## READER

The Personal Narratives Reader contains five personal narratives, including two short essays and three excerpts from longer works, which students will read over the course of the 15-lesson unit. These narratives provide the jumping-off point for many of the activities in the unit, including class discussions, close reading exercises, and exploration of literary devices and features of the genre. The Teacher Guide provides explicit direction as to what Reader material should be read with each lesson.



## WRITING

A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun creative outlet. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback.

## BEGINNING-OF-YEAR ASSESSMENT

This unit concludes with a Beginning-of-Year Assessment to help you determine whether students have adequate preparation for Grade 5 CKLA instruction. It is administered at the end of Unit 1, rather than the beginning, to give students an opportunity to acclimate to the school environment after the summer break.

The Beginning-of-Year Assessment includes three components to be administered in a whole group setting, completed independently by each student: a written assessment of reading comprehension, a written assessment of grammar, and a written assessment of morphology. The Beginning-of-Year Assessment also includes two components to be administered individually to students: an oral assessment of word reading in isolation and a fluency assessment. Explicit administration instructions are included in this Teacher Guide on Beginning-of-Year Assessment Day 2.

The Reading Comprehension Assessment is designed to be completed during a 90-minute block of time on the first assessment day. There are three passages for students to read and questions after each passage for students to answer.

The Grammar and Morphology Assessments are designed to be completed during two 45-minute blocks of time on the second and third assessment days respectively.

The Word Reading in Isolation Assessment evaluates skills in reading words in isolation. You will assess selected students individually on this portion of the assessment.

The Fluency Assessment is to be administered to all students.

After administering the Beginning-of-Year Assessment, you will complete an analysis summary of individual student performance using the Grade 5 Beginning-of-Year Assessment Summary page, found in the assessment section of each student's Activity Book. The results of the analysis will give you a clear idea of which students are ready for Grade 5 CKLA instruction and which students may need instruction in CKLA materials from earlier grades.

**Students who are significantly below grade level, with significant gaps in letter-sound knowledge, require intensive decoding instruction on their level, ideally by a reading specialist, to bring them up to grade level.**

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#### TEACHER RESOURCES

At the back of this Teacher Guide is a section titled “Teacher Resources,” which includes the following:

- Dialogue Starter Pages to be used during Lesson 4
- Story Slips to be used during Lesson 10
- Speaking and Listening Observational Checklist

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#### DIGITAL COMPONENTS

A wide range of supplementary material is available online for digital display during instructional time. This includes Reader passages to be used to model close reading, sentences and paragraphs demonstrating literary devices and elements of the personal narrative genre, and sentence frames to guide students in providing positive and specific feedback on their classmates’ writing.

Whenever a lesson suggests you display materials, please choose the most convenient and effective method to reproduce and display the material. Some suggestions are to project content, write material on the board, or make classroom posters to be referenced multiple times over the course of the unit.

Digital components are available at <http://ckla.amplify.com>.

# Introduction to Personal Narratives

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will work independently and collaboratively to compare personal narrative to other forms of writing. [SL.5.1b; ELD.PI.5.1]

### Writing

Students will write a one-paragraph narrative about a first-time experience. [W.5.3; ELD.PI.5.10]

### Speaking and Listening

After hearing the text read aloud, students will engage in collaborative discussions about conflict in “The First Real San Giving Day.” [SL.5.1b; ELD.PI.5.1]

## FORMATIVE ASSESSMENT

Teacher Resources	<b>Speaking &amp; Listening Observational Checklist</b> Follow assigned roles in discussion activities. [SL.5.1.b; ELD.5.S2.PI.1]
Activity Page 1.4	<b>First Time Narrative</b> Write a narrative about a first time experience [W.5.3; ELD.PI.5.10]
Teacher Resources	<b>Speaking &amp; Listening Observational Checklist</b> Follow assigned roles in discussion activities. [SL.5.1.b; ELD.5.S2.PI.1]



## LESSON AT A GLANCE

	Grouping	Time	Materials
Speaking and Listening (30 min.)			
Introducing Personal Narratives	Whole Group	10 min.	☐ Activity Pages 1.1, 1.2
Think-Pair-Share	Partner	20 min.	
Writing (30 min.)			
Writing a Personal Narrative	Whole Group	5 min.	☐ Activity Page 1.3 ☐ Projection 1.1
Paragraph Structure	Whole Group	10 min.	
Writing the First Time Narrative	Independent	15 min.	
Speaking and Listening (30 min.)			
Teacher Read-Aloud	Whole Group	15 min.	☐ Reader ☐ Activity Page 1.4 ☐ Projection 1.2
Think as You Read	Whole Group	10 min.	
Exit Slips	Independent	5 min.	

## ADVANCE PREPARATION

### Speaking and Listening

- Prepare a brief personal narrative (5–10 sentences), as defined in the lesson, to recite or read aloud to your class at the start of the lesson. The narrative might be a childhood experience or something interesting, surprising, or even disappointing that happened to you recently.
- For the first Speaking and Listening segment, prepare to divide students into four groups and to assign each student a Think-Pair-Share partner within his or her group.
- Prepare the Speaking and Listening Observational Checklist for formative assessment of students during both Speaking and Listening segments.

### Writing

- Prepare to project the Paragraph about a Paragraph and My First Camping Trip (Projection 1.1) during the writing segment.

### Speaking and Listening

- During the Reading, you will read the first section of “The First San Giving Day” aloud to the class. The read-aloud serves as a way to model reading for meaning and following textual cues like punctuation. Therefore, we suggest practicing reading the text ahead of time, so that you can read it in a smooth and polished way, with expression, inflection, and variations in volume and pitch.
- Prepare to display the paragraph from “The First Real San Giving Day” (Projection 1.2) during the second Speaking and Listening segment.

### Universal Access

#### Reading

- Select examples of literature for students to compare to personal narratives.

#### Writing

- Prepare organizer.

### Speaking and Listening

- Prepare sentence frames.
- Identify potentially challenging vocabulary in Projection 1.1.

## CORE VOCABULARY

**ditto sheets, n.** paper copies

**cornucopias, n.** horns containing food and drink

**abuela, n.** grandmother (Spanish)

**resolve, n.** determination

**blurted, v.** said suddenly

**sombreros, n.** large hats traditionally worn in Spain and Mexico

**mira, v.** look (Spanish)

**conceded, v.** admitted defeat

**ecstatic, adj.** very happy

**piñata, n.** a paper mache figure filled with candy

Start Lesson

### Lesson 1: Introduction to Personal Narratives

# Speaking and Listening



**Primary Focus:** Students will work independently and collaboratively to compare personal narratives to other forms of writing. [SL.5.1b; ELD.PI.5.1]

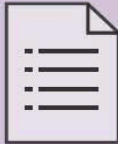
## INTRODUCING PERSONAL NARRATIVES (10 MIN.)

- Tell students that you are going to tell them about something that happened to you. Then recite or read aloud your own personal narrative.
- Tell students that they just heard a personal narrative, and that they are now beginning a unit in which they will be reading personal narratives and writing personal narratives of their own.
- Write the words *Personal Narrative* on the board and tell students that as a class, they will take a few minutes to discuss what a personal narrative is.
- Circle the word *personal*.
- Facilitate a whole-class discussion around the words and ideas students associate with it. As they respond, create a word map by writing students' responses around the word *personal* and connecting them with lines. Possible student responses to *personal*: private, person, people, individual, secret, and owning.

### Support

Review first- and third-person narration.

### Activity Page 1.1



### Support

Consider modeling the *pair* section of the activity in front of the class with a student before having students work in pairs.

- Encourage students to think about the word *personal* specifically as it relates to writing. Students may associate the word with diaries, notes between friends, and autobiographies.
- Based on student input, create a second word map with the word *narrative* at the center. Students may associate *narrative* with narrator, narration, story, history, telling, and describing.
- Discuss responses and guide students toward the following class definition of a personal narrative:
  - A personal narrative is a true story told in the first person by someone who was involved in the events of being described.
- Break down the definition into the following personal narrative characteristics:
  - a true story
  - told in the first person
  - by someone involved in the events described
- Ask students to apply the criteria to the narrative you told at the beginning of class to make sure it was a personal narrative.

**Note:** When time permits, have a few students make and decorate a personal narrative poster that includes the definition and characteristics. If this is not possible, consider making one yourself.
- Direct students to Activity Page 1.1 and have students copy the definition and criteria into their activity books.

**Note:** As seen with Activity Page 1.1, this unit reproduces content from the student Activity Pages. When appropriate, it also includes answers to questions contained on those pages

## Activity Page 1.1

### Define *Personal Narrative*

Definition of *Personal Narrative*:

Personal Narrative Characteristics:

- 1.
- 2.
- 3.

- Give students a chance to share examples of personal narratives they may have read. Challenge them to make sure their examples meet the three criteria of the class's definition.
- Tell students that *Personal Narratives* is an ideal unit for the beginning of the school year, because it will help them get to know each other through sharing stories about themselves with the class.

### THINK-PAIR-SHARE (20 MIN.)

- Direct students to Activity Page 1.2 (*Think-Pair-Share* on definition of *Personal Narratives*).
- Write *Think, Pair, Share* on the board.
- Have students read the instructions individually, then have one or two volunteers read them aloud while the rest of the class follows along. Have students describe, in their own words, each of the three parts of a Think-Pair-Share activity.
- Model completing the row of the graphic organizer comparing a personal narrative to a newspaper article.
- Assign each student a number and have them complete the activity page.

### Activity Page 1.2

#### **Think-Pair-Share on Definition of Personal Narratives**

This is a three-part activity called *Think-Pair-Share*.

**Think:** During the first part of the activity, each of you will take a few minutes to individually think and brainstorm about an idea or question.

**Pair:** Next, you will discuss your thoughts with a partner and listen to what your partner thought about the same topic. Maybe your thoughts will develop based on what your classmate has to say; maybe the two of you will reach a new conclusion together.

**Share:** Finally, you or your partner will have a chance to share your thoughts with the whole class.

Match the number your teacher assigned you with one of the 5 Types of Writing listed below. Then copy the type of writing in the space in the left hand column and use the chart to *think* about whether it is a personal narrative. Record your answers in the chart. Look at the example for guidance.

### Activity Page 1.2



### Five Types of Writing

1. Interview
2. Diary entry
3. Science-fiction story
4. Biography
5. Movie script

Genre	True?	First-Person?	Author Involved in Events Described?
<i>Personal Narrative</i>	Yes	Yes	Yes
<i>Newspaper Article</i>	<i>Yes, because newspaper articles report on facts.</i>	<i>No, because reporters don't usually write in the first-person.</i>	<i>Maybe, because sometimes a reporter is involved in the events he or she writes about.</i>

- After a few minutes, have students discuss their thoughts with their assigned partner. Remind students that their thoughts may change or develop based on their partner discussions.
- After a few more minutes, have students share their comparisons. Make sure each of the writing genres is addressed. Encourage students to share their *think* ideas, as well as the results of their *pair* collaborations. If you noticed partners working particularly well, consider asking them to share their pair process, in addition to the substance of their comparisons.

### Challenge

Have students come up with additional genres of writing to compare with personal narratives (for example, novels, plays, poems, etc.).



### Check for Understanding

Hold up a few classroom books or periodicals with which your students are familiar. Ask them whether or not they are personal narratives and why.



## Lesson 1: Introduction to Personal Narratives

# Writing



**Primary Focus:** Students will write a one-paragraph narrative about a first-time experience. [W.5.3; ELD.PI.5.10]

### WRITING A PERSONAL NARRATIVE (5 MIN.)

- Tell students that they will be writing personal narratives almost every day during the unit, starting in a few minutes.
- Ask students to raise their hand if they remember their first day at a new school. Then, in succession, ask them to raise their hands if they remember:
  - their first time riding a bicycle without training wheels
  - their first time on a train or plane
  - their first time tasting a new food
  - their first time trick or treating
- Ask students if any of these firsts (or a first you did not ask about) was particularly memorable. Encourage them to describe why the experience was memorable beyond it just being a first time. For example, maybe a first time trick or treating was memorable because it was snowing and the student's winter clothes covered up his or her costume. Maybe tasting a new food was memorable because it happened at an important family gathering or because it was so spicy the student had to drink three glasses of water.
- Consider sharing a memorable first-time experience, such as your first day teaching or first time driving, with the class to model coming up with a first.
- Tell students that these are just a few examples of "firsts" in their lives that may have been special, and that their first personal narrative will be about one of their memorable firsts.
- Direct students to Activity Page 1.3, review the instructions to part 1, and give them about five minutes to brainstorm "first" topics.



Speaking & Listening  
Exchanging Information  
and Ideas  
[ELD.PI.5.1]

**Emerging**—Provide students with copies of writing in the other genres (for example, a newspaper article, a biography) and support them in checking to see if they meet the characteristics of personal narratives.

**Expanding**—Provide students with copies of writing in the other genres (for example, a newspaper article, a biography) and have them work independently in going through the characteristics one by one.

**Bridging**—Review first- and third-person writing (also appropriate for emerging and expanding).

### Activity Page 1.3





### Support

Prepare a list of additional possible “first time” topics for students having difficulty brainstorming (for example, first sleepover, first birthday I remember, first time I went to the movies, etc.).

### Activity Page 1.4



## Activity Page 1.3

### Memorable Experiences

1. Think of two first-time experiences and the reasons they were memorable. An example is provided.

First Time Experience	Reasons it was Memorable
<i>The first time I ate a jalapeño pepper.</i>	<i>It was so spicy, I couldn't talk. I had to drink three glasses of water. After that, my big brother was afraid to try one.</i>

2. Choose one of the first-time experiences you outlined in the chart and write a narrative paragraph showing *why* it was a memorable first. Remember to include a topic sentence, supporting sentences, and a concluding sentence. Look at “My First Camping Trip” on Activity Page 1.4 as an example.

**Note:** The Activity Page provides space for students to complete the assignment.

### PARAGRAPH STRUCTURE (10 MIN.)

- Tell students that before they begin writing their narrative, we will take a look at how many writers structure their paragraphs.
- Direct students to Activity Page 1.3 and have them read it independently. Then have one or two students read it aloud.
- Display Projection 1.1 (“Paragraph About a Paragraph” and “My First Camping Trip”) and direct students to Activity Page 1.4.

## ➤ Projection 1.1

### Paragraph About a Paragraph

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about.

Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic.

Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

When you write a narrative, the topic or main idea introduced in the topic sentence is often the event you are writing about.

### My First Camping Trip

I'll never forget the first time I went camping. We drove several hours to the wilds of Pennsylvania. My sister and I squirmed and chattered in the back seat for the whole drive. Our campsite was right next to a beautiful lake, and I was really looking forward to swimming and taking out a canoe. But as soon as we set up our tent, a torrential rainstorm began. It didn't stop pouring all weekend, and my family's first outdoor adventure was spent cooped up in a tent playing gin rummy. I did not experience much nature, but I did have fun and became very skilled at gin rummy. I'm looking forward to camping again and hope the weather cooperates next time.

## Activity Page 1.4

### Paragraph Examples

#### Paragraph about a Paragraph

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about.

Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic.

Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

When you write a narrative, the topic or main idea introduced in the topic sentence is often the event you are writing about.

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### **Personal Narrative Model Paragraph: My First Camping Trip**

I'll never forget the first time I went camping. We drove several hours to the wilds of Pennsylvania. My sister and I squirmed and chattered in the back set for the whole drive. Our campsite was right next to a beautiful lake, and I was really looking forward to swimming and taking out a canoe. But as soon as we set up our tent, a torrential rainstorm began. It didn't stop pouring all weekend, and my family's first outdoor adventure was spent cooped up in a tent playing gin rummy. I did not experience much nature, but I did have fun and became very skilled at gin rummy. I'm looking forward to camping again and hope the weather cooperates next time.

- 
- Display "My First Camping Trip" on the board and read it aloud as students follow in their activity books.
  - Have a volunteer come to the board and circle the topic sentence. As a whole class, brainstorm other possible topic sentences and write them on the board. Some possibilities:
    - My first camping trip was certainly memorable.
    - My first camping trip was not what I expected.
    - I would describe my first camping trip as a weekend in a tent.
  - Have another volunteer come to the board and underline the concluding sentence. As whole class, brainstorm other possible concluding sentences and write some on the board. Some possibilities:
    - My camping trip was certainly memorable, but not for the reasons I had hoped.
    - Next time we plan a camping trip, I'm going to check the weather report.
    - One thing I learned that weekend is that a deck of cards always comes in handy.

- Start a list of details next to the paragraph. Have students list as many supporting details as they can find. Some examples:
  - The drive was several hours
  - Campsite was in Pennsylvania
  - Beautiful Lake
  - Torrential rain storm
  - Cooped up in tent
  - Played lots of gin rummy

#### WRITING THE FIRST TIME NARRATIVE (15 MIN.)

- Consider setting down classroom ground rules for your students' writing time, including no talking, no requests to leave the classroom, and having students raise their hands and wait for you to come to them before asking any questions.
- Direct students to part 2 of Activity Page 1.3. Tell them they will have 10-15 minutes to write and that you will give them guidance on how much time to spend on each part of their paragraphs.
- Give students 10–15 minutes to write their narratives. Offer guidance to help keep students on track while writing:
  - To begin, tell students to work on their topic sentences. Remind them that they can look at "Camping Trip" and the topic sentences on the board for guidance.
  - After 3 to 4 minutes, have students begin working on their memorable details.
  - After 6 to 8 minutes have students work on their concluding sentence.
  - Tell students that they have about 3 minutes to wrap up their narratives and write a concluding sentence. Remind them they can check "Camping Trip" and the board for examples of concluding sentences.
- Congratulate students on writing their first personal narrative of the unit.

**Note:** One of students' Lesson 3 writing options will be expanding on a moment from their First Time Narratives. Consider reading students' First Time Narratives to support them in choosing a moment to develop.

#### Challenge

Challenge students to include at least one detail about how they felt and one about an action they took.





Writing  
[ELD.PI.5.10]

**Emerging**—Support students in outlining their narratives using a graphic organizer rather than writing a full paragraph.

**Expanding**—Support students in composing their narratives using full sentences on a graphic organizer.

**Bridging**—Check students' topics and details before they begin writing to ensure they have chosen a memorable first time.

## Lesson 1: Introduction to Personal Narratives

# Speaking and Listening



**Primary Focus:** After hearing the text read aloud, students will engage in a collaborative discussion about conflict in "The First Real San Giving Day." [SL.5.1b; ELD.PI.5.1]

### TEACHER READ-ALOUD (15 MIN.)

- Tell students that in addition to working on writing personal narratives, they are going to hear and read a variety of different personal narratives over the course of the unit.
- Distribute the Readers to the class. Give students a few minutes to examine the back and front covers and to flip through the pages. Invite them to comment on what they see and to make predictions about the material in the Reader.
- Direct students to the first page of "The First Real San Giving Day" by Richard Blanco. Tell them the narrative is from Blanco's book, *The Prince of Los Cocuyos*.
- Tell students that Blanco is the son of Cuban immigrants and that the narrative takes place in Miami, Florida in the 1970s. Explain that in the 1970s, many people referred to Native Americans as Indians. Explain that even though today some people consider the term "Indians" disrespectful to Native Americans, Blanco does not mean disrespect when he uses the term. Because his narrative is a true first-person account of a different time, he uses the language of the time.
- Tell students that they will be doing lots of reading this year, but that you are going to read the first part of the narrative aloud to them. Have them open their readers to follow along.
- Read section one of "The First Real San Giving Day" aloud from the beginning through "...my grandmother makes everything.' Great."

### Excerpt from "The First Real San Giving Day"

#### Pages 2-5

November came around and my teacher, Mrs. Echevarría, handed out some ditto sheets to color for Thanksgiving. The pilgrims' tall hats I colored black, the buckles on their shoes, gold; the cornucopias of squash and pumpkins, all kinds of oranges and yellows; the

huge turkey, an amber-brown (a turkey, not a pork roast like my family always had for Thanksgiving). As we colored, Mrs. Echevarría narrated the story of the first Thanksgiving, enthusiastically acting it out as if she had been there: "... Then the chief of the Indians told Pilgrim John, *We make big feast for you*, and Pilgrim John said, Yes, *let us give thanks for our new friends and for this new land where we are free*." My teacher seemed to understand Thanksgiving like a true American, even though she was Cuban also. *Maybe, I thought, if I convince Abuela to have a real Thanksgiving, she and the whole family will finally understand too.*

With new resolve and colored dittos in hand, I approached Abuela that night as she sat at the kitchen table sorting through receipts and making a tally of her expenses. "Abuela, do you know what Thanksgiving is really all about—what it really means?" "¿Qué?" she said without looking up from her notebook. "Thanksgiving," I repeated. She looked up at me blankly, and I realized she couldn't understand "Thanksgiving" in my properly pronounced English. So I blurted it out the way most Cubans pronounced it, as if it were the name of a saint: "San Giving, Abuela, San Giving." "Oh, *el día de San Giving*. Yes, what?" she asked, and I began explaining: "It was because the Pilgrims and Indians became friends. The Pilgrims made a big dinner to celebrate and give thanks to God because they were in the land of the free and living in the United States." "What are *pilgreems*? And those black *sombreros*?" she asked, looking over my dittos, "We didn't wear those *en Cuba*."

It seemed hopeless, but I insisted. "*Mira, Abuela—mira,*" I continued, pointing at the dittos again. "They had turkey on San Giving, not *carne puerco and platanos*. We are *americanos* like them now in the United States. We have to eat like Americans, Abuela, or else they'll send you back to Cuba." "Ay, *mi'jo*," she said with a laugh, "we're not *americanos*, but no one is sending us back. We'll go on our own, when that *idiota* Castro is dead—and not one second before." "But, Abuela, I don't want to go back. I'm American. I want to have a real San Giving this year—like this," I demanded, holding up the ditto. "You, *americano*? Ha—you're *cubano*, even though you weren't born in Cuba." She chuckled.

"And what is that food in those pictures? I never saw a chicken that big." "That's not a chicken, Abuela, it's a turkey. Please—I'll help you cook," I pleaded, but she kept resisting.

I had no choice but to resort to coercion; I told her I wouldn't go buy specials for her anymore at Liberty Mart, the big American supermarket. "If we aren't going to be *americanos*, then why should we shop there?" I said. She took a long pause and looked over the dittos again before replying, "*Bueno*, let me think about it."

She slept on it for two days before making a decision: "Maybe you're right, *mi'jo*. Maybe we'll try San Giving how you say," she conceded, with one condition: "But I will make *carne puerco* too, just in case." It was settled. That Thanksgiving we would have turkey, as well as pork. I was ecstatic, but the pressure was on: I knew I wanted us all to have a real American Thanksgiving, but how? Abuela certainly didn't know, and the dittos weren't enough to go by. I didn't know as much about Thanksgiving as I thought I did. I needed help. That week Mrs. Echevarría had us make turkeys out of paper plates and construction paper. Surely she would know how to prepare a real Thanksgiving dinner, I thought, and so I asked her all about it. "Ay, *no*," she told me. "My husband's mother does all the cooking for Thanksgiving. His mother is an *americana*—thank goodness. I can't even boil an egg." Great.

The next day at recess, I asked some of the American kids in class what they had for Thanksgiving. "Turkey—what else, dummy? With stuffing," Jimmy Dawson told me. "What's stuffing?" I asked. He burst out laughing, thinking I was kidding: "It's the stuff you put in the turkey," he tried to explain. "Oh, you mean like candy in a piñata?" I proposed. "No, no, dummy . . . with bread and celery and other stuff—that's why they call it stuffing," he tried to clarify. "Oh . . . okay." I pretended to understand exactly what he meant.

Nancy Myers told me her mother always made pumpkin pie. "Pumpkin? Like in Halloween?" I asked, bewildered. Patrick Pilkington said his favorite dish was candied yams. "Candied? With marshmallows? Like hot chocolate? On yams?" I asked him. They each described the dishes as best they could, but when I asked them



how to make them, they couldn't explain. "I dunno," Jimmy said and shrugged, "my grandmother makes everything." Great.

- 
- Consider leading a discussion around some of the questions that follow as you read or after reading.
1. **Inferential.** Had Blanco ever celebrated a traditional American Thanksgiving before?
    - » no
  2. **Inferential.** Why wasn't Abuela familiar with the food on the ditto sheets?
    - » She was from Cuba.
  3. **Literal.** Why couldn't Blanco's teacher or friends advise him on cooking Thanksgiving dinner?
    - » They didn't do the cooking in their houses.
  4. **Evaluative.** Could you have been more helpful than Blanco's friends?
    - » Answers may vary.
- 



#### Check for Understanding

What did Blanco want from his grandmother?

- » He wanted her to prepare a traditional American Thanksgiving meal.
- 

5. Ask students why they think it was so important to Blanco to have a traditional American Thanksgiving.
  - » Some possible answers:
    - Because he had never had one
    - Because he wanted to feel like a "true American"
    - Because he wanted to be more like his teacher and friends
- Use students' answers to guide them toward identifying the conflict Blanco feels between traditional American culture at school and Cuban culture at home.
- During this lesson segment, as appropriate, allow students to discuss this conflict through the lens of conflicts they might feel between the culture of their home or family and some aspects of American culture.

#### Challenge

Blanco writes that his teacher understood Thanksgiving like a "true American." What can we infer from this about the way Blanco thought about himself and his family?

#### Support

There are several references to pork and puerco in the excerpt. Explain that among many Cubans and Cuban Americans, pork is eaten much more frequently than turkey.

### THINK AS YOU READ (10 MIN.)

- Project the following passage and have students read it aloud.

#### ➤ Projection 1.2

With new resolve and colored dittos in hand, I approached Abuela that night as she sat at the kitchen table...“Abuela, do you know what Thanksgiving is really all about— what it really means?” “¿Qué?” she said without looking up from her notebook. “Thanksgiving,” I repeated. She looked up at me blankly, and I realized she couldn’t understand “Thanksgiving” in my properly pronounced English. So I blurted it out the way most Cubans pronounced it, as if it were the name of a saint: “San Giving, Abuela, San Giving.” “*Oh, el día de San Giving.* Yes, what?” she asked, and I began explaining: “It was because the Pilgrims and Indians became friends”...“What are *pilgreems*? And those black *sombreros*?” she asked, looking over my dittos, “We didn’t wear those *en Cuba*.”

- Tell students they are going to read this passage to see how the author shows this conflict of cultures.
- Tell them that you will begin and that as you read you are going to think out loud about how the text shows the conflict.
- Bolded script below indicates a quote from the text. Italics indicate suggested think out loud observations to verbalize to the class. Standard script indicates instructions regarding facilitating the lessons.

**With new resolve and colored dittos in hand, I approached Abuela that night as she sat at the kitchen table.**

*Okay, right away I think I see some conflict.*

- Underline “colored dittos in hand.”

*Blanco got the dittos at school, where he learned about American Thanksgiving and where his American classmates are. And in the first paragraph, we read that the dittos illustrated a very American idea of Thanksgiving. So the dittos seem to represent aspects of traditional American culture.*

- Circle “I approached Abuela.”

*He calls his grandmother Abuela, which is a Spanish word. We start to see that Cuban culture is very important in Blanco’s home. So now we have him bringing those traditional American dittos to his very Cuban grandmother.*

- As a whole class, analyze the next two sentences, calling on students to read a sentence or phrase from the text and then think out loud. You may note or prompt students to notice that:
  - Blanco, asks Abuela a long question about American Thanksgiving.
  - Abuela answers with a single Spanish word, *Que*, which means “what?”
  - Abuela does not even look up as he asks the question.
- Give students a chance to ask any questions about the reading so far. Tell them they will be continuing “The First Real San Giving Day” in the next lesson
- Tell students that occasionally you will ask them to hand in an “exit slip” at the end of a lesson. Tell them that exit slips will be a fun way to think a little further about something the class worked on during the period.
- Direct students to Activity Page 1.5 and read it aloud.

## Activity Page 1.5

### Exit Slips

Exit slips are quick “mini-assignments” that give you a chance to think about something we worked on during class, or perhaps to make a prediction about what we will be working on next. You can write your exit slips on a half-piece of notebook paper.

Exit slips are not graded, and you will have a few minutes to write them up during class. Think of them as a chance to check in with yourself about your understanding of the day’s lesson or about where you think the lesson will go next.

- Tell students to finish reading the projected paragraph and, as an exit slip, to write down one quote from the paragraph that shows Abuela’s strong connection to Cuban culture.
- Give students a few minutes to complete their exit slips. Tell them you are excited about reading and writing more personal narratives with them.

## Activity Page 1.5



**Speaking and Listening**  
Exchanging Information  
and Ideas

[ELD.PI.5.1]

**Emerging**—Facilitate a small group in which emerging ELLs can review the segment’s reading excerpt to clarify any difficult vocabulary or points of confusion.

**Expanding**—Provide students with sentence frames for class discussion. For example: The words \_\_\_ show the Reader that Blanco wants his family to understand American culture.

**Bridging**—Allow students to review potentially challenging vocabulary words in the close-reading passage (Projection 1.1) before the whole-class discussion.

# Text Complexity: Qualitative Measures Rubric<sup>1</sup>

## LITERATURE

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail</li> <li>○ <b>Use of Graphics:</b> If used, illustrations or graphics are essential for understanding the meaning of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> May include subplots, time shifts and more complex characters</li> <li>○ <b>Use of Graphics:</b> If used, illustrations or graphics support or extend the meaning of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> May have two or more storylines and occasionally be difficult to predict</li> <li>○ <b>Use of Graphics:</b> If used, a range of illustrations or graphics support selected parts of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Is clear, chronological or easy to predict</li> <li>○ <b>Use of Graphics:</b> If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text</li> </ul>
<b>LANGUAGE FEATURES</b>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</li> <li>○ <b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li>○ <b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li>○ <b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li>○ <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li>○ <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</li> <li>○ <b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li>○ <b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li>○ <b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
<b>MEANING</b>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.</li> </ul>
<b>KNOWLEDGE DEMANDS</b>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores several themes; experiences portrayed are common to many readers</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> Few references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements</li> </ul>

<sup>1</sup> Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

## Text Complexity: Qualitative Measures Rubric

### INFORMATIONAL TEXTS

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific</li> <li>○ <b>Text Features:</b> If used, are essential in understanding content</li> <li>○ <b>Use of Graphics:</b> If used, intricate, extensive graphics, tables, charts, etc., are extensive are integral to making meaning of the text; may provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits</li> <li>○ <b>Text Features:</b> If used, directly enhance the reader's understanding of content</li> <li>○ <b>Use of Graphics:</b> If used, graphics, tables, charts, etc. support or are integral to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</li> <li>○ <b>Text Features:</b> If used, enhance the reader's understanding of content</li> <li>○ <b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict</li> <li>○ <b>Text Features:</b> If used, help the reader navigate and understand content but are not essential to understanding content.</li> <li>○ <b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text</li> </ul>
<b>LANGUAGE FEATURES</b>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Dense and complex; contains considerable abstract, ironic, and/or figurative language</li> <li>○ <b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li>○ <b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li>○ <b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li>○ <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li>○ <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely overly academic</li> <li>○ <b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li>○ <b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li>○ <b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
<b>PURPOSE</b>	<ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Subtle and intricate, difficult to determine; includes many theoretical or abstract elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Implied but easy to identify based upon context or source</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Explicitly stated, clear, concrete, narrowly focused</li> </ul>
<b>KNOWLEDGE DEMANDS</b>	<ul style="list-style-type: none"> <li>○ <b>Subject Matter Knowledge:</b> Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts</li> <li>○ <b>Intertextuality:</b> Many references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Subject Matter Knowledge:</b> Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts</li> <li>○ <b>Intertextuality:</b> Some references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Subject Matter Knowledge:</b> Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas</li> <li>○ <b>Intertextuality:</b> Few references or allusions to other texts or outside ideas, theories, etc</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Subject Matter Knowledge:</b> Relies on everyday, practical knowledge; includes simple, concrete ideas</li> <li>○ <b>Intertextuality:</b> No references or allusions to other texts, or outside ideas, theories, etc.</li> </ul>