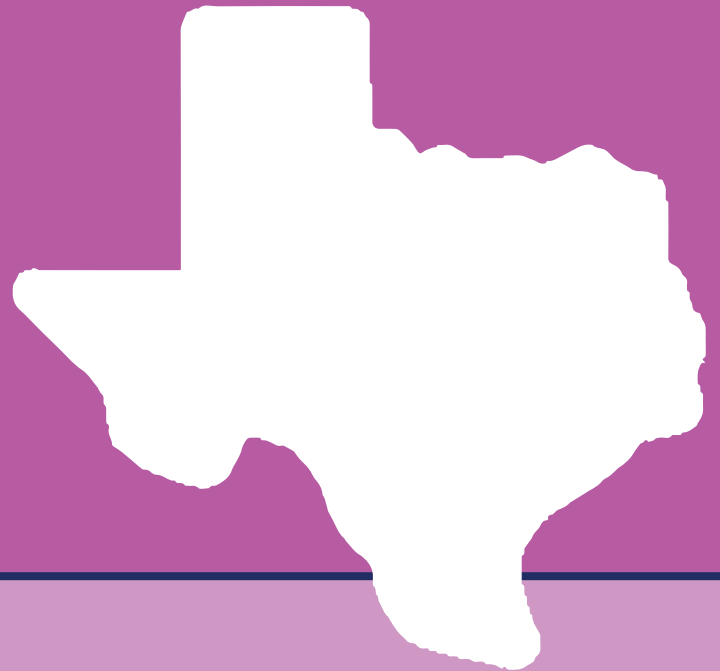




**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

PERSONAL NARRATIVES



GRADE 5 UNIT 1 | TEACHER GUIDE

EDITION 1

Grade 5

Unit 1

Personal Narratives

Teacher Guide

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email
openeducationresources@tea.texas.gov.

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Introduction

PERSONAL NARRATIVES

This unit of Grade 5 instruction contains 13 daily 90-minute lessons focusing on reading, writing, language, speaking, and listening. In this way, students are 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 three 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 reading narratives using a Think as You Read strategy, which you will have several opportunities to model.

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 includes four personal narratives. The Reader contains two short essays, and the Anthology contains two excerpts from longer works. Two of the texts are works of nonfiction written by a first-person narrator involved in the events being described. Two historical figures are the focus of the other two narratives of the unit. Their narratives were fictionally crafted from each person's point of view, based on the historical time period and record of their lives. While students read the personal narratives throughout the unit they will identify the elements of the genre and use 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. For more information about the quantitative and qualitative measures used to determine the complexity of the texts, see the Measures of Text Complexity in the Teacher Resources.

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 purposefully, 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.

Lessons 1–5

In Chapters 1–5 of “Shinpei Mykawa,” students read about a Japanese naval officer who attended the World’s Fair in 1904 as a member of the Japanese delegation. During his time in the United States, he became interested in beginning a new business venture: introducing Japanese seed rice to America, outside Houston, Texas. While not written by him, these tales imagine what life may have been like for Shinpei over the years.

The story of Shinpei Mykawa provides an engaging introduction to personal narratives. Throughout the first five lessons, students will explore the author’s use of personification, dialogue, and images to convey a message. They will also consider key themes that span multiple chapters of the text. Students will use this information as a guide when writing two of their own narratives.

Lessons 6–9

Introduction to Rosa Parks

Included as a preface to the excerpts from Rosa Parks’ book *My Story* and *Step By Step* by Bertie Bowman, this section provides brief biographical information about the authors as well as important background information about segregation.

Three excerpts from *My Story* by Rosa Parks show how her early experiences with segregation shaped her activism. With vivid descriptions and the use of compare/contrast structure, the author enables students to visualize the unequal conditions of segregated schools and buses. Students will infer how the author and those around her felt about such mistreatment, and draw conclusions about the importance of taking a stand.

In *Step By Step: A Boy Goes to Washington*, Bertie Bowman narrates his coming of age story as a young man who has left his farm home to pursue his dream of becoming a success in the big city of Washington. The text provides an opportunity for students to predict and support their thoughts with text evidence, as Bowman must decide whether to take a job as a train porter or pursue his original plan and continue on to the city.

Lessons 10–13

“Stepping into Space” is an account of Bruce McCandless’s life as a United States Naval officer. He flew fighter planes in the early 1960s and became an astronaut in 1966. He, along with a group of engineers, spent thousands of hours designing a new jetpack called the “Manned Maneuvering Unit” (MMU). He and three other mission specialists went into space to test the MMU on the space shuttle Challenger. This text is written by his son, Bruce McCandless III, who wrote it using evidence from his father’s life.

This is the last narrative that students will read in the unit. It spans three lessons. Through the course of those lessons, students will learn various literary elements of narratives that they will then use to construct their own. While reading, students will see examples of literary elements of personal narratives that they have already learned this far.

The texts that students will be reading and discussing in this unit provide opportunities for students to build content knowledge and draw connections to social studies. You may build on class discussions to support students in making cross-curricular connections to the strand of Culture from the Social Studies TEKS. This content is not a replacement for grade level Social Studies instruction.

Prior Knowledge

Students who have received instruction in the program 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:

Fairy Tales and Folktales (Kindergarten)

Sharing Stories (Grade 1)

Early American Civilizations: Aztecs, Maya, Incas (Grade 1)

Fairy Tales (Grade 1)

Fairy Tales and Tall Tales (Grade 2)

Classic Tales: *The Wind in the Willows* (Grade 3)

Personal Narratives (Grade 4)

READER AND ANTHOLOGY

This unit uses authentic text. In addition to the authentic text, this unit includes a free, digital Reader component and Anthology component for the unit. Please reference the Reader Information document, located in the program’s online materials, for more information regarding how to source the texts needed for this unit.

The Personal Narratives Reader contains two short essays, and the Anthology contains two excerpts from longer works, which students will read over the course of the 13-lesson unit. These narratives provide the jumping-off point for many of the activities in the unit, including class discussions, reading exercises, and exploration of literary devices and features of the genre. The Teacher Guide provides explicit direction as to what text should be read with each lesson.



WRITING

TEKS 5.2.C

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



TEKS 5.2.C Write legibly in cursive.

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.

In Grade 5, students will write legibly in cursive to complete assignments. Students should be able to use their knowledge of letter connections, appropriate spacing and letter height to ensure legibility for the reader. In order to master these skills, encourage students to complete activities in cursive throughout the unit.

BEGINNING-OF-YEAR ASSESSMENT

The Beginning-of-Year (BOY) Assessment should be 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. All teacher and student materials are contained in the document, including black-line masters of student-facing assessment pages for you to copy. You should spend no more than three days total on the BOY Assessment. There are three main components of the assessment: a written assessment of reading comprehension, a written assessment of grammar, and a written assessment of morphology. Two other components, the oral reading of words in isolation and the fluency assessments, are administered one-on-one with students. See the Foundational Skills Instruction Appendix at the end of Unit 1 to support students in advanced phonics.

FOUNDATIONAL SKILLS INSTRUCTION APPENDIX

The Foundational Skills Instruction Appendix is available at the end of this Teacher Guide. This appendix provides guidance for delivering explicit instruction on foundational skills to target instruction for encoding and decoding and will be a useful tool when planning small group instruction. The strategies and activities are intended to be used with flexibility, based on gaps in students' skills.

FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available in the program's online materials. This component was created to accompany materials for Grades 4 and 5. It consists of selections from a variety of genres, including poetry, folklore, fables, and other selections. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). There are sufficient selections so you may, if desired, use one selection per week. Teachers may also wish to use these selections to assess students' performance in fluency and expression (prosody). A fluency rubric can be found in the supplement to help track students' progress towards fluent reading. For more information on implementation, please consult the supplement.

INSTRUCTIONAL COMPONENTS

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 3
- Story Slips to be used during Lesson 8
- Speaking and Listening Observational Checklist
- Measures of Text Complexity

You may wish to consult the program’s User Guide throughout this unit and others for best practices and strategies on **Supporting All Learners**, including Emergent Bilingual Students, Gifted/Talented Students, Dual Language Students, and Students with Disabilities. The User Guide can be found in the program’s online materials.

Digital Components

A wide range of supplementary material is available online for digital display during instructional time. This includes Reader and Anthology passages to be used to model 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, as well as additional vocabulary lessons.

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 in the digital components in the program’s online materials.

INSTRUCTIONAL MATERIALS

Along with this Teacher Guide, you will need:

- Activity Pages
- Digital Components
- Exit Tickets
- Student Readers


1

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. Students will explain the purpose of an

 anecdote. **TEKS 5.1.A; TEKS 5.1.B; TEKS 5.10.G**

Writing

Students will write a one-paragraph narrative about a first-time experience.

 **TEKS 5.2.C; TEKS 5.7.E; TEKS 5.11.A; TEKS 5.12.A**

Reading

Students will make and confirm predictions using characteristics of personal

 narratives and text structures. **TEKS 5.6.C**

FORMATIVE ASSESSMENT

Teacher Resources

Speaking & Listening Observational Checklist


Use the chart to note student participation in Speaking

 and Listening activities. **TEKS 5.1.A**

Activity Page 1.3

Memorable Experiences Write a narrative about a

 first-time experience. **TEKS 5.2.C; TEKS 5.11.A; TEKS 5.12.A**

 **TEKS 5.1.A** Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; **TEKS 5.1.B** Follow, restate, and give oral instructions that include multiple action steps; **TEKS 5.10.G** Explain the purpose of hyperbole, stereotyping, and anecdote; **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; **TEKS 5.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

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 ☐ Digital Component 1.1 (Paragraph About a Paragraph and “My First Camping Trip”)
Paragraph Structure	Whole Group	10 min.	
Writing the “First-Time” Narrative	Independent	15 min.	
Reading (30 min.)			
Making Predictions	Independent	10 min.	☐ Reader ☐ Activity Page 1.4
Read-Aloud	Whole Group	15 min.	
Exit Ticket	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 the class at the start of the lesson. The narrative might be a childhood experience or something interesting, surprising, or even disappointing that has happened recently.
- Prepare to divide students into four groups and to assign each student a Think-Pair-Share partner within their group.
- Prepare the Speaking and Listening Observational Checklist for a formative assessment of students during the Speaking and Listening segment and Reading segment.

Writing

- Prepare to project Digital Component 1.1 (Paragraph About a Paragraph and “My First Camping Trip”) during the Writing segment.

Reading

- During the Reading segment, read Shinpei Mykawa chapter 1, “Inspiration at the World’s Fair,” aloud to the class. The Read-Aloud serves as a way to model reading for meaning and following textual cues, like punctuation. Therefore, it is suggested to practice reading the text ahead of time, so that it can be read in a smooth and polished way, with expression, inflection, and variations in volume and pitch.
- Prepare to display Digital Component 1.2 (Shinpei Mykawa) during the Reading segment.

Universal Access

Speaking and Listening

- Prepare sentence frames.
- Identify potentially challenging vocabulary in Digital Component 1.1 (Paragraph About a Paragraph and “My First Camping Trip”).
- Select examples of literature for students to compare to personal narratives.

Writing

- Prepare organizer for Intermediate Emergent Bilingual Student support.

Reading

- Prepare to provide a partner for students that struggle.

CORE VOCABULARY

- Use Digital Components 14.1, 15.1, and 16.1 to provide instruction and practice on determining the meaning, syllabication, pronunciation, word origin, and part of speech of selected vocabulary words.

exposition, n. public display

commemorate, v. to honor an important event

entrepreneur, n. an independent business owner

poised, adj. relaxed and confident

quarreling, v. arguing

Start Lesson

Support

Review first- and third-person narration.

Lesson 1: Introduction to Personal Narratives

Speaking and Listening

30M

Primary Focus: Students will work independently and collaboratively to compare personal narrative to other forms of writing. Students will explain the purpose of an anecdote. **TEKS 5.1.A; TEKS 5.1.B; TEKS 5.10.G**

INTRODUCING PERSONAL NARRATIVES (10 MIN.)

- Tell students that you are going to share your story, as an example of the components of a personal narrative. Then recite or read aloud your own personal narrative, which describes your anecdote.
- 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* include private, person, people, individual and owning.

Support

Consider modeling the *pair* section of the activity in front of the class with a student before having students work in pairs.

TEKS 5.1.A Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; **TEKS 5.1.B** Follow, restate, and give oral instructions that include multiple action steps; **TEKS 5.10.G** Explain the purpose of hyperbole, stereotyping, and anecdote.

- 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 story told or written in the first person by someone who was involved in the events being described.
- Break down the definition into the following personal narrative characteristics:
 - told in the first person
 - by someone involved in the events described
- Ask students to apply the criteria to the components of a personal 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.
- Direct students to Activity Page 1.1 and have students copy the definition and criteria into their activity books.

Activity Page 1.1



Activity Page 1.1

Define *Personal Narrative*

Definition of *Personal Narrative*:

Personal Narrative Characteristics:

- 1.
- 2.

What is the most likely reason an author includes an anecdote in a personal narrative?

- Give students a chance to share examples of personal narratives they may have read. Challenge them to make sure their examples meet the two criteria of the class's definition. Note that some of the examples students share might be anecdotes, or short stories about something funny or interesting in someone's life. Tell students that while some anecdotes qualify as personal narratives, anecdotes are usually much shorter than personal narratives and are often told to amuse, persuade, or warn an audience.
- Tell students that personal narratives 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 the words *think*, *pair* and *share* on the board.
- Have students read the instructions individually before meeting with their partner. Then have partners restate the multiple steps of the Think-Pair-Share directions out loud, before engaging in the activity.
- Model completing the row of the graphic organizer comparing a personal narrative to a newspaper article.
- Assign each student a number from 1- 5 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 five types of writing listed below. Then copy the type of writing in the space in the left-hand



**EMERGENT
BILINGUAL
STUDENTS**

Speaking & Listening
Exchanging Information
and Ideas

Beginning

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.

Intermediate

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.

Advanced/

Advanced High

Review first- and third-person writing (also appropriate for beginning and intermediate).

ELPS 2.D; ELPS 3.J

Activity Page 1.2



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.

Five Types of Writing

1. Interview
2. Diary entry
3. Science-fiction story
4. Biography
5. Movie script

Genre	First-Person?	Author Involved in Events Described?
<i>Personal Narrative</i>	Yes	Yes
<i>Newspaper Article</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>

Support

Consider modeling the pair section of the activity in front of the class with a student before having students work in pairs.

Challenge

Have students come up with additional genres of writing to compare with personal narratives (e.g., novels, plays, poems, etc.).

- 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 certain partners are working particularly well, consider asking them to share their pair process, in addition to the substance of their comparisons.



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. **TEKS 5.2.C; TEKS 5.7.E; TEKS 5.11.A; TEKS 5.12.A**

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 visiting somewhere new
 - their first time tasting a new food
- Ask students if any of these firsts (or a first that was not asked about) was particularly memorable. Encourage them to describe why the experience was memorable beyond it just being a first time. 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 topics.
- Students are expected to write legibly in cursive.

Activity Page 1.3



TEKS 5.2.C Write legibly in cursive; **TEKS 5.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

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 Digital Component 1.1 as an example.

Note: The activity page provides space for students to complete the assignment.

Support

Prepare a list of additional possible first-time topics for students having difficulty brainstorming (e.g., first sleepover, first birthday I remember, first time I went to the movies, etc.).

PARAGRAPH STRUCTURE (10 MIN.)

- Tell students that before they begin writing their narrative, they will take a look at how many writers structure their paragraphs.
- Display Digital Component 1.1 (Paragraph About a Paragraph and “My First Camping Trip”).

➤ Digital Component 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 key idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or key idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or key 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 key idea. Using these guidelines can be helpful to writing a clear and informative paragraph. When you write a narrative, the topic or key 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 piney woods of east Texas. 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 cards. I did not experience much nature, but I did have fun and became very skilled at playing cards. I'm looking forward to camping again and hope the weather cooperates next time.

-
- Display "My First Camping Trip" on the board.
 - 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 a 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 east Texas
 - Beautiful lake
 - Torrential rainstorm
 - Cooped up in tent
 - Played lots of card games

WRITING THE “FIRST-TIME” NARRATIVE (15 MIN.)

- Consider setting down classroom ground rules for 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 they will get guidance on how much time to spend on each part of their paragraphs. Students are expected to write legibly in cursive.
- 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 “My First Camping Trip” and the topic sentences on the board for guidance.
 - After 3–4 minutes, have students begin working on their memorable details.
 - After 6–8 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 that they can check “My First Camping Trip” and the board for examples of concluding sentences.

Challenge

Challenge students to include at least one detail about how they felt and one about an action they took.

- 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 assist them in choosing a moment to develop.



**EMERGENT
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Writing Personal Narratives

Beginning

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

Intermediate

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

Advanced/ Advanced High

Have students explain topics and details before they begin writing to ensure they have chosen a memorable first time.

ELPS 5.G

Activity Page 1.4



Lesson 1: Introduction to Personal Narratives

Reading



Primary Focus: Students will make and confirm predictions using characteristics of personal narratives and text structures. **TEKS 5.6.C**

MAKING PREDICTIONS (10 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.
- Direct students to pull out their Readers and preview all five chapters of the text "Shinpei Mykawa." Give students a few minutes to flip through the pages and examine the illustrations, photographs, map, and captions. Invite them to comment on what they see and to make predictions about the material in the text. Remind them to use what they have learned about the personal narrative genre to make predictions that are reasonable.
- Tell students that they will also use what they have learned about paragraph structure to predict what the text introduction and chapter 1 are mostly about and record their predictions on Activity Page 1.4.
- Direct students to get out their activity book and to turn to Activity Page 1.4 (Predicting Key Ideas for Chapter 1 of "Shinpei Mykawa").
- Tell students that readers can use text features, characteristics of personal narratives, and text structures to make predictions.



TEKS 5.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Activity Page 1.4

Predicting Key Ideas for Chapter 1 of “Shinpei Mykawa”

Before you read, preview the text. Use what you know about personal narratives and their structure to predict what Shinpei Mykawa chapter 1, “Inspiration at the World’s Fair” is mostly about. Then, read the text and check to see if the details support your predictions.

Introduction: Before Reading

I predict that the introduction is mostly about _____

Introduction: After Reading

My prediction was **correct/incorrect** because _____

Chapter 1: Before Reading

I predict that chapter 1 of “Shinpei Mykawa” is mostly about _____

After Reading

My prediction was **correct/incorrect** because _____

- Tell students that you are going to read the first chapter of the narrative aloud to them.
- Have students open their readers to preview the text. Read the directions on Activity Page 1.4 aloud.
- Prompt the students to predict what the introduction and chapter 1 are mostly about and to record their predictions on Activity Page 1.4.
- Explain that throughout the text, there will be pauses for them to ask questions and allow the students to record whether their predictions were correct or incorrect. While reading, students may underline or circle supporting facts or details in their readers.

**READ-ALOUD: SHINPEI MYKAWA CHAPTER 1,
“INSPIRATION AT THE WORLD’S FAIR” (15 MIN.)**

- You may wish to preview the Core Vocabulary words with the students before the reading. Use Digital Component 14.1 to provide instruction and practice on determining the meaning, syllabication, pronunciation, word origin, and part of speech of selected vocabulary words.
- The story begins with Shinpei Mykawa, a nervous Japanese naval officer, and his detailed account of his travels to America. He tells his story about attending the World’s Fair in St. Louis, Missouri. He describes his encounters with many wealthy individuals, most notably entrepreneurs and businessmen. During this chapter, Shinpei describes his adventure in America as he begins his travels to Texas.
- Tell students that they will look at the literary elements of a personal narrative written in first person (Shinpei) by a person who experienced an event firsthand (traveling to America as a Japanese man).
- Read the title and introduction aloud to students.

Shinpei Mykawa

Chapter 1: Inspiration at the World's Fair

Introduction: Shinpei Mykawa was born in the Aichi Prefecture in Japan in 1874. He graduated from what was, at the time, Tokyo's leading commercial college. He later became a Japanese naval officer, which was a prestigious title. In 1904, he attended the World's Fair as a member of the Japanese delegation. During his time in the United States, he became interested in beginning a new business venture. A series of events led him to invest in parts of Houston, Texas. Inspired by his vision and dedication to the American dream, each chapter of this personal narrative describes a part of Shinpei's journey, beginning in 1904 as a visitor to America and ending in 1906 as a landowner in the Houston, Texas, area. While not written by him, these tales imagine what life may have been like for Shinpei Mykawa over the years.

Support

Allow students that struggle to work with a partner when making predictions and reflecting on them on Activity Page 1.4.

Support

Explain to students that the World's Fair is an international gathering where countries can showcase their latest innovations.

Challenge

Preview the definition of a simile. Ask students to find the simile in the first paragraph of "Inspiration at the World's Fair." Explain how figurative language can help establish an emotional connection with the reader.

- Consider leading a discussion around some of the questions that follow each excerpt during reading or after reading.

1. **Inferential.** What is the key idea of the introduction?

- » The key idea is that Shinpei was inspired by the American dream to become an entrepreneur in Houston, Texas.

2. **Evaluative.** Refer back to your prediction for this paragraph. Was your prediction correct or incorrect? Record it on Activity Page 1.4 and explain your reasoning.

- Allow students enough time to record their answers.
- Read the next paragraph of the text aloud.

*This is my chance to pursue a better life, I thought as I anxiously explored the World's Fair in St. Louis, Missouri, an event that would last over the next seven months. As a Japanese naval officer of the Japanese delegation, I did not plan on having thoughts like this. However, the **exposition** was buzzing with thousands of people from all over the world! Everyone traveled from near and far to **commemorate** the USA's 100th anniversary of the Louisiana Purchase. I soon realized there was more to it for me. Getting the chance to mingle with some of the greatest minds and business leaders was a way to advance my career as a Japanese **entrepreneur** in the land of possibility. I could feel my body tense up like a nervous soldier off to battle as I thought about the importance of this day. I took a deep breath in through my nose and exhaled slowly as I began walking toward a group of distinguished-looking men.*

1. **Inferential.** Which sentence from the first paragraph is a topic sentence?
How do you know?
 - » The first sentence of the first paragraph is a topic sentence. I know this because it tells the reader the key idea that Shinpei Mykawa wants to pursue a better life, and it describes the event that the narrative is about.
 2. **Inferential.** What is the key idea of the first paragraph?
 - » The key idea of the first paragraph is that Shinpei was inspired by the World's Fair to live a better life as an entrepreneur in America, and he felt that he should take advantage of the opportunity the fair offered.
 3. **Evaluative.** Refer back to your prediction for what chapter 1 is mostly about. Do the details in the first paragraph support your prediction? Why or why not?
 4. **Evaluative.** Look back at your definition of a personal narrative on Activity Page 1.2. What characteristics of a personal narrative can be found in the first paragraph of chapter 1?
 - » The introduction explains that this is a true story, and the first paragraph reveals the real places and events that surround the narrative. It is written in first person, from the perspective of Shinpei Mykawa.
- Allow students enough time to record their answers.
 - Read the next four paragraphs of the text aloud.

Before I could take more than three steps, a tall and **poised** man walked toward me with his hand extended. The nerves began to set in again as I clumsily reached toward him to shake his hand. I reminded myself to stay confident and gripped his hand firmly.

"Good evening, sir. My name is Shinpei Mykawa," I introduced myself. "I am a naval officer from Japan."

After introducing himself, the gentleman asked, "Have you had the chance to witness the incredible athletes at the Olympics here in St. Louis?"

I had just arrived in America from Japan, so I wasn't able to attend any of the Olympic events. And I was more concerned with matters of business anyway. However, I knew the 1904 Olympics would be the topic of many conversations here, especially since this was the first time the games were held in the USA. "I have not yet had the pleasure of attending the Olympics," I quickly responded. "I am here to . . ."

Challenge

Challenge early finishers to research the rice that was being grown in America in the early 1900s and compare it to Japanese seed rice.

1. **Literal.** Why was Shinpei unconcerned with the Olympics?
 - » He was focused on his goal of becoming an entrepreneur.

2. **Inferential.** What is the key idea of the fifth paragraph?

- » The key idea of the fifth paragraph is that Shinpei was focused on his goal and not interested in the other events occurring at the World's Fair.
- Read paragraph six of the text aloud.

I paused, thinking about how to mention my ideas for agriculture. I was hoping to introduce Japanese rice to America. At the fair, I learned that Texas was flat land, which would be perfect for Japanese rice. Though rice had been cultivated in the Carolinas since the seventeenth century and in Texas since the mid-1800s, I believed Japanese seed rice would transform the American economy.

1. **Literal.** How would Shinpei be an entrepreneur if rice was already being cultivated in America?

- » The rice already being cultivated is a different type of rice, not Japanese.

Before I could continue, the man spotted some acquaintances near the enormous ferris wheel. "Excuse me as I confer with some fellow businessmen. It was a pleasure meeting you, Mr. Mykawa."

I nodded politely and watched as he joined the group of men. It was then that I noticed the beautifully illuminated fairground buildings. The use of electricity to power the lights, instead of gas or oil, was genius. I had never seen anything like it! This innovation was simply inspiring.

2. **Inferential.** What is the key idea of the sixth paragraph?

- » The key idea of the sixth paragraph is that Shinpei's idea for his new business is to grow and sell Japanese seed rice in America.
- Read the next two paragraphs of the text aloud.

1. **Inferential.** Why did Shinpei only notice the fairground buildings after the gentleman left?

- » Shinpei had been focused on his ideas for entrepreneurship, which had distracted him from his surroundings.

2. **Inferential.** What is the key idea of the seventh and eighth paragraphs?

- » The key idea of the seventh and eighth paragraphs is that there was a lot to see and do at the World's Fair. Shinpei found it inspiring.

- Read the last three paragraphs of the text aloud.

Strolling through the people, I finally came upon four men exchanging ideas about American land. They were **quarreling** about the best locations for their agriculture businesses. I inched closer to their circle. I mustered up enough courage and, during a pause, inserted myself into the discussion, “I hear Texas is a wonderful place for growing crops. Would you concur?”

The men appeared completely caught off guard. They looked at me and then looked back at each other, seeking confirmation that I was someone to be trusted. Finally, one man responded, “Actually, Texas is a fine place for farming, specifically Houston, Texas. Have you been?”

Have I been to Texas? No! But what a phenomenal suggestion! “Please tell me more about Houston and how to get there,” I said.



**EMERGENT
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Reading Vocabulary

Beginning

Facilitate a small group in which students can review the segment's reading excerpt to clarify any difficult vocabulary or points of confusion.

Intermediate

Provide students with sentence frames for class discussion. For example:
“I predicted that . . .”,
“I thought that . . .”,
“I was correct to predict that . . .”,
“My prediction was incorrect because . . .”

Advanced/

Advanced High

Allow students to review potentially challenging vocabulary words in the reading passage before the whole-class discussion.

ELPS 1.C; ELPS 2.D;

ELPS 2.E; ELPS 3.D

1. **Inferential.** What is the key idea of the last three paragraphs?
 - » The key idea of the last three paragraphs is that Shinpei was correct in believing Texas to be the right location for his business.
 2. **Evaluative.** Refer back to your prediction for what chapter 1 is mostly about. Was your prediction correct or incorrect? Record it on Activity Page 1.4 and explain your reasoning.
 3. **Inferential.** Which sentence from chapter 1 is a conclusion sentence? How do you know?
 - » The last sentence of chapter 1 is a conclusion sentence because it tells us Shinpei Mykawa's final thought about how he will try to pursue a better life by going to Houston, Texas.
- Tell students that now they will complete the Exit Ticket.
 - Explain that exit tickets are quick “mini-assignments” that give them a chance to think about something they worked on during class or perhaps to make a prediction about what they will be working on next. Exit tickets are not graded, and they will have a few minutes to write them during class. They should think of exit tickets as a chance to check in with themselves about their understanding of the day's lesson or about where they think the lesson will go next.

EXIT TICKET (5 MIN.)

Reflect on how accurate your prediction was for what chapter 1, “Inspiration at the World's Fair,” was mostly about. How can the structure of personal narratives help you to make accurate predictions about the key ideas of the text?

- » Understanding the functions of and messages in topic sentences, concluding sentences, and the chronological structure of personal narratives helps to create accurate predictions and understanding of the text.

End Lesson

2

Personification and Breaking Down a Moment

PRIMARY FOCUS OF LESSON

Language

Students will write using personification.

 **TEKS 5.10.D**


Reading

Students will quote accurately from the text when identifying and describing

 personification. **TEKS 5.7.C; TEKS 5.10.D**

Writing

Students will write a narrative about a moment that includes “showing, not

 telling” details. **TEKS 5.2.C; 5.11.D.iv; TEKS 5.12.A**


FORMATIVE ASSESSMENT

Activity Page 2.2

Personification Identify personification; write using personification. **TEKS 5.10.D**

Activity Page 2.3

Personification in Shinpei Mykawa Chapter 2, “My Journey to Houston” Quote from the text when describing personification in a narrative.


 **TEKS 5.7.C; TEKS 5.10.D**

Activity Page 2.4

Strong Verbs and Adjectives Rewrite sentences using strong verbs and adjectives. **TEKS 5.11.D.iv**

Activity Page 2.5

My “Moment” Narrative Organize and write a paragraph about a single moment using “showing” details. **TEKS 5.2.C; TEKS 5.12.A; TEKS 5.11.D.iv**

 **TEKS 5.10.D** Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.11.D.iv** Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (25 min.)			
Introduction to Personification	Whole Class	5 min.	<input type="checkbox"/> Digital Component 2.1 (Personification Sentences) <input type="checkbox"/> Activity Pages 2.1, 2.2
Think-Pair-Share	Partner	10 min.	
Identifying/Writing Personification	Independent	10 min.	
Reading (20 min.)			
Read-Aloud	Whole Class	10 min.	<input type="checkbox"/> Digital Components 2.2, 2.3, 2.4, and 2.5 <input type="checkbox"/> Activity Page 2.3
Personification in Shinpei Mykawa chapter 2, “My Journey to Houston”	Partner	5 min.	
Check for Understanding	Partner	5 min.	
Writing (45 min.)			
Strong Verbs	Whole Class	10 min.	<input type="checkbox"/> Digital Component 2.6 (Showing, Not Telling) <input type="checkbox"/> Digital Component 2.7 (Showing, Not Telling (Actions)) <input type="checkbox"/> Activity Pages 2.4, 2.5 <input type="checkbox"/> thesaurus
Strong Adjectives	Whole Class	10 min.	
Showing, Not Telling	Whole Class	15 min.	
Composing a “Moment” Narrative	Independent	10 min.	

ADVANCE PREPARATION

Language

- Prepare to display Digital Component 2.1.
- Prepare to break students into pairs to complete Activity Page 2.1.

Reading

- Prepare to display Digital Components 2.2, 2.3, 2.4, and 2.5.
- Prepare to break students into pairs to complete Activity Page 2.3 and the Check for Understanding.

Writing

- Review students' Lesson 1 "first-time" narratives.
- Have a level-appropriate thesaurus in the classroom.
- Prepare to break students into pairs to discuss "showing, not telling" actions.
- Prepare to display Digital Components 2.6 and 2.7.

Universal Access

Language

- Write a sentence with the subject and verb underlined and labeled on the board or chart paper (e.g. The duck (subject) swims (verb) on the lake.)
- Prepare an expanded glossary.

Reading

- Write a few examples of imagery on the board or chart paper (e.g. *white, fluffy clouds and clear blue water glistening in the sun*).

Writing

- Read students' "first-time" narratives to offer suggestions of moments to develop in today's writing.
- Allow students to use a level-appropriate thesaurus to write verbs and adjectives.

CORE VOCABULARY

vestibule, n. a passageway that allows passengers to enter and exit the train

jaunty, adj. cheery; joyful

disembark, v. to exit a train, ship, aircraft, or other vehicle

export, v. to send goods to another place for sale

personification, n. a literary device in which a nonhuman object or creature has human characteristics

“moment” narrative, n. a detailed story about a small moment in someone’s life

cordial, adj. pleasant and friendly

Start Lesson

Lesson 2: Personification and Breaking Down a Moment

Language

25M

 **Primary Focus:** Students will write using personification. **TEKS 5.10.D**

INTRODUCTION TO PERSONIFICATION (5 MIN.)

- Tell students that they will learn about a new type of literary device today. Remind students that authors use literary devices to achieve their purposes for writing and to affect the reader in some way.
- Display or project the following sentences on the board:


➤ Digital Component 2.1

Personification Sentences

1. (a) The bride danced with her father.
(b) The moonlight danced on the ocean.
 2. (a) The shopkeeper yelled angrily at the customer who spilled the milk.
(b) The cars honked angrily at the man who stood in the middle of the road.
 3. (a) The pilot flies above the clouds to avoid storms.
(b) Time flies whenever I get together with my best friend.
- Direct students to Activity Page 2.1, where the projected sentences can also be found.

Activity Page 2.1



 **TEKS 5.10.D** Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

THINK-PAIR-SHARE (10 MIN.)

- Redirect students to Activity Page 2.1. Give them a few minutes to think and write independently. Then break them into pairs.

Activity Page 2.1

Think-Pair-Share

Underline the subject and the verb in each sentence. Then think about the difference between the way the words you underlined are used in the (a) sentences and the (b) sentences. Looking at what the (a) subjects have in common and what the (b) subjects have in common may give you an idea.

1. (a) The bride danced with her father.
(b) The moonlight danced on the ocean.
2. (a) The shopkeeper yelled angrily at the customer who spilled the milk.
(b) The cars honked angrily at the man who stood in the middle of the road.
3. (a) The pilot flies above the clouds to avoid storms.
(b) Time flies whenever I get together with my best friend.

THINK

1. What is the difference between how the underlined words are used in the (a) and (b) sentences? For example, in 1(a), does the word *danced* describe an actual dance? How about in 1(b)?
2. What is the difference between the (a) subjects (the bride, the shopkeeper, and the pilot) and the (b) subjects (the moonlight, the cars, and time)?

PAIR

When your teacher instructs, discuss your thoughts with the partner you are assigned. Make sure you both have a chance to speak. Maybe your thoughts will change based on what your classmate has to say, or maybe they will stay the same. The two of you may reach a new conclusion together. Record your thoughts below.

SHARE

- **Note:** The activity page provides space for students to complete the assignment.
- Have students share their ideas (individual and pair). Begin by asking them about the (a) and (b) subjects.
- As necessary, guide them toward identifying the (a) subjects as human and the (b) subjects as nonhuman.
- Ask students which of the subjects can really dance, be angry, or fly in the most usual sense of the words.
- Write *personification* on the board and tell students that all the (b) sentences are examples of personification.
- Write the definition of personification on the board: *describing nonhuman things as if they had human qualities or acted in a human way.*
- Ask students to identify the nonhuman things (moonlight, cars, and time) and the human characteristics (dancing, being angry, and flying) in the (b) sentences. Explain that the characteristics do not have to be something that only apply to humans. For example, birds also fly.
- Underline *person* within *personification* and ask students how the word relates to the definition.



Check for Understanding

Name various humans and nonhuman things (for example, a bus driver, a bus, a janitor, a mop, etc.) and ask which can be personified.

IDENTIFYING/WRITING PERSONIFICATION (10 MIN.)

- Direct students to Activity Page 2.2, review the instructions, and have students complete the activity.

Activity Page 2.2

Personification

1. Copy the definition of personification below.

Personification:

2. The sentences that follow all contain examples of personification. For each one, identify the nonhuman thing and the human quality used to describe it. Then rewrite the sentence in your own words without using personification.

Support

If students do not recognize that the (a) subjects are all human and the (b) subjects are all nonhuman, cue them with questions about which subjects could carry on a conversation, eat a meal, etc.



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Evaluating Language Choices

Beginning

Have students draw nonhuman things with human qualities before practicing written personification.

Intermediate

In a small group acting activity, have students pretend to be nonhuman things performing human actions. For example, a computer sleeping, a rooster strutting proudly, etc. Have group members suggest personification words.

Advanced/ Advanced High

Provide students with an expanded glossary of potentially challenging words on Activity Page 2.2.

ELPS 1.C; ELPS 1.E

Activity Page 2.2



Example:

The sun smiled down on the ball field.

» Nonhuman thing: *the sun*

Human quality or action: *smiling*

Rewrite: *The sun shone brightly on the ball field.*

a. Before electricity, the village went to sleep at sundown.

» Nonhuman thing: village

Human quality or action: went to sleep

Rewrite: Before electricity, everything closed down at sundown.

b. The stubborn lawn mower refused to start.

» Nonhuman thing: lawn mower

Human quality or action: refused

Rewrite: I could not get the lawn mower started.

c. My cat is a snob when it comes to cat food.

» Nonhuman thing: cat

Human quality or action: a snob

Rewrite: My cat only eats certain brands of cat food.

d. The chocolate cake in the fridge was calling my name.

» Nonhuman thing: chocolate cake

Human quality or action: calling my name

Rewrite: I wanted to eat the chocolate cake.

3. What human qualities could you use to describe the following nonhuman things? There are no right or wrong answers. Use your imagination.

Nonhuman Thing	Human Qualities
The wind	<i>whispering, makes a mess</i>
Waves on the shore	
Lightning	
An electric fan	

4. Rewrite the following sentences using personification.

a. The thunder was very loud.

» The thunder roared.

b. The bee flew from flower to flower.

» The bee paid a visit to each flower.

c. When I read my favorite book, I imagine I'm in another place and time.

» My book transports me to another time and place.

- Tell students that they'll see a fun example of personification in the next excerpt from "Shinpei Mykawa."

Support

Point out that even though the words weren't used in their most usual sense (i.e., the moonlight was not actually doing a dance), they understood what the sentences meant.


Challenge

Point to objects in the classroom for students to personify. For example: The pencil sharpener chomped on my pencil. The mischievous rug tripped several students.

Lesson 2: Personification and Breaking Down a Moment


Reading



 **Primary Focus:** Students will quote accurately from the text when identifying and describing personification. **TEKS 5.7.C; TEKS 5.10.D**

READ-ALOUD (10 MIN.)

- Ask students what has happened so far in Shinpei Mykawa's story.
- Write the following reading prompt on the board:
 - Read and listen for personification in the narrative.
 - Read and listen for the repeating idea of the narrator's desires as he first arrives in Houston.
- Display Digital Component 2.2 (Houston and the Texas Central Railway, 1879).

 **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.10.D** Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

- Read aloud the first three paragraphs on page 4 of Shinpei Mykawa chapter 2 “My Journey to Houston.”

Support

Tell students that a conductor is the person in control of a train, a porter is a person who helps people with their luggage as they board, and a train car is one section of a train. In this story, the narrator boards a passenger train. During this period of time in Texas, many railroads were being built, and people often traveled by train.

Shinpei Mykawa

Chapter 2: My Journey to Houston

I was sitting down on a wooden bench at the train station, daydreaming, when I heard the train wheels screech to a halt and the conductor demand, “All aboard!” Porters carefully placed step stools next to each **vestibule** and waited to assist passengers, specifically the women dressed in elaborate garments with fancy luggage. Everyone rushed to form lines at their proper train car, including myself. I was anxious to complete the last leg of my journey to a little town outside of Houston, Texas.

As I waited, I observed the people who were crowded on the station platform. Directly to my left, I saw a little girl around four years old, humming a **jaunty** tune. In the distance, I noticed a young couple holding hands. Behind me was a businessman carrying his brown leather briefcase, seemingly arriving at the station in a rush. None of the people, however, were Japanese.

I then began to wonder if I would come across any other Japanese people while in Houston. A gentleman at the World’s Fair told me that, to his understanding, very few Japanese people lived in the Houston area. However, he recommended I explore a part of town established by Seito Saibrara, who was also a Japanese farmer. It was reassuring to think I might find a piece of home in Houston.

My thoughts were interrupted by a porter requesting to see my ticket. When I boarded the train to Erin Station in Houston, Texas, I had to shuffle sideways through the narrow aisle. I placed my small suitcase overhead on the metal rack and took my seat next to the foggy

- Ask students: What is the narrator hoping to find in Houston? Why do you think this is important to him?

- Display Digital Component 2.3 (Maps of Harris County, Texas, 1902).
- Read aloud the last paragraph on page 4 of Shinpei Mykawa chapter 2 “My Journey to Houston.” Continue reading through the second paragraph on page 5.

window. I watched as everyone else boarded and got settled into their seats for the journey.

Moments later, I felt the engines start, and soon the train rumbled under my feet. I watched as the station drifted slowly into the distance. The train picked up speed, and the town blurred past my eyes. I settled in to rest as I listened to the engine hum a steady tune. I would arrive at Erin Station at noon, ready to find the best land possible for my Japanese seed rice. I closed my eyes and drifted off.

“Last stop, Erin Station!” alerted the conductor. The announcement startled me awake, and I saw Erin Station approaching. My heart raced with excitement. The train finally came to a stop, and everyone started gathering their belongings. We were all anxious to **disembark**.

I took one step off the train. The sticky moisture in the air kissed my face. The sun was stretching its warmth in every direction. *This climate will be perfect for cultivating rice*, I thought to myself. I rushed from the station to search for the perfect area to sow my rice seeds.

I traveled all over the town. Everyone I encountered was **cordial** and welcoming. I had reservations that I would not be accepted here as a Japanese man, but my doubts quickly vanished.

Eventually, I saw a large plot of flat land. It was calling my name. I reached down and grabbed a handful of soil. The soil was moist in the palm of my hand. It was absolutely perfect. Houston, Texas, was indeed an exceptional place for Japanese rice cultivation. I closed my eyes and envisioned the bountiful rice crops growing on this acreage.

As I imagined the seeds growing in the Texas soil, I also began to contemplate how we would distribute our products. It dawned on me that the railways I just traveled on would be a perfect way to distribute our rice throughout the states, and the Houston seaports could help us

- Ask students: We just read about something else the narrator wants to find in Houston. What is it, and why do you think he is motivated to find it?



Reading Reading/Viewing

Beginning

One-on-one or in small groups, show the Digital Component 2.4. Ask students yes/no questions to help them describe how the narrator's worries about Houston changed after he walked around town (e.g., Was the narrator worried about fitting in? Did the narrator feel better about growing his rice crops after walking around town?) Guide students through the questions to help them understand the narrator's feelings and changes.

Intermediate

Have students improvise dialogues between the narrator and the gentleman at the World's Fair before he boarded the train and between the narrator and his wife after he walked around Houston. Provide a sentence frame to help them begin: "At the World's Fair, the gentleman said ____." Pair students to practice and discuss their dialogues.

Advanced/Advanced High

Provide students the chance to read today's excerpt independently before the Reading segment. Ask them to note important ideas that will be discussed later. In small groups, have students talk about their thoughts and reflections on the excerpt.

ELPS 4.D; ELPS 4.F

- Show Digital Component 2.4 (Houston, Texas, 1891).
- In this image, you can see Buffalo Bayou running through the city of Houston. This bayou was used as a way for ships to distribute goods in the early 1900s. The bayou and Houston's proximity to the Gulf of Mexico made it the state's biggest port for shipping goods at that time. Also, Houston was a large center for railroads, making it easy to ship goods across the United States.
- Explain that Houston has a humid subtropical climate, which makes it a great place for growing many types of crops, including rice.
- Read aloud the rest of Shinpei Mykawa chapter 2 "My Journey to Houston."

to eventually **export** our crops globally. I felt self-assured that this plan of mine was going to work.

I departed this little town and started my journey back to Japan. I could not wait to convince some fellow Japanese men to partake in this venture with me! But first, I would have to share the news with my wife.

- Ask students: Why did the narrator's worries about Houston end after he walked around town?

PERSONIFICATION IN SHINPEI MYKAWA CHAPTER 2, "MY JOURNEY TO HOUSTON" (5 MIN.)

- Direct students to Activity Page 2.3. Tell students to work with a partner to read the directions and complete Activity Page 2.3.

Activity Page 2.3

Personification in Shinpei Mykawa Chapter 2, "My Journey to Houston"

Look at paragraph 7, the part of the story when the narrator steps off the train, to find an example of personification in the text. Then answer the questions below.

1. Copy a quote from the text that contains an example of personification.
 - » "The sticky moisture in the air kissed my face. The sun was stretching its warmth in every direction."
2. What nonhuman things are being personified?
 - » the air and the sun
3. What human qualities are used to describe the things?
 - » kissing the narrator's face and stretching its warmth in every direction



Check for Understanding (5 min.)

- Tell students that they will work with a partner to discuss and answer a multiple-choice question about another literary device called imagery.
- Remind students that imagery is a literary device in which the author uses descriptive or sensory language to create a vivid mental image for the reader. Sometimes personification is used to create imagery also. For example, "The leaves danced in the wind" creates imagery of a tree blowing in the wind.
- Display Digital Component 2.5 (Multiple-Choice Question).

Challenge

Have students look closely at Digital Component 2.4 (Houston, Texas, 1891). Tell students to identify features of the city, including its geography, that would have an impact on business and trade.

Activity Page 2.3



➤ Digital Component 2.5

Multiple-Choice Question

What does the imagery in the following sentence convey?

My pencil scritchd irritably on the paper as I continued to scrawl my ideas down even after the point had long worn down.

- a. that the pencil didn't like what the writer was using it to write
- b. that the writer was careless and didn't take care of their things
- c. that the pencil felt that the writer was inconsiderate of its feelings
- d. that the writer had been writing so long that the pencil had worn down

Support

If students struggle to understand why the answer is d, reread the sentence and emphasize "even after the point had long worn down." Ask students to explain what this means, then consider why the pencil might have "scritchd irritably."

- Direct students to talk with their partners about the meaning of the word imagery. Then they should carefully read, discuss, and answer the question with their partners.
- Give students about three minutes to discuss and answer the question. Have a volunteer share the answer they chose and explain their thinking.
- Tell students that the correct answer is d.

Lesson 2: Personification and Breaking Down a Moment Writing



Primary Focus: Students will write a narrative about a moment that includes

🗺️ "showing, not telling" details. **TEKS 5.2.C; 5.11.D.iv; TEKS 5.12.A**

STRONG VERBS (10 MIN.)

- Write the following sentence on the board:
 - The rabbit ate the carrot.
- Have a volunteer come to the front of the room to act out the sentence. Then write the following sentence on the board:
 - The boy ate his favorite dessert.

🗺️ **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.11.D.iv** Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

- Have a second volunteer come to the front of the room to act out this sentence.
 - Ask students what the verb is in the sentences.
 - Ask students to contrast the actions of the two volunteers. For example: The rabbit was calm, and the boy was excited; the rabbit was slow, and the boy was fast.
 - Ask students if the verb *ate* adequately describes and differentiates between the boy's and the rabbit's behavior.
 - Draw a T-chart on the board and label the columns "rabbit" and "boy." Ask students what verbs they might use instead of *ate* to show the rabbit's actions. Possibilities include *munched*, *nibbled*, *grazed (on)*, *snacked*, and *tasted*.
 - Repeat the question for the boy. Possibilities include *devoured*, *gobbled*, *gulped (down)*, and *attacked*.
 - Ask students whether *ate* or the words in the chart do a better job of showing the reader how the rabbit and the boy behaved.
 - As desired, repeat the activity one or two more times with new pairs of students acting out the additional sentences below. For the said examples, have student actors read only the words in quotes.
 - The student went to the principal's office with proof of their innocence.
» possible verbs to replace *went*: *marched*, *strode*, *hurried*, *dashed*
 - The burglar went out the back door when he heard the car in the driveway.
» possible verbs to replace *went*: *snuck*, *bolted*, *slipped*
 - "Let the games begin," said the emperor to the crowd in the arena.
» possible verbs to replace *said*: *declared*, *announced*, *bellowed*
 - "Oh, the pain, the pain," said the child after falling out of the tree.
» possible verbs to replace *said*: *hissed*, *sobbed*
-
- Direct students' attention to Activity Page 2.4 and review the instructions. Tell students that they will complete the questions about using verbs right now. They will complete the questions about using adjectives later in today's lesson.

Support

Consider letting the "actors" know ahead of time what sentences they will be performing.

Activity Page 2.4



Activity Page 2.4

Strong Verbs and Adjectives

Verbs that describe action in a specific and descriptive way are strong. Strong verbs give the reader a clear picture of the action.

1. Write two or more strong verbs that you might use instead of the verb provided.

Verb	Strong Verbs	Verb	Strong Verbs
Walk		Look at	<i>inspect, gaze at, gawk, glare at</i>
Talk		Run	

2. Rewrite the following sentences using a strong verb. Some possible answers to number 1 have been provided as examples, but there are no right or wrong answers. Just try your best to think of verbs that will create a clear and specific image of the action being described.

Example:

I thought about life with no homework and free chocolate.

Example:

I imagined life with no homework and free chocolate.

I dreamed about life with no homework and free chocolate.

I hoped for life with no homework and free chocolate.

- a. Gwen laughed at her uncle’s silly jokes.
» possible answers: (giggled, chuckled, roared)
- b. The family talked about current events over breakfast.
» possible answers: (chatted, argued, discussed)
- c. Dr. Holzman looked at the lab results thoughtfully.
» possible answers: (examined, observed, stared at)



- Tell students they will have lots of opportunities to use strong verbs in their writing.

STRONG ADJECTIVES (10 MIN.)

- Tell students that using strong adjectives in their writing also helps readers form clear mental pictures of what they are writing about.
- Write the following sentence on the board:
 - The water was blue.
- Ask students how they might revise the sentence using stronger adjectives instead of blue. Tell students that they could replace blue with a stronger word, or they could add more adjectives to describe the water. Have a few volunteers share ideas.
- Rewrite the sentence using student suggestions.
 - » Possible answer: The water was sparkling, aqua blue.
- Direct students to questions 1 and 2 of the Adjectives section of Activity Page 2.4.
- Draw a table with four rows and three columns. Label the columns with the headers: “Adjective”, “Comparative” and “Superlative”. Under the “Adjective” column, write good.
- Explain that the comparative form of an adjective is used to compare two or more things or actions. The comparative form uses the word ending –er or sometimes just adds in the word more.
- The superlative form of an adjective identifies the best thing or action out of a group of three or more. The superlative form uses the word ending –est or sometimes just adds in the word most.
- Guide students through the following examples:
 - The adjective *good* is *better* in the comparative form and *best* in the superlative form.
- Say, “Let’s do another example together:
 - *kind* is a stronger adjective than *good*. What is the comparative form of *kind*? Yes, let’s add *kinder* to the chart. What is the superlative form of *kind*? Yes, let’s add *kindest* to the chart.
 - *worthy* is another adjective that is stronger than *good*. What is the comparative form of *worthy*? It is *worthier*. Notice that the final y was changed to an i. What is the superlative form? *worthiest*.”
- Explain to students that this is a general rule that is not always practiced. Model this by saying,
 - “*pleasant* is a stronger adjective than *good*. What is the comparative form of *pleasant*? If you thought *pleasanter*, you are not quite right! It’s actually more *pleasant*. What is the superlative form of *pleasant*? If you thought *pleasantest* you are not quite right! It’s actually most *pleasant*.”
- Direct students to finish Activity Page 2.4.

Challenge

Have students find a new verb and a new adjective in the thesaurus and write sentences using the new words.

Challenge

Have students find a new verb and a new adjective in the thesaurus and write sentences using the new words.

Activity Page 2.4 (continued)

Strong Verbs and Adjectives

Write several strong adjectives to describe each of the prompts below.

Example: a cave

Adjectives:

- a. gloomy
- b. dank
- c. dark
- d. stony

1. the hottest day of summer

Adjectives:

- a.
- b.
- c.
- d.

2. waiting for the bus on the first day of school

Adjectives:

- a.
- b.
- c.
- d.



TEKS 5.1.A Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.



Selecting Language Resources

Beginning

Have students choose actions they perform every day and act them out in a small group. Support students to find verbs to describe the actions.

Intermediate

Have students use level-appropriate texts they are familiar with to find examples of strong verbs and adjectives.

Advanced/ Advanced High

Provide students with a level-appropriate thesaurus.

ELPS 3.H

3. Write a complete sentence using one of the adjectives you wrote.
4. Rewrite the following sentence using comparative or superlative adjectives, as they are identified below.
 - a. Comparative: "The cookies taste good."
 - b. Superlative: "I have a nice dog."
 - c. Comparative: "The clown is silly."
 - d. Superlative: "The painting is beautiful."

SHOWING, NOT TELLING (15 MIN.)

- Remind students that writing with strong verbs and adjectives helps 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.
- Display Digital Component 2.6 (Showing, Not Telling) and read it aloud. Ask students if the passage also describes the pretending action and why an author might want to describe the action this way rather than as in the sentence.

➤ Digital Component 2.6

Showing, Not Telling

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 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 backward to position herself, and Lanie diving headfirst 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.
- Display Digital Component 2.7 (Showing, Not Telling (Actions)) and direct students to share their lists of details for each of the actions with a partner.

➤ Digital Component 2.7

Showing, Not Telling (Actions)

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

- Cara couldn’t find anything to watch on TV.
 - Marco hurried to the bus stop.
 - 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).
-



Check for Understanding

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

COMPOSING A “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 2.5 and review the instructions. Circulate while having them fill out the organizer. Instruct students who have adequately completed the organizer to begin writing.
- Students are expected to write legibly in cursive.

Activity Page 2.5

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 Shinpei Mykawa chapter 2, “My Journey to Houston” is provided. After your teacher has checked your organizer, review the paragraph about a paragraph on Activity Page 1.4 and then 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.
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.

Activity Page 2.5



Support

In listening to and reviewing students' "first time" narratives, make note of moments that might support the writing assignment of Lesson 2.

Challenge

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

**EMERGENT
BILINGUAL
STUDENTS**



Writing

Beginning

Have students "storyboard" or draw (rather than write) one or more of their "showing" details and label with words or short phrases.

Intermediate

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

Advanced/ Advanced High

Offer suggestions to students of moments from their "first-time" narratives that would support today's writing assignment.

ELPS 5.G

My Moment: Shinpei Mykawa boarding the train	Description of Details
1st "showing" detail	<i>A finely dressed porter sharply asked to see my ticket as I stepped up to the vestibule.</i>
2nd "showing" detail	<i>I bumped into numerous passengers as I squeezed through the tiny aisle with my bag.</i>
3rd "showing" detail	<i>The metal rack jingled as I thumped my heavy bag onto it.</i>
4th "showing" detail	<i>I breathed a sigh of relief as I sat and looked out of the foggy window.</i>

My Moment:	Description of Details
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.



Digital Component 2.8

Sentence Frames for Student Feedback

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.

End Lesson

3

Dialogue

PRIMARY FOCUS OF LESSON

Language

Students will use correct punctuation and capitalization when writing dialogue.

 **TEKS 5.11.D.x; TEKS 5.1.B**

Reading

Students will use dialogue in a text to analyze characters and their

 relationships with one another. **TEKS 5.8.B**

Writing

Students will write a narrative that includes “showing, not telling” through

 dialogue. **TEKS 5.2.C; TEKS 5.12.A**

FORMATIVE ASSESSMENT

Teacher Resources

Dialogue Telephone Game Pages Follow paragraph and punctuation conventions in writing dialogue.

 **TEKS 5.11.D.x**

Activity Pages 3.3 and 3.4


Dialogue Reading


Analyze characters and relationships in the text

 through dialogue. **TEKS 5.8.B**

Activity Page 3.5

Writing Narrative With Dialogue Organize and

 write narrative with dialogue. **TEKS 5.12.A**

 **TEKS 5.11.D.x** Edit drafts using standard English conventions, including italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; **TEKS 5.1.B** Follow, restate, and give oral instructions that include multiple action steps **TEKS 5.8.B** Analyze the relationships of and conflicts among the characters; **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (30 min.)			
Guidelines for Writing Dialogue	Whole Group	15 min.	<input type="checkbox"/> Dialogue Starter Pages <input type="checkbox"/> Digital Components 3.1, 3.2, 3.4 <input type="checkbox"/> Activity Pages 3.1, 3.2
Dialogue Telephone Game	Small Group	15 min.	
Reading (35 min.)			
Introduction and Review	Whole Class	15 min.	<input type="checkbox"/> Activity Pages 3.3, 3.4
Independent Reading	Whole Class	20 min.	
Writing (25 min.)			
Variety in Speaking Verbs	Whole Class	5 min.	<input type="checkbox"/> Activity Page 3.5 <input type="checkbox"/> Digital Component 3.3 (Feedback Sentence Frames)
Writing Narrative with Dialogue	Independent	15 min.	
Sharing and Commenting	Whole Class	5 min.	

ADVANCE PREPARATION

Language

- Prepare to display Digital Components 3.1 and 3.2 during the Language segment.
- Prepare to break the class into groups of five for the dialogue telephone game.
- Prepare a copy of each of the following five Dialogue Starter Pages for each group.

Note: The following content is from dialogue starter pages found in the Teacher Resource section at the back of the Teacher Guide.

- Prepare Digital Component 3.4 (Personal Narrative Writing Strategies) for the classroom (text follows). The text is also available in the Reader.

➤ Digital Component 3.4 Personal Narrative Writing Strategies

- **Showing, not telling, through:**
 - strong adjectives and verbs
 - dialogue
 - detailed moments and action
 - describing emotions through behavior
 - sensory descriptions using all five senses
- **Personification**
- **A strong point of view supported by evidence**
- **A logical sequence of events**
- **A specific tone**
- **Similes and metaphors**

Reading

- Divide the class into groups of three for Activity Page 3.3.
- Display Digital Component 3.4 (Writing Strategies Poster) in the classroom. A digital version of the poster is also available for projection.

Writing

- Prepare to display Digital Component 3.3 (Personal Narrative Writing Strategies) when students share at the end of the Writing segment.

Universal Access

Language

- Select writing examples to show students paragraph rules for punctuation.

Reading

- Prepare yes/no questions.

Writing

- Prepare sentence frames.

CORE VOCABULARY

arduous, adj. exhausting

exquisite, adj. stunningly beautiful

colleagues, n. people with whom someone works in a profession or business; coworkers

hyperbole, n. a literary device that uses exaggeration to send a message

Start Lesson

Lesson 3: Dialogue

Language



Primary Focus: Students will use correct punctuation and capitalization when writing dialogue. **TEKS 5.11.D.x; TEKS 5.1.B**

GUIDELINES FOR WRITING DIALOGUE (15 MIN.)

- Remind students that, in Lesson 3, they learned how showing, not telling can make writing more interesting by giving readers a clear picture of what is happening in a narrative.
- Ask students for an example of describing an action through telling and through showing.
- Tell students that another great tool for showing rather than telling is dialogue.
- Display Digital Component 3.1 (Passage Showing vs. Telling). Tell students that the first passage is an actual quotation from Shinpei Mykawa chapter 3, “My Rice Growing Project” and the second passage is not.

TEKS 5.11.D.x Edit drafts using standard English conventions, including italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences;
TEKS 5.1.B Follow, restate, and give oral instructions that include multiple action steps.



**Writing
Dialogue**

Beginning

Have students listen to a short audio clip of dialogue. Then, write down the dialogue with the tag preceding the quote, and practice reading it aloud. For ease of punctuation, encourage students to write dialogue in which the tag precedes the quote. For example: Grandpa mumbled, "The soup is cold."

Intermediate

Have students practice by listening to conversations using approved multimedia, such as videos, and transcribing them using the conventions of English. Pair students to practice reading their transcriptions aloud, focusing on pronunciation and fluency.

Advanced/

Advanced High

Show students examples of writing that follow the paragraph rules for dialogue. Have them transcribe a segment and practice reading it aloud, discussing the conventions used.

ELPS 3.B; ELPS 3.J

➤ **Digital Component 3.1 (Passage Showing vs. Telling)**

Passage 1 (Showing)

"We're moving to America!" I exclaimed. My wife's expression changed from relief at my return to shock. I took off my shoes, put down my suitcase, and guided my wife to sit down. I explained everything about Texas without taking a single breath. "Just wait until you see the town. It is so quaint and lovely. And the plot of land is **exquisite!** Our crops will flourish, and the people are so welcoming! And—"

I could have gone on for days, but my wife interjected, "I trust you, and I'm ready to see all that America has to offer. But how will we accomplish this on our own?"

"I will convince a group of Japanese men to join this venture and come with us. Together, we will change the American rice industry!" I replied.

Passage 2 (Telling)

I told my wife we were moving to America and that she would love the quaint and lovely town. The plot of land is great for our crops and the people are so welcoming. She seemed shocked and wanted to know how we would accomplish this on our own. I convinced her that a group of Japanese men will help me change the American rice industry.

- Have students read the passages aloud.
- Ask students which passage creates a clearer picture of what took place.
- Ask students what details the first passage shows, through dialogue, that the second passage does not. Some possibilities:
 - The first passage shows the speaker's excitement with exclamation points, word choice, and the detail that he shared the news "without taking a single breath."
 - The wife was shocked by the news and needed her husband to guide her to sit down so she could process the information.
 - The wife interrupted his excitement with questions of her own.
- Tell students they will have a chance to practice showing, not telling through dialogue during the writing segment of the lesson, but first they will review some basic rules of capitalization, punctuation, and paragraphs for dialogue.
- Display Digital Component 3.2 (5 Simple Rules for Writing Dialogue) and direct students to Activity Page 3.1, which presents the identical text. Have students follow along on the board and in the activity books as you review the rules.

Activity Page 3.1



5 Simple Rules for Writing Dialogue

1. Quotation marks are placed before the first word of a quote and after the punctuation that follows the last word.

Example:

"Give me a piece," Bella said.

Bella said, "Give me a piece."

2. When the tag (the name of the speaker and the speaking verb) follows the quote, it ends in a period. When the tag precedes the quote, it ends in a comma.

Example:

"Give me a piece," Bella said.

Bella said, "Give me a piece."

3. The punctuation that ends a quote is written inside the quotation marks.

Example:

"May I have a piece?" Bella asked.

Bella demanded, "Give me a piece!"

4. When the tag follows a quote, quotes that do not end in an exclamation point or question mark end in a comma instead of a period.

Example:

"Give me a piece," Bella said.

5. When writing dialogue between two or more speakers, begin a new paragraph each time the speaker changes.

Example:

Bella jealously stared at Jeremy's pizza. She had not had pizza in weeks.

"Give me a piece," she said.

"I paid for this. Go buy your own," Jeremy answered.

"Pleeease," Bella begged. Jeremy did not answer for a few seconds. He looked back and forth between his pizza and Bella.

"Fine," Jeremy conceded, handing Bella a slice. "You can have one piece, but that's it."

Challenge

Try using a variety of words other than "said" when writing dialogue, in a way that shows and doesn't tell.

Support

During the telephone game, allow students to write lines of dialogue in quotation marks without writing a tag.

Activity Page 3.2



DIALOGUE TELEPHONE GAME (15 MIN.)

- Write the following sentence on the board:
 - » Sara asked what I did this weekend.
- Ask students how they might revise the sentence using dialogue to show, not tell. Remind students to follow the rules of capitalization, punctuation, and paragraphs for dialogue. Have a few volunteers share ideas.
- Rewrite the sentence using student suggestions.
 - » Possible answer: "What did you do this weekend?" asked Sara.
- Divide students into groups of five and direct them to Activity Page 3.2. Review the instructions and distribute the starter pages.

Activity Page 3.2

Dialogue Telephone Game

Your teacher will give each group member a Dialogue Starter Page that describes two characters and a line of dialogue. Read the character descriptions and first line of dialogue to yourself, then write the second character's response, following the five simple rules. When your teacher tells you, pass your page to the right and add a line of dialogue to the page you receive. Keep passing the pages at your teacher's signal until everyone in your group has written a line of dialogue on each starter page.

- Have students turn to a partner and restate the multiple steps of the game out loud.
- Give students about three minutes to write a line of dialogue before having them pass the page. Afterward, give each group several minutes to review their dialogues and choose one to share with the class.



Check for Understanding

Why are describing actions in detail (Lesson 2) and writing dialogue both examples of showing?

- » Because they both help the reader form a clear picture of what is happening in the narrative.

Lesson 3: Dialogue

Reading



Primary Focus: Students will use dialogue in a text to analyze characters and their relationships with one another. **TEKS 5.8.B**

INTRODUCTION AND REVIEW (15 MIN.)

- Review what has happened so far in Shinpei Mykawa's story.
- Tell students that before beginning today's reading, they are going to review a passage they read in a previous lesson.
- Read aloud the part of the story in chapter 1 where Mr. Mykawa talks to the businessmen about land in Texas.
- Direct students to Activity Page 3.3 and review the instructions. Break the class into groups of three to complete this activity.

Activity Page 3.3

Dialogue Reading and Questions

Directions:

Find the portion of the text your teacher just read. In groups of three, choose parts and read through the dialogue twice.

Dialogue is a great way of creating a clear picture, with sound, of what is happening in a narrative. Answer the questions below about details Mr. Mykawa shows through dialogue. There is not necessarily a right or wrong answer to these questions.

Example:

What details does Mr. Mykawa show through the following line of dialogue?

"I have not yet had the pleasure of attending the Olympics," I quickly responded. "I am here to . . ."

- » Answer: It shows his hesitancy about how to approach finding the information he really wants to know about growing crops in Texas.

Activity Page 3.3



TEKS 5.8.B Analyze the relationships of and conflicts among the characters.

1. What details does Mr. Mykawa show through the following line of dialogue?
“I hear Texas is a wonderful place for growing crops. Would you concur?”
 - » It shows that Mr. Mykawa is interested in growing crops, and he wants to know if the businessmen know much about Texas being a good place for it.
2. What does the following line of dialogue show that the businessmen concluded about Mr. Mykawa?
Finally, one man responded, “Actually, Texas is a fine place for farming, specifically Houston, Texas. Have you been?”
 - » Answer: He concluded that Mr. Mykawa was trustworthy, and, by mentioning Houston, he wanted to know how much Mr. Mykawa actually knew about farming in Texas.
3. What does this line of dialogue show about Mr. Mykawa’s opinion on farming?
Have I been to Texas? No! But what a phenomenal suggestion! “Please tell me more about Houston and how to get there,” I said.
 - » Answer: That he is excited to farm and learn more about the possibilities of farming in Houston.

-
- Give groups a chance to read the dialogue aloud and share their answers.
 - Tell students that you will read aloud from yesterday’s Shinpei Mykawa chapter 2, “My Journey to Houston,” and they will continue reading a new section in pairs.

INDEPENDENT READING (20 MIN.)

- Instruct students to read Shinpei Mykawa chapter 3, “My Rice Growing Project” independently. After reading, ask students the following questions:
- 1. Inferential.** Mr. Mykawa’s wife says, “Some men may be apprehensive about joining us.” Using context clues, what can you infer that the word *apprehensive* means?
 - » hesitant, reluctant, unsure
 - 2. Inferential.** Mr. Mykawa says, “I explained everything about Texas without taking a single breath . . .” This is an example of a literary device called *hyperbole* in which the author makes an exaggerated statement to send a message. What does this description tell readers about how Mr. Mykawa felt about Texas?
 - » This hyperbole shows readers that Mr. Mykawa was very excited to explain what he knew about Texas.

Activity Page 3.4



3. Evaluative. Based on what you've learned about Mr. Mykawa so far, what type of person is he?

» He is a hard worker, a leader, and a confident businessman.



Check for Understanding

How do writers use dialogue to make a narrative more effective?

» Dialogue is a tool used by writers to show and not tell about characters and their relationships.

- Direct students to Activity Page 3.4 and review the instructions.

Activity Page 3.4

Re-Reading

Reread today's excerpt and write down the lines of dialogue (the words in quotes). Then answer the questions on the next page.

1. Find a line of dialogue that helps show the relationship between Mr. Mykawa and his colleagues. Copy the quote and then explain how it describes the relationship.

Quote:

What does the quote show about the relationship?

2. This question has two parts. First, answer Part A. Then answer Part B.

Part A

Based on the dialogue between the main character and his wife, what can the reader infer about their relationship?

- a. The main character's wife trusts him and supports his ideas.
- b. The main character is a dreamer, and his wife thinks he is foolish.
- c. The main character is bossy and makes all the decisions for his wife.
- d. The main character's wife doesn't believe he is a good businessman.



**EMERGENT
BILINGUAL
STUDENTS**

Reading

Beginning

Provide students with a version of the Activity Page 3.4 text that follows the conventional paragraph rule of writing dialogue.

Intermediate

Ask yes/no questions about lines of dialogue in the reading. For example, Kasoku said, "No need to explain any more. This sounds like a great business opportunity." Based on this dialogue, does Kasoku trust Mr. Mykawa?

Advanced/

Advanced High

Expand on yes/no questions to have students develop their thoughts further. For example, Kasoku said, "No need to explain any more. This sounds like a great business opportunity." Based on this and previous dialogue, how has Kosaku concluded that it is a great business opportunity?

ELPS 3.B; ELPS 4.G;

ELPS 4.I

Support

Write examples of dialogue from the text on the board to enable students to focus on those sections of the text..

Challenge

Have students write "split" dialogue, in which the tag falls between two sets of quotation marks. For example: "Everybody stay down," the bank robber ordered, "and nobody gets hurt."



Beginning

Have students first write quotes without tags (i.e., just the dialogue that would appear within quotation marks). Then support them in adding tags.

Intermediate

After students have written lines of dialogue in their organizers, provide them with custom sentence frames. For example: "Pia ___ to ___, "I need to show you something."

Advanced/ Advanced High

Provide light support to students writing topic and concluding sentences.

ELPS 5.E

Part B

What piece of dialogue from the text supports the answer to Part A?

- "We're moving to America, sweetheart!"
- "I trust you, and I'm ready to see all that America has to offer. But how will we accomplish this on our own?"
- "This all sounds like a wonderful opportunity, but what makes you think Japanese rice will be successful in America? I thought Japanese seed could not grow there."
- "I think you may be underestimating the challenges that all of you as Japanese men may face going to America. Some men may be apprehensive about joining your venture. You are an excellent farmer and a wonderful businessman, but you may have trouble convincing others to take on this investment."

Correct Answers:

Part A: a

Part B: b

Lesson 3: Dialogue Writing

25M



Primary Focus: Students will write a narrative that includes "showing, not telling" through dialogue. **TEKS 5.2.C, TEKS 5.12.A**

VARIETY IN SPEAKING VERBS (5 MIN.)

- Write the following three sentences on the board.
 - "Get me out of here now!" I said to the guard.
 - "Get me out of here now!" I whispered to the guard.
 - "Get me out of here now!" I shouted at the guard.
- Ask students which sentence does the least to create a picture (and soundtrack) in the reader's mind of what happened. In other words, which sentence does the least showing?
- Tell students that when writing dialogue, there is nothing wrong with using the word *said*. Sometimes people say things very simply, and *said* is the best verb to use. However, students should always think about whether or not a stronger, more specific verb would make the narrative clearer to the reader.



TEKS 5.2.C Write legibly in cursive; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

WRITING NARRATIVE WITH DIALOGUE (15 MIN.)

- Direct students to Activity Page 3.5 and review the instructions.
- Students should write their responses legibly in cursive.

Activity Page 3.5

Writing Narrative With Dialogue

Choose *one* of the prompts below. First, use the graphic organizer to choose your topic and help you remember some of the things that were said. Then, write your narrative.

1. Write about a time, outside of school, when you taught something to somebody or someone taught you something. Think carefully about what you said to each other so that you can include dialogue in your narrative.
2. Write about a conversation you wish had been longer or shorter.
3. Write about a conversation you had with a friend about sports, books, or movies.

Because you will begin a new paragraph when the speaker changes, your narrative may be more than one paragraph long. You may still follow the “Paragraph About a Paragraph” guidelines by including a topic sentence, several detail sentences, and a concluding sentence.

Topic			
Who was there?	Line of dialogue	Line of dialogue	Line of dialogue
Name:			
Name:			
Name:			

Support

As a class, brainstorm ideas for responses to the “teaching” prompt. For example, teaching or learning a new sports skill, hobby, card game, etc.

Challenge

Supply students with a thesaurus and challenge them to write their narratives without using the word *said*.

Activity Page 3.5



Below is a list of speaking verbs that you might use instead of *said*.

shouted	whispered	announced	asked	pleaded
uttered	mumbled	whined	barked	purred
sang	suggested	reported	declared	replied

Note: The activity page provides space for students to complete the assignment.

SHARING AND COMMENTING (5 MIN.)

Narrative

- Have a few students share their narratives. Some suggested sentence frames, available as digital projections, are below.
- Remind students that they do not have to use the exact words of the frames to respond, but that their responses should be positive and refer to language in the narrative.

When ___ said ___ I had a clear picture in my mind of ___.

Your dialogue between ___ and ___ reminded me of the way I talk to ___.

Your choice of the verb ___ instead of *said* helped me understand clearly how the line ___ was spoken.



Check for Understanding

Ask students why using a word like *whispered* or *mumbled* instead of *said* helps a writer show what is happening.

End Lesson

4

Theme

PRIMARY FOCUS OF LESSON

Reading

Students will analyze and describe a theme in the text.

 **TEKS 5.6.G; TEKS 5.8.A**

Students answer interview questions as the author to better understand his perspective and how it changes from the beginning to the end of the narrative.

 **TEKS 5.7.E**

Writing

Students will freewrite a paragraph about a goal or dream they have for their

 future and generate ideas for a more formal narrative. **TEKS 5.2.C; 5.11.A**

FORMATIVE ASSESSMENT

Activity Page 4.1

Think-Pair-Share Identify and explain quotes showing the theme of chapter 4.

 **TEKS 5.6.G; TEKS 5.8.A**

Activity Page 4.3


Interview as the Author Answer interview questions as the author to better understand his perspective and how it changes from the beginning to the end of the narrative. **TEKS 5.7.E**




Activity Page 4.4

Freewriting About Dreams or Goals for the Future

Students brainstorm ideas for a narrative about a goal or dream they have for their future.

 **TEKS 5.2.C; TEKS 5.11.A**

 **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.8.A** Infer multiple themes within a text using text evidence; **TEKS 5.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (70 min.)			
Introduction to Theme	Whole Class	15 min.	<input type="checkbox"/> Activity Pages 4.1, 4.2, 4.3 <input type="checkbox"/> Shinpei Mykawa chapter 4, “Becoming a Texas Landowner” <input type="checkbox"/> Digital Components 4.1, 4.2, 4.3
Think-Pair-Share	Small Group	15 min.	
Independent Reading	Independent	15 min.	
Interviewing the Author	Partner	25 min.	
Writing (20 min.)			
Freewriting About Dreams or Goals for the Future	Independent	20 min.	<input type="checkbox"/> Activity Page 4.4 <input type="checkbox"/> Digital Component 4.4
Take-Home Material			
“My Dreams” or “Goals for My Future” Research	Independent		<input type="checkbox"/> Activity Page 4.5

ADVANCE PREPARATION

Reading

- During a short review of previous chapters, prepare to display Digital Component 4.1 (United States Railroads, 1870) and Digital Component 4.2 (United States Railroads, 1901).
- Write the vocabulary words and definitions on chart paper and hang the anchor chart in the classroom for students to revisit as needed.
- Pre-arrange pairs or small groups for the Think-Pair-Share portion of the lesson.

Writing

- Prepare to freewrite a paragraph about goals or a dream during class (the second Writing segment) to model the exercise. Alternatively (or in addition), display the model freewrite paragraph provided (Digital Component 4.4 (Sample “Freewrite” Paragraph)).

➤ Digital Component 4.4 Sample “Freewrite” Paragraph

My dream is to become a doctor. It will take me a long time; at least eight years, but it will be worth it. I dream of becoming a doctor because I want to help people feel better, and that is exactly what my doctors have done for me. To achieve my dream of becoming a doctor, I will have to be good at math and science and have people skills. I can depend on my family and teachers for help if I need it. That’s why I am so glad I have a great support system. I can’t wait to achieve my dream of becoming a doctor.

Universal Access

Reading

- Identify quotes for Activity Page 4.1 and have them available for students who struggle with accessing or comprehending the quotes.

Writing

- Identify common goals that students may feel comfortable brainstorming and writing about.

CORE VOCABULARY

prosperous, adj. successful

counterparts, n. people who hold equivalent positions

formulated, v. created or made

grueling, adj. extremely difficult and tiring

menial, adj. uninteresting and repetitive; usually describing labor

calloused, adj. dry and hardened from work

theme, n. a universal idea or lesson of a text

Start Lesson

Lesson 4: Theme

Reading



Primary Focus: Students will analyze and describe a theme in the text.



TEKS 5.6.G; TEKS 5.8.A

Students answer interview questions as the author to better understand his perspective and how it changes from the beginning to the end of the narrative. **TEKS 5.7.E**



INTRODUCTION TO THEME (15 MIN.)

- Ask students what has happened so far in Shinpei Mykawa's story.
- Display Digital Component 4.1 (United States Railroads, 1870) and explain to students that the red lines show where railroads existed at that time.
 - Ask students if they can make any connections between the locations of the railroads and large cities.
 - What patterns do you see on the map?
 - Why do you think those patterns exist?
 - What do you notice about railroads in Texas in 1870?



TEKS 5.6.G Evaluate details read to determine key ideas; **TEKS 5.8.A** Infer multiple themes within a text using text evidence; **TEKS 5.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

➤ Digital Component 4.1 (United States Railroads, 1870)



- Direct students' attention to Digital Component 4.3 (Think as You Read Poster) and point out that one of the things they look for and think about as they read is an idea or lesson that repeats or runs through the text.
- Ask students if they know a literary term that describes an important idea or lesson that runs through a text.
- Write *theme* on the board and define it as “a universal idea or lesson of a text.”
- Ask students what theme in the first three chapters of “Shinpei Mykawa” the class has been discussing over the last several days.
 - » People can find success when they are determined.
- Remind students that a theme is a universal idea, which means it can be applied to many people. A theme can be true for the character of a story, and it should also be true for other characters that we read about, as well as in our own lives.
- Tell students they will find details in the text that show the theme before they read the next part of the narrative. These details from the text help readers infer themes the author is communicating.

- Read from the section from Shinpei Mykawa chapter 3, “My Rice Growing Project,” that starts with “I responded, ‘While I was in Houston . . .’”
- While reading aloud, model the Think as You Read strategy.
- Say, “I will underline this quote about Mr. Mykawa hearing about another Japanese man who had a successful restaurant.”
 - “He knows it will be difficult, but others like Mr. Mykawa have proven that it is possible to find success in America.”

THINK-PAIR-SHARE (15 MIN.)

- Break the class into pairs and assign each pair one of the first three chapters from “Shinpei Mykawa” that the class has read so far.
- Direct students to Activity Page 4.1 (Think-Pair-Share).

Activity Page 4.1

Think-Pair-Share

Independently, read your assigned section of “Shinpei Mykawa: My Journey to Success” to find a quote from the text that shows the theme of the opportunity for success in America. Copy the quote and explain how it relates to the theme. When your teacher tells you, you and your partner should share your quotes and explanations with one another.

Example:

Quote: *“While I was in Houston, all of the locals told me about a fellow Japanese immigrant named Tsunekichi Okasaki, who has lived in Houston since 1890. He has a restaurant that is thriving. I know we will have as much success as him.”*

Explanation: *He knows it will be difficult, but others like Mr. Mykawa have proven that it is possible to find success in America.*

1. Quote 1:

Explanation:

2. Quote 2:

Explanation:

- Have students share their quotes and explanations with the class.

Activity Page 4.2



Challenge

Have students “think like an entrepreneur” and create a business plan outline.

INDEPENDENT READING (15 MIN.)

- Direct students to Activity Page 4.2 (Think as You Read).
- Ensure that each student has a copy of chapter 4 in the Reader.
- Tell them they are reading chapter 4 in their Reader independently.
- Review the Think as You Read guidelines on the activity page. Then have students read and annotate the text.

Activity Page 4.1



**EMERGENT
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STUDENTS**



Reading

Beginning

During class discussion, ask students yes/no questions after directing them to specific passages. For example: Does Shinpei Mykawa return to Texas alone? (*no*) Did Shinpei Mykawa have any Japanese neighbors in Texas? (*yes*)

Intermediate

Provide quotes on Activity Page 4.1 and have students write explanations of how the quotes connect to the theme.

Advanced/ Advanced High

Provide students with an expanded glossary that defines potentially challenging words in the excerpt (e.g., *delegation*, *maximize*, *reservations*, etc.).

ELPS 1.E; ELPS 4.D;

ELPS 4.G; ELPS 4.J

Activity Page 4.2

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

Read from Shinpei Mykawa chapter 4, “Becoming a Texas Landowner” using the Think as You Read strategy. Write at least two Think as You Read observations on the next pages.

- After students have read, lead a discussion around the questions below.

1. Inferential. Why do you think many of Shinpei Mykawa’s neighbors had doubts about the success of his rice farm?

- » Because it was new and had never been proven successful before.

2. Evaluative. Do you think Shinpei Mykawa and his counterparts made a good investment as entrepreneurs?

- » Student responses might include: yes, because they were able to see a return on their investment.

3. Evaluative. Do you think Shinpei Mykawa, after chapter 4, would say it was worth all of his hard work to plant and grow his rice?

- » Students may answer positively or negatively, but Shinpei Mykawa always had a positive outlook.

INTERVIEWING THE AUTHOR (25 MIN.)

- Break the class into pairs and tell them they will interview each other as Shinpei Mykawa, using questions they develop.
- Tell students that they will be taking on the role of the main character when they answer the questions. As they develop questions and prepare to conduct their interviews, students should think about how Shinpei Mykawa's character has developed from a man with little experience in American business attending the World's Fair to an excited landowner poised for success.
- Lead a class discussion on how Shinpei Mykawa changed from the beginning of the narrative (chapter 1) to where they just read (chapter 4). Highlight his lack of experience in the beginning but positive outlook throughout.
- Pass out Activity Page 4.3 (Interview the Author).
- Dismiss students to begin developing interview questions with their partners.

Activity Page 4.3

Interview the Author

You will interview Shinpei Mykawa at the beginning and end of the narrative.

Prepare for your interview by developing appropriate questions for each time period.

Interview questions for Shinpei Mykawa before his land purchase:

- 1.
- 2.
- 3.

Interview questions for Shinpei Mykawa after his land purchase:

- 1.
- 2.
- 3.

Note: The activity page provides space for students to complete the assignment.

Support

Ensure students understand they are answering the interview questions as they think the main character would.

Activity Page 4.3



**EMERGENT
BILINGUAL
STUDENTS**

Reading

Beginning

Have students dictate their answers to the interview questions to their partners on Activity Page 4.3.

Intermediate

Have partners read the questions to each other aloud and discuss them before writing their answers.

Advanced/ Advanced High

Have students review the questions and ask clarifying questions before responding. Provide support as needed.

ELPS 1.E

- After students have finished writing, give them a few minutes to interview one another. Have a few volunteer pairs present their interviews to the class.
- First, partner 1 will interview partner 2, who will answer as Shinpei Mykawa at the start of the narrative (chapter 1). Then, partner 2 will interview partner 1, who will answer as Shinpei Mykawa at the end of the narrative.




Check for Understanding

Ask students what they think the author means by “This first crop represented my dream becoming a reality.”

Lesson 4: Theme Writing



Primary Focus: Students will freewrite a paragraph about a goal or dream they have for their future and generate ideas for a more formal narrative.

 **TEKS 5.2.C; TEKS 5.11.A**

FREEWRTING ABOUT DREAMS OR GOALS FOR THE FUTURE (20 MIN.)

- In Lesson 5, you will begin writing a personal narrative about dreams and goals for the future. To get you thinking about dreams and goals and what they mean to people, we will engage in a brainstorming activity called “freewriting.”
- Model freewriting a paragraph about goals for the future.
- Students may write about their goals in the present and predict what will happen in their future as they achieve their goals or dreams.
- Direct students to Activity Page 4.4 and have them read the directions independently.
- Answer any students’ questions about the activity.
- Have students complete the activity. Students are expected to write legibly in cursive.

Activity Page 4.4



TEKS 5.2.C Write legibly in cursive; **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Activity Page 4.4

Freewriting About Dreams or Goals for the Future

In Lesson 6, you will begin writing a personal narrative about your dreams or goals for the future. In order to get you thinking about dreams or goals and what they mean to people, we will engage in a brainstorming activity called “freewriting.” When freewriting, don’t worry about spelling, grammar, and punctuation—the important thing is to warm up your brain and get down some ideas that will help with more formal writing later on. Just think about the topic and write down whatever comes into your mind. Write about your goal in the present and predict what will happen as you achieve it.

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

- Model freewriting a paragraph about your dream, speaking out loud and displaying your writing to the students as you proceed.
- Display Digital Component (example of teacher’s freewrite paragraph).

Digital Component 4.4

My dream is to become a doctor. It will take me a long time, at least eight years, but it will be worth it. I dream of becoming a doctor because I want to help people feel better, and that is exactly what my doctors have done for me. To achieve my dream of becoming a doctor, I will have to be good at math and science and have people skills. I can depend on my family and teachers for help if I need them. That’s why I am so glad I have a great support system. I can’t wait to achieve my dream of becoming a doctor.

- Have students complete the activity.

Exit Ticket

Does your freewriting require topic and concluding sentences? Why or why not?

Support

Consider displaying brainstorming starter questions to assist students in their freewriting.

Challenge

After students have freewritten, have them rewrite phrases or ideas they like using strong verbs or adjectives.

Activity Page 4.5



**EMERGENT
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STUDENTS**



Writing

Beginning

Give students several specific questions to answer. For example:
Are your goals related to school? Does your dream involve friends or family?

Intermediate

Have students make a “freespeaking” audio recording, then transcribe it into their activity books.

Advanced/ Advanced High

Have students write three simple sentences on a graphic organizer about their dreams.

ELPS 5.G

Lesson 4: Theme

Take-Home Material

MY DREAM RESEARCH

- Students will conduct additional research about the dream or goal they have, which they will use to revise their narrative in the next lesson.
- They will complete Activity Page 4.5 at home to decide on an image to accompany their narrative.

Activity Page 4.5

“My Dreams” or “Goals for My Future” Research

Conduct additional research about the dream or goal you have. Use these questions to guide you: What education do you need? How long will it take to reach this goal? Will you need help? If so, from whom? You will use this information to write and revise your narrative.

Notes:

Note: The activity page provides space for students to complete the assignment.

End Lesson


5

Author's Purpose

PRIMARY FOCUS OF LESSON


Reading

Students explain the purpose of the text, citing text evidence.

 **TEKS 5.7.C; TEKS 5.10.A**


Speaking and Listening

Students describe how graphics in chapter 5 enhance the text.

 **TEKS 5.7.E; TEKS 5.10.C**

Writing

Students will draft the first part of a narrative about their own goals or dreams.

 **TEKS 5.2.C; TEKS 5.12.A**

FORMATIVE ASSESSMENT

Exit Ticket

Students write a paragraph that summarizes the purpose of the text, citing text evidence to support their claim. **TEKS 5.10.A**


Activity Page 5.2

Analyzing Graphics Jigsaw Students explain the connection between an image and the text.

 **TEKS 5.7.E**

Activity Page 5.5

“My Dream” Narrative, Part 1 Organize and write a narrative, “My Dream”. **TEKS 5.2.C; TEKS 5.12.A**

 **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.10.A** Explain the author's purpose and message within a text; **TEKS 5.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 5.10.C** Analyze the author's use of print and graphic features to achieve specific purposes; **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (20 min.)			
Introduction and Read-Aloud	Whole Group	20 min.	<input type="checkbox"/> Shinpei Mykawa chapter 5, “My Success in America” <input type="checkbox"/> Highlighters <input type="checkbox"/> Digital Component 5.1
Speaking and Listening (35 min.)			
Introduction and Independent Work	Whole Group/ Independent	15 min.	<input type="checkbox"/> Activity Pages 5.1, 5.2, 5.3
Jigsaw Activity	Small Group	20 min.	
Writing (35 min.)			
Images for “My Dream” Narrative	Whole Group/ Independent	10 min.	<input type="checkbox"/> Activity Pages 4.4, 5.4, 5.5
Writing “My Dream” Narrative	Independent	25 min.	

ADVANCE PREPARATION

Reading

- Prepare partners for students to highlight the text Shinpei Mykawa chapter 5, “My Success in America.”

Speaking and Listening

- Prepare to divide students into the following five groups based on specific images or graphs in “Shinpei Mykawa chapter 5, “My Success in America.”
 - Group 1 (“Shinpei Mykawa’s tombstone” photograph)
 - Group 2 (Map of Houston in 1912)
 - Group 3 (“Mykawa Station” picture)
 - Group 4 (“Mykawa Road” picture)
 - Group 5 (1890–1920 Japanese population in Texas graph)
- For purposes of differentiation, note that the images assigned to Group 2 and Group 5 may be the most challenging to explain while the images assigned to Group 3 may be the most accessible.

Writing

- Prepare to distribute Activity Page 4.4 for students to reference when writing their “My Dream” narrative.

Universal Access

Reading

- Prepare sentence frames for the author’s purpose. For example:
 - The author wrote ____ (title of text) to ____ (inform, persuade, entertain, etc.). This is clear in the text when the author writes ____ (text evidence).
- Prepare an expanded glossary for terms in the text. For example:
 - maintained
 - appreciation
 - efficient
 - immigrants
 - diverse

Speaking and Listening

- Prepare for students to have access to all of the images to reference when discussing in their jigsaw groups.
- Prepare for pre-arranged partners for Emergent Bilingual Students.

CORE VOCABULARY

riddled, v. spread throughout

persevere, v. persist; continue

harvested, v. gathered; brought in

illuminated, v. made visible; brought to light

ingenuity, n. creativity; inventiveness

Start Lesson

Lesson 5: Author's Purpose

Reading



Primary Focus: Students explain the purpose of the text, citing text evidence.



TEKS 5.2.C; TEKS 5.7.C; TEKS 5.10.A

INTRODUCTION AND READ-ALOUD (20 MIN.)

- Explain to students that they will read Shinpei Mykawa chapter 5, “My Success in America.”
- Explain to students that after they read and discuss each paragraph, they will highlight or underline evidence that supports the author’s purpose for the text.
 - Tell students that the author’s purpose is their reason or intent for writing. Explain that the author’s purpose can be to describe something, persuade, or entertain.



TEKS 5.2.C Write legibly in cursive; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.10.A** Explain the author’s purpose and message within a text.

- Read aloud paragraphs 1 and 2 in Shinpei Mykawa chapter 5, “My Success in America.”

Shinpei Mykawa

Chapter 5: My Success in America

The first few months were nothing short of amazing. Sprouts turned into plants, and plants began to turn into rice crops. The men on the farm worked endlessly and maintained a positive attitude throughout.

One evening, I was sitting in silence at the kitchen table, staring out at the farmland that used to be **riddled** with weeds and overgrown plants. I was creating lists in my head about the numerous tasks that needed to be accomplished in order to harvest a surplus of rice. I thought about when I spoke to my friend Kasoku, who, in the course of our conversation, asked, “It’s a beautiful thing, isn’t it?” I paused and asked, “What are you referring to?” He softly replied, “Watching our dreams come true. It’s simply beautiful.” After that, I stopped making my lists and looked out at the farmland in appreciation for the rest of the night.

- After reading, discuss the following questions:

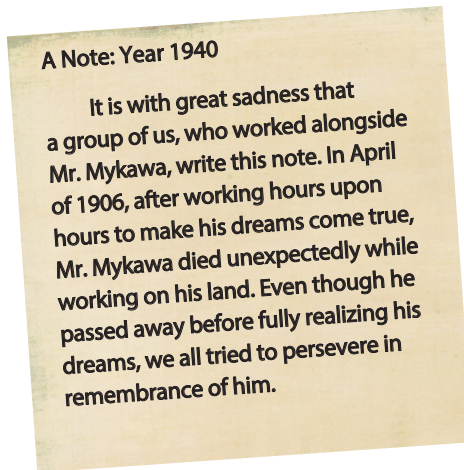
1. Inferential. What character traits best describe Shinpei Mykawa? What text evidence supports this trait?

- » Shinpei Mykawa is hardworking and determined. The text said that Shinpei Mykawa was “creating lists in [his] head about the numerous tasks that needed to be accomplished in order to harvest a surplus of rice.” This shows that even when he was done working, he kept thinking of how to achieve more.

1. Literal. Why did Shinpei Mykawa stop making his lists after talking to his friend?

- » Shinpei Mykawa’s friend reminded him to appreciate his “dreams coming true.”

- Read aloud paragraph 3 independently.



Shinpei's tombstone proudly stands in Hollywood Cemetery in Houston.

- After reading, discuss the following questions:

1. Literal. What did Mr. Mykawa's colleagues do after he passed away?

- » They persevered in remembrance of him.

1. Inferential. Why did Mykawa Shinpei's fellow workers try to persevere in remembrance of him?

- » Shinpei Mykawa had a dream to have successful rice harvests. Due to his untimely death, he was unable to see his dream succeed. Since Shinpei Mykawa was a kind and hard-working individual, his fellow workers were inspired to help his dreams become a reality.



**EMERGENT
BILINGUAL
STUDENTS**

Reading Deriving Meaning From Environment

Beginning

Point out one poster, visual, or resource in the classroom that could help students understand the author's purpose or how to cite text evidence. Ask students to read the material then explain in their own words how it can assist them in highlighting evidence of the author's purpose in Chapter 5. Provide a sentence frame, such as: *The material says _____. This can help me highlight evidence of the author's purpose by _____.*

Intermediate

Help a small group of students identify posters, visuals, or resources around the room that might help them understand the author's purpose and how to cite text evidence while reading. Ask groups to explain in their own words how it can assist them in highlighting evidence of the author's purpose in Chapter 5.

Advanced/

Advanced High

Ask students how posters, visuals, or resources in their environment can strengthen their understanding of what they have learned in class. Then have them discuss what it means to gain understanding from materials in their environment compared to visuals in a text.

ELPS 4.C

**EMERGENT
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Beginning

Read aloud paragraphs 4-5 from the printed text and display the Digital Component 5.4 to point out the map. After reading, discuss with students how the life of Mykawa Shinpei was influential and encourage them to respond orally using the sentence stem: *Shinpei Mykawa helped ____.*

Intermediate

Pair students and have them take turns reading paragraphs 4 and 5. Then, ask them to reference the Digital Component 5.4 to discuss how Houston has developed into a diverse community. Use the sentence stem: *I noticed that Houston has developed into a diverse community because ____.*

Advanced/

Advanced High

Pair students and have them discuss how the author used both print and visuals to convey the message. Encourage students to respond orally, referencing the information presented in paragraphs 4 and 5, as well as the Digital Component 5.4.

ELPS 3.J; ELPS 4.F

- Read aloud paragraphs 4 and 5.
- Show Digital Component 5.4 (Map of Houston in 1912).

Unfortunately, his farmland was never successful. Many individuals commented to us that Shinpei's investment was a failure because he was unable to produce ample crops. Those of us who worked alongside Mr. Mykawa were not of the same opinion.

Even though his farm was never profitable, rice farmers in Houston began to have great success after Mr. Mykawa's journey! Within the first three years, rice farmers in Houston harvested an average of thirty-four barrels an acre. This was nearly double the average in the United States at this time; the average harvest was eighteen barrels of rice per acre. The nearby and expansive railway system was a huge asset to rice farmers in the Houston area because it provided them with an efficient method for transporting all of their goods. The growth of rice culture in Houston has its roots in the sound financial practices of Shinpei Mykawa. He illuminated Houston's potential beyond cotton and corn crops.



This map shows how Houston has developed into a diverse community, influenced in part by Shinpei and other Japanese immigrants.

- After reading, discuss the following questions:

1. Literal. How was the life of Mykawa Shinpei influential?

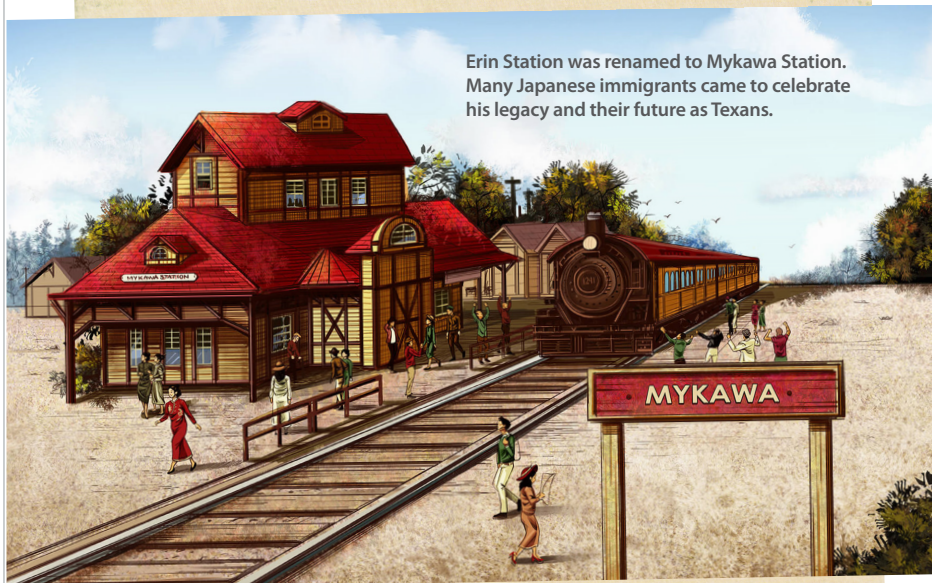
- » Shinpei Mykawa was influential in the rice industry in Houston. He showed Houston's potential for rice agriculture. Rice farmers nearly doubled the average rice harvest within the first three years.

1. Evaluative. Beyond Shinpei Mykawa's influence, what other factors led to the success of rice farming in Houston?

- » The railway system allowed rice to be distributed around the United States. This method to export goods was efficient at the time. It extended all over the United States and delivered crops at a faster rate..

- Read aloud paragraphs 6 through 9.

Today, we received word that the community renamed Erin Station to Mykawa Station in Mr. Mykawa's honor. Many of us had chills when we were told this wonderful news.



Erin Station was renamed to Mykawa Station. Many Japanese immigrants came to celebrate his legacy and their future as Texans.

It was explained to us that Mr. Mykawa's impact extended further than U.S. economics. He led his business with passion and showed sincerity toward his community members. We know this has been an important symbol for Japanese immigrants as well. They now see a Japanese name on the map and seek to settle in Houston, Texas, too.



Mykawa Road was named after Shinpei and is still located across from the new Mykawa Station.

Support

Pull a small group of students to discuss the key ideas that support the author's purpose in the text. Ask students to predict the author's purpose, and then tell them to find evidence to support their prediction.

Support

Remind students that they learned about the United States as a melting pot in Grade 2 Unit 9 *Land of Opportunity*.



- After reading, discuss the following questions:

- 1. Inferential.** Why would Japanese immigrants seek to settle in Houston, Texas?
 - » Shinpei Mykawa was well respected in Houston, Texas. Erin Station was renamed in his memory. This showed fellow Japanese immigrants that the Houston area was welcoming of other cultures and was a place for economic growth and opportunity.

1. Literal. How did Shinpei Mykawa contribute to the Houston area becoming a “melting pot of different cultures”?

- » Shinpei Mykawa showed Japanese immigrants, and other immigrants, that Houston is a welcoming place. This caused immigrants from all over to go to the Houston area, bringing along their cultures. This made for a diverse area.
- After discussing the text, direct students to work with a partner to highlight or underline key ideas that help to support the author’s purpose, or intent for the piece.
- Explain to students that they will use this evidence to write a short constructed response.
- After students have finished highlighting the text, display Digital Component 5.1 (Short Constructed Response Reading Question).
- Read the prompt, and describe the criteria students need to meet in order to obtain full credit (2 points).
- Then, ask students to write their responses.

➤ **Digital Component 5.1**

Short Constructed Response Reading Question

Read the question carefully. Then write your answer.

What is the author’s purpose in writing Shinpei Mykawa chapter 5, “My Success in America”?

Support your answer with evidence from the text.

To obtain full credit (2 points), the student will write a complete response that:

- explains the author’s purpose
- includes at least one piece of supporting evidence from the text
- cites the text evidence with a paragraph number
- uses evidence accurately to support the response

Exit Ticket

What is the author’s purpose in writing Shinpei Mykawa chapter 5, “My Success in America”?

Challenge

Tell students to compare and contrast the author’s purpose for Chapters 1–5.



**EMERGENT
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STUDENTS**

Reading

Author’s Purpose

Beginning

Encourage students to use synonyms or descriptions to check their understanding of unfamiliar words. Then, have students comment on those words with partners before completing the exit ticket.

Intermediate

Allow students to verbally explain the author’s purpose before writing. Provide a sentence frame for author’s purpose: For example: The author wrote ____ (title of text) to ____ (inform, persuade, entertain, etc.). This is clear in the text when the author writes ____ (text evidence).

Advanced/

Advanced High

Provide an expanded glossary (e.g., definitions for *maintained*, *appreciation*, *efficient*, *immigrants*, and *diverse*).

ELPS 1.D; ELPS 1.E

Lesson 5: Author's Purpose

Speaking and Listening

35M

Primary Focus: Students describe how graphics in Chapter 5 enhance the text.



TEKS 5.7.E; TEKS 5.10.C

INTRODUCTION AND INDEPENDENT WORK (15 MIN.)

- Remind students that, in the last lesson, they began brainstorming about their dreams, just like Shinpei Mykawa.
- Tell students they will now take some time to look closely at the image, maps, and pictures in “Chapter 5: My Success in America” and to start thinking about what sort of images they might want to add to their “My Dream” narratives.
- Direct students to Activity Page 5.1 (Jigsaw Guidelines). Have them read the guidelines independently.

Activity Page 5.1

Activity Page 5.1



Jigsaw Guidelines

1. In a jigsaw activity, you will be a member of two different groups. First, you will work in an expert group to become an expert in one topic that is part of a larger subject. After you and your group-mates become a team of experts, you will each teach your topic to a second group, known as a jigsaw group. As part of your jigsaw group, you will also learn from an expert from each expert group.
2. Make sure all members of your expert group have a common understanding of your topic knowledge and are ready to teach it to other students.
3. Once you and your group-mates are all experts, the class will break up into jigsaw groups. Every jigsaw group will contain at least one member from each expert group.
4. The experts in each jigsaw group will then take turns teaching their topic to the other members of their group.



TEKS 5.7.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 5.10.C** Analyze the author's use of print and graphic features to achieve specific purposes.

5. By the end of the jigsaw process, every student will have an understanding of the broad subject by studying and teaching his or her topic and by learning.

- After students have read the guidelines to themselves, have a couple of volunteers explain them in their own words.
- Direct students to Activity Page 5.2. Have them read the instructions independently. Then read the instructions aloud and give students the opportunity to ask any questions.
- Break the class into the following five groups:
 - Group 1 (“Shinpei Mykawa’s tombstone” photograph)
 - Group 2 (Map of Houston in 1912)
 - Group 3 (“Mykawa Station” picture)
 - Group 4 (“Mykawa Road” picture)
 - Group 5 (1890–1920 Japanese population in Texas graph)

- For modeling purposes, go through the questions and suggested answers for Activity Page 5.2 relating to the “Mykawa School” picture.

Activity Page 5.2

Analyze Your Image

Begin to analyze the image you have been assigned by answering the first three questions below. After you have spent some time thinking and writing about your image, you will join your expert group to discuss your analysis. Working with your expert group, answer questions 4–6 to help plan your teaching.

Independent Work

1. Find a quote from the text that your image illustrates or connects to.
 - » Answers may vary.
2. Explain the connection between the quote and your image.
 - » The image shows that Mykawa School was named in Shinpei’s memory.
3. What does your image add to the text that is not conveyed by words alone?
 - » The image shows how Mykawa influenced the Houston area beyond agriculture. His influence now impacts future generations. By naming a school after Mykawa, the younger generation can learn the importance of pursuing a dream.

Activity Page 5.2



Support

To facilitate cooperative and smooth group work, consider assigning students roles in the expert and jigsaw groups, including a time-keeper, a recorder, and a “collaboration coordinator” who makes sure everyone has a chance to contribute.

Activity Page 5.3



EMERGENT BILINGUAL STUDENTS



Speaking and Listening Information/Ideas

Beginning

Group Emergent Bilingual Students in a single expert group, and offer support including frames (see “Advanced/Advanced High” below) in completing Activity Page 5.2.

Intermediate

Assign expanding Emergent Bilingual Students a partner within their expert groups to work with them to complete Activity Page 5.2 and co-present their images.

Advanced/ Advanced High

Provide frames to help complete Activity Page 5.2. For example: A quote connected to my image is ____.

ELPS 3.B; ELPS 3.E

Challenge

Ask students if they can think of an image (other than an illustration) that might have enhanced Shinpei Mykawa’s narrative in Chapters 1-4.

Expert Group Work

4. Write one or two introductory sentences explaining how your image connects to the text.
 - » My image is the Mykawa School picture on page #. The text is about how Mykawa Shinpei passed away before realizing his dream; however, his impact was immense. The image shows his influence in the Houston area.

- Have students spend 5–7 minutes working independently on answering questions 1–3. Then break them into their expert groups to work together on questions 4–6.

JIGSAW ACTIVITY (20 MIN.)

- Allow students about 5–8 minutes to work in their expert groups. Give them a 3-minute countdown to make sure anyone who has not spoken yet has a chance to contribute.
- Assign students to their jigsaw groups. Tell them that being an active listener sometimes means taking notes on what a teacher or speaker is saying. Direct students to Activity Page 5.3, and review the instructions.

Activity Page 5.3

Notes on the Experts’ Lessons

Write down at least one important idea about each of the images.

1. “Shinpei Mykawa’s tombstone” photograph
2. Map of Houston in 1912
3. “Mykawa Station” picture
4. “Mykawa Road” picture
5. 1890–1920 Japanese population in Texas graph

- Have the Group 1 experts go first, followed by the Group 2 experts, and so on. Remind students that each of their group-mates is now an expert teacher on the images they analyzed, so they deserve the same respect and attention of any teacher.

- Consider giving students about a minute after each expert's presentation to provide feedback. Below are several sentence frames to help guide student feedback:
 - One of the things I liked best about your teaching was ...
 - You made me think about the image in a new way when you said ...
 - You gave me a good idea about an image to include in my own narrative when you said ...



Check for Understanding

- Ask students to describe how an image in the text, other than the one they taught, enhances the narrative.

Lesson 5: Author's Purpose

Writing



Primary Focus: Students will draft the first part of a narrative about their own goals or dreams. **TEKS 5.2.C; TEKS 5.12.A**

IMAGES FOR "MY DREAM" NARRATIVE (10 MIN.)

- Explain to students that they will revisit their "My Dream" narrative from the previous lesson, Activity Page 4.4. Tell students that they will create images to enhance their narratives.
- Distribute Activity Page 5.4. Read the directions to students.

Activity Page 5.4

Images for "My Dream" Narrative

Brainstorm

List three images that would make your "My Dream" narrative more interesting to read.

- 1.
- 2.
- 3.

TEKS 5.2.C Write legibly in cursive; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

Activity Page 4.4

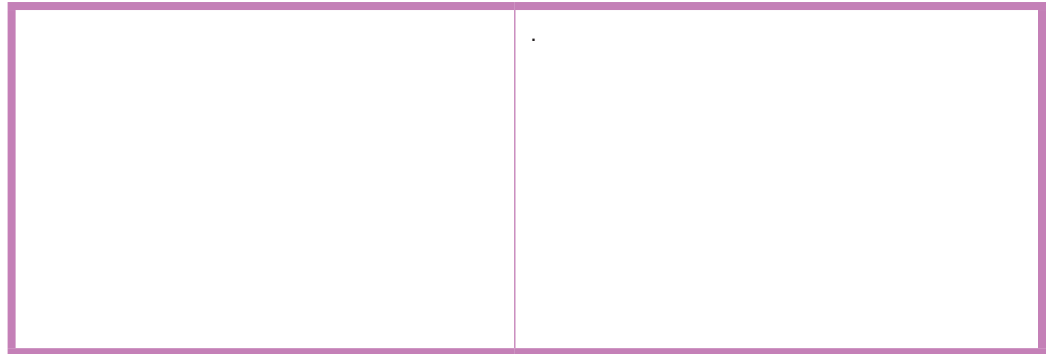


Activity Page 5.4



Draw:

Draw two images to include in your “My Dream” narrative.



- Direct students to brainstorm what images would enhance their narratives.
- Direct students to choose two of their ideas. Give students time to work on images to illustrate their My Dream narratives. Students may also use locally approved resources to find other graphics, photographs, or illustrations.
- Depending on the narratives and the students’ preferences, personal images including family photographs, family trees, or hand-drawn pictures might be more appropriate than images from locally approved sources.
- If your classroom or school library includes personal narratives, give your students the opportunity to look at them to explore different options for graphics, photographs, illustrations, etc.

Challenge

Encourage students to include dialogue or personification in their narratives.

WRITING “MY DREAM” NARRATIVE (25 MIN.)

- Tell students that they will begin writing their first draft of their “My Dream” personal narrative.
 - Remind students that they are writing a personal narrative about one of their dreams.
 - Ask students the 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 being described.*)

- Remind students that a well-written personal narrative is told in first person about personal events. It also includes descriptive details and sensory language that helps to convey the personal experience.
 - Ask students what type of narrative techniques were included in Shinpei Mykawa’s narrative that helped to convey his experiences. (*Dialogue and personification*)

- Direct students to Activity Page 4.4 to re-read their freewriting about their dream.
- After a few minutes, direct students to Activity Page 5.5 to begin writing their “My Dream” narratives. Students should write legibly in cursive.

Activity Page 5.5

“My Dream” Narrative

Begin your “My Dream” narrative below. Feel free to look back at your freewriting (Activity Page 4.4).

Note: The activity page provides space for students to complete the assignment.



Check for Understanding

Explain what characteristics make up a personal narrative.

End Lesson

Activity Page 5.5



Support

Pull students in a small group to help discuss their narrative prior to drafting. Tell students to read their freewriting out loud. Highlight the parts of the freewrite they want to include in their personal narratives.



**EMERGENT
BILINGUAL
STUDENTS**

Writing Writing

Beginning

Group emergent bilingual students together, and provide substantial support in ensuring they understand the events and participants on the activity page.

Intermediate

Before writing sentences, have students perform brief skits of the event, with each group member taking a part.

Advanced/

Advanced High

Provide students with definitions of any potentially challenging words on the activity page (e.g., *replacement*, *exhibit*).

ELPS 1.C; ELPS 1.F

6

Evidence to Support a Point of View

PRIMARY FOCUS OF LESSON

Reading

Students will identify the evidence Rosa Parks brings to support her point that segregation was unjust. **TEKS 5.2.C; TEKS 5.9.E.ii**

Speaking and Listening

Students will present (read out loud) their My Dream Narrative and display their graphic. Classmates will respond with positive and specific feedback. **TEKS 5.1.A; TEKS 5.1.C**

Writing

Students will write narratives containing evidence that supports points of view. **TEKS 5.11.B.i; TEKS 5.12.A**

FORMATIVE ASSESSMENT

Activity Page 6.1

Finding Evidence Students quote from the text and describe evidence in the quotation.

TEKS 5.2.C; TEKS 5.9.E.ii

Teacher Resources

Speaking and Listening Observational Checklist

Students present narratives, including accompanying images. Classmates respond with positive and

specific feedback. **TEKS 5.1.A; TEKS 5.1.C**

TEKS 5.2.C Write legibly in cursive; **TEKS 5.9.E.ii** Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument; **TEKS 5.1.A** Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; **TEKS 5.1.C** Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; **TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (35 min.)			
Supporting with Evidence	Whole Group	15 min.	<input type="checkbox"/> Anthology <input type="checkbox"/> Digital Component 6.1 <input type="checkbox"/> Activity Page 6.1
Partner Reading	Partner	20 min.	
Speaking and Listening (25 min.)			
Sharing My Dream Narratives (Day 1)	Whole Group	25 min.	<input type="checkbox"/> Digital Component 6.2
Writing (30 min.)			
Modeling Supporting with Evidence	Whole Group	10 min.	<input type="checkbox"/> Activity Page 6.2 <input type="checkbox"/> Digital Component 6.3
Organizing and Writing	Independent	20 min.	

ADVANCE PREPARATION

Reading

- Review the suggested Think as You Read script in Reading.
- Prepare to assign Read-Aloud passages from *My Story* ("We Fight For the Right to Vote") to students. Students will read these passages aloud during Lesson 7.
- Prepare to display Digital Component 6.1.

Speaking and Listening

- Prepare to display Digital Component 6.2.
- During Speaking and Listening, students will share their My Dream Narratives with the class. If possible, arrange to project or display the graphic(s) or image(s) accompanying students' narratives.

Writing

- Prepare to display Digital Component 6.3.

Universal Access

Reading

- Prepare yes/no questions.

CORE VOCABULARY

public money, n. government funds

plantation, n. large farm on which the laborers usually are not the owners

overseer, n. supervisor

civil rights, n. protections from discrimination and other unjust treatment

Caucasian, adj. white

Lesson 6: Evidence to Support a Point of View

Reading



Primary Focus: Students will identify the evidence Rosa Parks brings to support her point that segregation was unjust. **TEKS 5.2.C; TEKS 5.9.E.ii**

SUPPORTING WITH EVIDENCE (15 MIN.)

- Tell students that today they will begin reading a new narrative in the Anthology from a book called *My Story* by Rosa Parks.
- Give students who have heard of Rosa Parks a chance to tell the class what they know about her.
- Read aloud *My Story*, "Not Just Another Little Girl," from the beginning through the paragraph that ends, "...came to running sports." Instruct students to follow along as you read.
- As you read, or after reading, engage the class in discussion around the following questions:
 - 1. Evaluative.** In what ways was Rosa Parks's school different from yours? Can you think of ways that it was similar? Do you think all schools in or around Pine Level were like Rosa Parks's school? Why or why not?
 - » From the context of segregation and the "black school" reference, students may infer that there was also a white school that was different from the school Rosa Parks attended.
- Direct students to the following passage on p. 9 of the Anthology and read it aloud.

We used to play at home a little bit. My mother would buy us a ball, and we'd have to be very careful because pretty soon a rubber ball would be lost. It didn't last too long.

- 1. Inferential.** Ask students if they can infer anything about Rosa Parks's family and how she lived from the three sentences. Ask students to support

Support

Consider having students find and analyze a quote as a whole class activity before having them work on the activity in pairs.



TEKS 5.2.C Write legibly in cursive; **TEKS 5.9.E.ii** Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.

their answers with words from the passage.

- » Students may infer that the family was poor and that young Rosa Parks did not have a lot of toys to play with.

Activity Page 6.1



Support

As necessary, guide students with follow-up questions. For example: “Does it seem like the family had a lot of toys?”; “Based on the passage, do you think a lost rubber ball could be easily replaced?”

PARTNER READING (20 MIN.)

- Ask students to describe Rosa Parks’s point of view about school.
- Tell students that as they read the next section of Rosa Parks’s narrative, they should look for the evidence she brings to support her point about school.

➤ Digital Component 6.1

- Direct students to Activity Page 6.1, review the instructions, and write a blank version of the organizer on the board (only the headings and one row are necessary). Students are expected to write legibly in cursive.
- Use Think as You Read to model filling in the first row as you read the second and third paragraphs of “Not Just Another Little Girl.”
- A suggested Think as You Read script is below.

Think as You Read

Okay, I just read that Rosa Parks wrote that her teacher, Miss Sally Hill, was “very nice.” That sounds like it’s related to school. I’m going to underline that sentence.

She wrote that she does not remember when she first started reading, which tells me that she must have learned to read at a young age. I also read that she enjoyed reading and counting. That makes me think that she must have liked school. I am going to underline that sentence too.

- As shown in the teacher’s version of Activity Page 6.1, copy the quotes you underlined on the Digital Components into the first column. In the second column, list the evidence of Rosa Parks’s point of view found in the text.
- Break the class into pairs for partner reading and have them begin the activity, reading first independently and then with their partners.

Activity Page 6.1

Finding Evidence

Follow as your teacher models finding evidence from the text to support Rosa Parks’s point of view.

Then read today's excerpt with a partner, pausing to list quotes from the text that show Rosa Parks's feelings or experiences in the first column, making sure to include the page number. In the second column, list the evidence of Rosa Parks's point of view found in the quotes.

Evidence of the Rosa Parks's Point of View	
Quote from the text	Evidence of Rosa Parks's Point of View
<p>"My first teacher was Miss Sally Hill, and she was very nice." p. 8</p> <p>"I was already reading when I started school. My mother taught me at home. She was really my first teacher. I don't remember when I first started reading, but I must have been three or four. I was very fond of books, and I liked to read and I liked to count." p. 8</p>	<ul style="list-style-type: none"> • Her teacher, Miss Sally Hill, was nice. • She learned to read at a young age, before she started school. • She liked to read and count.

- As a class, review the activity page.
 - Assign Read-Aloud passages to students from “We Fight for the Right to Vote” for the Lesson 7 reading segment.



Reading
Evaluating Language
Choices

Beginning

Ask yes/no questions about whether or not specific sentences offer evidence about Rosa Parks's Point of View. For example: Does the sentence describe a feeling or experience? Does the sentence describe something Rosa Parks liked or did not like?

Intermediate

Using the same passage assigned to other students, break the passage up into shorter sections, asking students to underline specific phrases which describe Rosa Parks's point of view.

Advanced/ Advanced High

Allow students to write phrases or sentence fragments rather than full sentences in the "evidence" column.

ELPS 4.F; ELPS 4.J

Challenge

Parks writes all about her school in today's text. Ask students to determine what point of view Parks takes of her school. Have students find evidence in the passage to support their opinion. Additionally, students can craft this information into a paragraph.

Lesson 6: Evidence to Support a Point of View

Speaking and Listening

25M

Primary Focus: Students will present (read out loud) their My Dream Narrative and display their graphic. Classmates will respond with positive and specific feedback.



TEKS 5.1.A; TEKS 5.1.C

SHARING DREAM NARRATIVES (DAY 1) (25 MIN.)

- Explain that a group of students will now have a chance to present their My Dream Narratives, including the image. More students will present during Lesson 7.
- Consider arranging the room so that students are sitting facing each other (keeping in mind that some student presentations may require the audience to look at the front of the room).
- Remind students that, as in all their sharing sessions, all feedback should be:
 1. positive (about something they liked in the narrative)
 2. specific (referring to specific language—or, in this case, the image—in the narrative)



Check for Understanding

Propose some comments (suggestions below) and ask students whether or not they meet the two standards for feedback.

- You should have ended it differently. (not positive)
- Your narrative was really good. (not specific)
- When you wrote that the inside of the car felt like a furnace, I could really imagine how uncomfortable you were. (positive and specific)



TEKS 5.1.A Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; **TEKS 5.1.C** Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

- Write or display the following sentence frames as guidance to students on feedback.

➤ Digital Component 6.2

Your narrative taught me something about you I didn't know. The words(s) ____ taught me that ____.

Your narrative taught me something interesting about what your dream means to you. The words ____ taught me that ____.

The visual element added to the meaning of your narrative. It showed me that ____.

When you described ____ with the words ____, I could really picture it in my mind.

- Thank students for their presentations and feedback and tell them you are looking forward to hearing more students present their My Dream Narratives during Lesson 7.


Activity Page 6.2



Lesson 6: Evidence to Support a Point of View

Writing



 **Primary Focus:** Students will write narratives containing evidence that supports points of view. **TEKS 5.11.B.i; TEKS 5.12.A**

MODELING SUPPORTING WITH EVIDENCE (10 MIN.)

- Tell students they will now work on writing narratives containing evidence supporting a point of view, much like the Rosa Parks selection they read today.
- Tell students that their writing today will also be persuasive (they will write to convince their reader of something); like Rosa Parks, they will bring evidence to support a point of view about a personal experience. Remind them that the structure of a personal narrative includes an introduction, supporting sentences, and a concluding sentence in which they should share a final thought about their point of view. **TEKS 5.11.B.i**

- Use a version of the following organizer to model a best or worst narrative. Suggestions for topics follow. Note that topics like the best book or singer may not lend themselves to narratives.

- the best hobby
- the best way to spend a Sunday
- the worst month of the year
- the best field trip

 **TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

Challenge

When possible, have students identify “showing, not telling” in their classmates’ presentations.

Support

Highlight specific language from the narratives presented for students to comment on.

**EMERGENT
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STUDENTS**



Speaking and Listening
Presenting

Beginning

Allow students to present a graphic or illustration that incorporates their first language.

Intermediate

Allow students to rehearse their presentations with you prior to presenting them to the whole class.

Advanced/ Advanced High

Allow students to rehearse their presentations with a peer.

ELPS 1.B; ELPS 3.B

Building Birdhouses Is the Best Hobby

Evidence	Personal Experience
You can meet new people.	I met my best friend at a birdhouse convention.
You get closer to nature.	Every morning I spend a few minutes outside watching the birds feed at my birdhouse.
You learn important skills.	Building birdhouses helped me learn about carpentry, and now I'm working on building a go-cart.

ORGANIZING AND WRITING (20 MIN.)

- Direct students to Activity Page 6.2 and give them about fifteen minutes to complete the organizer and write their narrative.

Activity Page 6.2

Write Narrative with Evidence

Choose a topic from one of the prompts below. Complete at least two rows of the organizer, then write a personal narrative about your topic.

Best or Worst Place

1. What's the best place you have ever visited and why? Write to convince a friend to go there. Make sure to bring evidence from your visit to support your point of view about the place.
2. What's the worst place you have ever visited and why? Write to convince a friend not to go there. Make sure to bring evidence from your visit to support your point of view about the place.

Best Gift Given or Worst Gift Received

3. What's the best gift you have ever given and why? Describe the gift and your experience giving it. Make sure to bring evidence to support your point of view about the gift.
4. What's the worst gift you've ever received and why? Describe the gift and your experience receiving it. Make sure to bring evidence to support your point of view about the gift.

Topic:	
Evidence	Personal Experience
1.	
2.	
3.	
4.	

Personal Narrative

Note: The activity page provides space for students to complete the assignment.



Check for Understanding

Ask for evidence to support a point of view that is the opposite of students' narratives. For example: What evidence could someone bring to show that the amusement park was the worst place to visit?

- Time permitting, display or project the suggested feedback sentence frames below and have some students share their narratives. Students presenting their My Dream narratives in the next segment should take priority.

➤ Digital Component 6.3

1. ___ was a strong piece of evidence supporting your point of view that ___.
2. The words ___ helped me form a strong mental image of ___.

End Lesson

Support

Provide students with an organizer on which to brainstorm different ideas for their topics (for example, a few different trips or gifts).

Challenge

Refer to the Writing Strategies poster and challenge students to include at least two instances of “showing, not telling” in their narratives. Have them circle the instances.



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STUDENTS**

Writing Writing

Beginning

Support students one-on-one or in a small group to understand the prompts and to outline using the organizer.

Intermediate

Have students, prior to writing, describe their gift or trip experience to a peer, who will help the writer select the best evidence supporting his or her point of view.

Advanced/ Advanced High

Review the Paragraph about a Paragraph, explaining that in this narrative, the evidence serves as detail (appropriate for Beginning and Intermediate as well).

ELPS 5.G

7

Tone

PRIMARY FOCUS OF LESSON


Writing

Students will define tone and write in multiple tones.

 **TEKS 5.12.A**

Reading

Students will compare and contrast the tones of two texts.

 **TEKS 5.2.C; TEKS 5.6.H**

Speaking and Listening

Students will present (read aloud) My Dream Narratives with images.
Classmates will respond with positive and specific feedback.

 **TEKS 5.1.A; TEKS 5.1.C; TEKS 5.1.B**

FORMATIVE ASSESSMENT

Activity Page 7.2

Group Tone Writing Students will write narratives

 conveying a particular tone. **TEKS 5.12.A**

Activity Page 7.4

Identifying Tone Students will compare and contrast


 the tone of two texts. **TEKS 5.6.H**

Teacher Resources

Speaking and Listening Observational Checklist

Students will present their narratives, including accompanying images. Classmates will respond with

 positive and specific feedback. **TEKS 5.1.A; TEKS 5.1.C**

 **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.6.H** Synthesize information to create new understanding; **TEKS 5.1.A** Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; **TEKS 5.1.C** Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; **TEKS 5.1.B** Follow, restate, and give oral instructions that include multiple action steps.

LESSON AT A GLANCE

	Grouping	Time	Materials
Writing (25 min.)			
Defining and Identifying Tone	Whole Class	10 min.	<input type="checkbox"/> Anthology <input type="checkbox"/> Digital Component 7.1 <input type="checkbox"/> Activity Pages 7.1, 7.2
Group Writing	Small Group	15 min.	
Reading (45 min.)			
Whole-Class Reading	Whole Class	15 min.	<input type="checkbox"/> Activity Pages 7.3, 7.4
Independent Reading	Independent	15 min.	
Compare and Contrast Tones	Independent	15 min.	
Speaking and Listening (20 min.)			
Sharing My Dream Narratives (Day 2)	Whole Group	20 min.	<input type="checkbox"/> Digital Component 7.2

ADVANCE PREPARATION

Writing

- Prepare to display Digital Component 7.1 (the “Museum of Giant Rocks” passages).
- Prepare six index cards with one of the following tones written on each: *apologetic, thrilled, angry, serious, silly, and confused*.

Reading

- When possible, give students who will be reading aloud during the Reading segment, the opportunity to rehearse with you or with a peer.

Speaking and Listening

- Prepare to display Digital Component 7.2 (Feedback Sentence Frames) during the Speaking and Listening segment.

Universal Access

Reading

- Prepare yes/no questions.
- Prepare expanded glossary.

CORE VOCABULARY

From *My Story*

fare, n. payment for public transportation

thickset, adj. having a broad body

intimidating, adj. threatening

vacant, adj. empty

stepwell, n. stairway

From *Step by Step*

hog slopping, v. feeding pigs

toil, n. hard work

porter, n. person who carries baggage

attendants, n. assistants

outhouses, n. old-fashioned outdoor toilets

finery, n. fancy clothes

Lesson 7: Tone

Writing



Primary Focus: Students will define tone and write in multiple tones.

 **TEKS 5.12.A**

DEFINING AND IDENTIFYING TONE (10 MIN.)

- Display the following passages on the board:

➤ Digital Component 7.1

1. I am quite convinced that the reopening of the Museum of Giant Rocks will not end well. In 1990, on the museum's opening day, the fasteners and bolts that held the giant rocks in place came loose, sending huge stones rolling in every direction, crushing cars and barely missing a crowd of people. The authorities immediately closed down the museum but then reopened it two years later. On the second opening day, the exact same thing occurred. Since then, the museum has reopened seven times, each time with the same results. Today, again, the museum is scheduled to reopen after being rebuilt by the same architects and builders who have worked on it from the start.
2. Really? Reopen the Museum of Giant Rocks? What a brilliant idea by the mayor and his advisors. Because every town is better off with smashed storefronts, crushed cars, and citizens running for their lives from huge boulders rolling down the middle of Main Street.
3. I squeezed my lucky penny in my pocket as we pulled into the parking lot of the Museum of Giant Rocks. I needed all the luck I could get. Rocks fall, rocks roll, rocks bounce. Rocks give people concussions! Who had the crazy idea of reopening this museum of mayhem? I hugged the wall and tried to keep my legs from shaking as my dad dragged me to the first exhibit. Let me wrestle a bear, let me juggle chainsaws. Anything but this.

- Give students a chance to read the passages independently.

1. Inferential. Ask students what sort of attitude each of the authors have. For example, is the first writer silly? If not, describe his or her attitude.

- » passage 1: serious, scientific
- passage 2: sarcastic
- passage 3: frightened, nervous

Activity Page 7.1



 **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

- Have one or two volunteers read each passage aloud, encouraging them to read in a voice and with expression that conveys the attitude of the author.
- 1. Literal.** Remind students that in Lesson 6 they learned about point of view. Ask students what the authors' points of view are about reopening the Museum of Giant Rocks.
- » They are all against the reopening.
- Discuss the differences between the three passages, all of which share the same point of view.
 - Tell students that, just as people can show an attitude or mood in the way they speak, they can also write to show an attitude or mood. Explain that in writing, this attitude or mood is called *tone*.
 - Direct students to Activity Page 7.1 and review the definition and examples of tone.
 - Have students brainstorm additional tones and describe some everyday events (for example, waking up or eating breakfast) using these tones or the examples on the activity page.

Activity Page 7.1

Tone

tone, n. the attitude or mood of an author or character

Some Examples of Tones

positive: joyful, hopeful, compassionate

negative: angry, sorrowful, cruel

neutral (neither positive nor negative): calm, scientific, factual

Answer the multiple-choice questions about the tone of the “Museum of Giant Rocks” passages, and then find and write evidence from the passages that supports your answer.

1. The tone of passage 1 is:

- a. optimistic
- b. wishful
- c. scientific
- d. passionate

Write a sentence or phrase from passage 1 that supports your answer.

- » “In 1990, on the museum’s opening day, the fasteners and bolts that held the giant rocks in place came loose, sending huge stones rolling in every direction, crushing cars and barely missing a crowd of people.”

2. The tone of passage 2 is:

- a. **sarcastic**
- b. serious
- c. respectful
- d. optimistic

Write a sentence or phrase from passage 2 that supports your answer.

» “What a brilliant idea by the mayor and his advisors.”

3. The tone of passage 3 is:

- a. scientific
- b. outraged
- c. cruel
- d. **nervous**

Write a sentence or phrase from passage 3 that supports your answer.

» “I hugged the wall and tried to keep my legs from shaking as my dad dragged me to the first exhibit.”

-
- Break the class into groups of about four students each. For each group, assign a cooperation coordinator (to make sure everyone participates) and writer.
 - Give each group one of the tone cards (*apologetic, thrilled, angry, serious, silly, and confused*). Apologetic and confused may be more challenging tones to convey, while silly may be easier, so consider differentiating by group. Tell students not to share their assigned tone with anyone outside their group.
 - Direct students to Activity Page 7.2 and review the instructions. As necessary, brainstorm ideas for school events to write about. Some suggestions: a sports match, an assembly, a concert or play, a fire drill.

Support

Write the six tones on the board rather than having the students guess out of the blue.



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Writing Adapting Language Choices

Beginning

Ensure that students understand the content of the “Museum of Giant Rocks” passages before discussing the tone.

Intermediate

Review the definitions of the multiple-choice options on Activity Page 7.1.

Advanced/ Advanced High

Place students in groups with peers who will offer them support and encouragement in contributing to the group narrative.

ELPS 1.C; ELPS 5.B;

ELPS 5.F

GROUP WRITING (15 MIN.)

Activity Page 7.2

Group Tone Writing

As a group, choose an event at school and write a first-person paragraph about it in your assigned tone. Your paragraph does not have to be a true account of the event, so it may not meet all the requirements of a personal narrative.

Only the writer needs to write the entire paragraph, but each member of the group should contribute at least one sentence and write that sentence at the bottom of this page.

The sentence I contributed:

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

- Give the groups 5–7 minutes to write their narratives. Afterward, have a member of each group read his or her group’s narrative to the class.
- Have students try to identify the tone of each narrative.

Challenge

Have students write their own “Museum of Giant Rocks” paragraph in a tone of their choosing.



Check for Understanding

Ask students to express the same strong point of view about the weather in two different tones. Examples:

- I can’t stand rainy days! I want the sun to come out now!
- I prefer a sunny day. Not that I mean to complain. I know we can’t control the weather. I understand it has to rain sometimes.

Activity Page 7.2



Lesson 7: Tone

Reading

45M

Primary Focus: Students will compare and contrast the tones of two texts.



TEKS 5.2.C; TEKS 5.6.H

WHOLE-CLASS READING (15 MIN.)

- Review events and descriptions from “Not Just Another Little Girl” from *My Story*.
- Direct students to “We Fight for the Right to Vote” from *My Story*.



TEKS 5.2.C Write legibly in cursive; **TEKS 5.6.H** Synthesize information to create new understanding.

- Have the students who have been assigned passages read “We Fight for the Right to Vote” aloud to the class. Read aloud any passages that have not been assigned.
- During or after the reading, lead a discussion around the questions that follow.

1. Literal. What are the unjust practices on the bus?

» Answers may include:

After paying their fare to the driver at the front door, African Americans had to then get off the bus and reenter through the rear door.

Sometimes the driver drove off before these people were able to reboard the bus.

Front seats were reserved for whites.

African Americans often had to give up their seats in the African American section if white seats were full.

1. Literal. Why did the driver throw Rosa Parks off the bus?

» She refused to get off and reenter through the rear door after paying her fare.

1. Evaluative. How did Rosa Parks defy the rules of segregation by dropping her purse?

» She sat in one of the “whites only” seats in order to pick up her purse.

INDEPENDENT READING (15 MIN.)

- Tell students that they will now read another narrative that deals with segregation but that has a different tone from Rosa Parks’s *My Story*.
- Review the Introduction to *My Story* and *Step by Step*.
- Read the first five paragraphs of the *Step by Step* excerpt aloud to the class, modeling Think as You Read. Several modeling suggestions follow the excerpt. Have students follow closely in their Anthology, and tell them that by thinking as they read, either to themselves or in a whisper, they can improve comprehension.

Support

To help students understand the excerpt, display a few images of the interior and exterior of public buses that have front and rear doors.

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Reading Reading/Viewing

Beginning

Read *Step by Step* aloud, asking students yes/no questions about specific passages. For example: Does the author sound angry in this paragraph?

Intermediate

Ask students for specific types of Think as You Read responses to particular passages. For example: What do you picture after the paragraph in which the author describes the lights of the city?

Advanced/ Advanced High

Provide students with an expanded glossary for *Step by Step* that includes potentially challenging words, for example: *environment, familiar, experience.*

ELPS 2.1; ELPS 4.G

Activity Page 7.3



- Below are some Think as You Read suggestions:
- After the first two paragraphs:
 - These paragraphs give us great “showing” descriptions of what is happening to Bowman on the inside and the outside. Physically, on the outside, he feels the seat underneath his body, and he looks out the window at the farmland rushing past him in a blur. The train is leaving the farmland behind.
 - He also shows us his thoughts. He tries to put his past out of his mind. He wants to leave his childhood as a farm boy behind him. I really like how the author describes his physical experience and his thoughts as mirroring each other. As the train rushes ahead he is leaving the farmland of the South behind him. At the same time, in his thoughts, he is leaving his time working on a farm behind him.
 - Bowman writes about the “song of the metal against the tracks” and the “blur of the towns and villages moving past my eyes.” These are great descriptions. If I close my eyes, I can imagine the rhythm of the clickety clack of the wheels against the track. I can also imagine the blur of the countryside whizzing by as the train travels so quickly. These are great showing descriptions because they create such clear mental images.
- After the third paragraph:
 - I read that the white conductor could make trouble for the African American employees. This sounds similar to the white bus drivers making trouble in *My Story*.
- After the fifth paragraph:
 - Bowman certainly seems curious and hardworking. He is taking in everything new and interesting about his surroundings. And even though he is on the train as a passenger, he is still helping the porters do their job. I wonder if he will end up working on the railroad.
- Direct students to Activity Page 7.3 and have them complete the activity. Students are expected to write legibly in cursive.

Activity Page 7.3

Think as You Read

Read the rest of *Step by Step* from the paragraph beginning “Later, after I had eaten my lunch” to the end of the narrative. As you read, write down at least two Think as You Read ideas. In describing each idea, include a word or phrase from the text. Review the Think as You Read poster for a reminder of some of the kinds of things you might think and write about.

Think as You Read Ideas

- 1.
- 2.
- 3.
- 4.

- Have students share their Think as You Read observations.

COMPARE AND CONTRAST TONES (15 MIN.)

Activity Page 7.4

Identifying Tone

- A. Choose the tone that most closely matches the passage.
1. "... I knew that conditions of life for my family and me were in some ways not much better than during slavery." (Rosa Parks)
 - a. content
 - b. cruel
 - c. scientific
 - d. unhappy**
 2. "The train trip and helping those guys out were very positive experiences, ones that convinced me that I'd made the right decision. I could survive away from home. I knew I could survive in the big city." (Bertie Bowman)
 - a. confident**
 - b. hopeless
 - c. calm
 - d. nervous
 3. "[The new white school] was built with public money, including taxes paid by both whites and African Americans. African Americans had to build and heat their own schools without the help of the town or county or state." (Rosa Parks)
 - a. nervous
 - b. disapproving**
 - c. optimistic
 - d. confused

Challenge

Have students generate three Think as You Read observations in three different categories listed on the Think as You Read poster.

Activity Page 7.4



Support

Allow students to read passages aloud to help determine tone. When necessary, underline some of the words identified above that might provide clues to tone.

4. "I knew I would like it here, with its opportunities. I knew I could do a lot of growing up here and mature into quite a man." (Bertie Bowman)
- a. optimistic
 - b. hopeless
 - c. silly
 - d. timid
- B. Below are two paragraphs, the first from Rosa Parks's *My Story* and the second from Bertie Bowman's *Step by Step*. Read the paragraphs, thinking about the tone of each. Underline words or phrases that you think help show the tone. Then answer the questions.

From *My Story*:

It was up to the bus drivers, if they chose, to adjust the seating in the middle sixteen seats. They carried guns and had what they called police power to rearrange the seating and enforce all the other rules of segregation on the buses. Some bus drivers were meaner than others. Not all of them were hateful, but segregation itself is vicious, and to my mind there was no way you could make segregation decent or nice or acceptable.

From *Step by Step*:

Later, after I had eaten my lunch of ham and bacon sandwiched between biscuits, I helped out in the kitchen cleaning off the tables, and they rewarded me by giving me a free dinner. I took the dinner back to my seat in the segregated car where all the colored passengers ate food that they had brought with them. In that time, we could not go on the train without taking our own food and drink, because we could not buy any in the dining car. That was only for white people . . . The train trip and helping those guys out were very positive experiences, ones that convinced me that I'd made the right decision.

1. What mode of transportation is described in *My Story*? How about in *Step by Step*?
 - » a bus in *My Story*, and a train in *Step by Step*
2. What is similar about the two situations being described?
 - » Both paragraphs describe segregation. In both situations, African Americans do not have the same rights as whites.

3. How would you describe the tone of each paragraph? Looking at the underlined words might give you some ideas.

- » tone of *My Story*: angry, unhappy, compassionate, emotional
- tone of *Step by Step*: hopeful, optimistic cheerful, enthusiastic

- Review the activity page with the class.



Check for Understanding

Ask students what tone they think best describes *Step by Step*.

Lesson 7: Tone

Speaking and Listening



Primary Focus: Students will present (read aloud) My Dream Narratives with images. Classmates will respond with positive and specific feedback.

 **TEKS 5.1.A; TEKS 5.1.C; TEKS 5.1.B**

SHARING MY DREAM NARRATIVES (DAY 2) (20 MIN.)

- As with the Lesson 6 sharing session, consider arranging the room so that students are sitting facing each other (keeping in mind that some student presentations may require the audience to look at the front of the room).



Check for Understanding

Ask students what two criteria all comments have to meet.

- » Comments must be positive and refer to specific language in the narrative.



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Speaking and Listening Presenting

Beginning

Allow students to present a graphic or illustration that incorporates their first language.


Intermediate

Allow students to rehearse their presentations with you before presenting them to the class.

Advanced/ Advanced High

Allow students to rehearse their presentations with a peer.

ELPS 3.H

 **TEKS 5.1.A** Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; **TEKS 5.1.C** Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; **TEKS 5.1.B** Follow, restate, and give oral instructions that include multiple action steps.

Challenge

When possible, have students identify “showing, not telling” in their classmates’ presentations.

Support

Highlight specific language from the narratives presented for students to comment on.

- Write or display the following sentence frames as guidance to students on feedback:

➤ **Digital Component 7.2**

Your narrative taught me something about you I didn’t know.

The words(s) ____ taught me that ____.

Your narrative taught me something interesting about what your dream means to you. The words ____ taught me that ____.

The visual element added to the meaning of your narrative. It showed that me that ____.

When you described ____ with the words ____, I could really picture it in my mind.

- Ask students to restate the instructions for giving feedback out loud before asking students to share their narratives.
- Thank students for sharing and for providing helpful feedback to their classmates.

~~~~~End Lesson~~~~~



## 8

# Event Sequences and Similes and Metaphors

## PRIMARY FOCUS OF LESSON

### Writing

Students plan personal narratives by outlining a sequence of events.

 **TEKS 5.11.A**

### Language

Students identify similes and metaphors in a text and write using similes

 and metaphors. **TEKS 5.10.D**

### Writing

 Students describe pieces of music using similes and metaphors. **TEKS 5.2.C; TEKS 5.12.A**

## FORMATIVE ASSESSMENT

### Activity Page 8.2

#### **A Time That I was Surprised: Think-Plan-Share**

Students brainstorm ideas and outline a sequence of events. **TEKS 5.11.A**



### Activity Page 8.3

**Simile and Metaphor Practice** Students identify and write similes and metaphors. **TEKS 5.10.D**



### Activity Page 8.4

**Musical Metaphors and Similes** Students describe musical selections using similes and metaphors.



**TEKS 5.12.A**



**TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.10.D** Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

## LESSON AT A GLANCE

|                                       | Grouping    | Time    | Materials                                                                                 |
|---------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------|
| Writing (45 min.)                     |             |         |                                                                                           |
| Sequencing Stories                    | Small Group | 15 min. | <input type="checkbox"/> Activity Pages 8.1, 8.2<br><input type="checkbox"/> Story Slips  |
| Planning the Surprise Narrative       | Independent | 30 min. |                                                                                           |
|                                       |             |         | <input type="checkbox"/> Anthology<br><input type="checkbox"/> Digital Component 8.1      |
| Language (25 min.)                    |             |         |                                                                                           |
| Introduction to Similes and Metaphors | Whole Class | 10 min. | <input type="checkbox"/> Activity Page 8.3                                                |
| Writing Similes and Metaphors         | Independent | 15 min. |                                                                                           |
| Writing (20 min.)                     |             |         |                                                                                           |
| Describing Music                      | Independent | 20 min. | <input type="checkbox"/> Musical Selections<br><input type="checkbox"/> Activity Page 8.4 |

## ADVANCE PREPARATION

### Writing

- Make a copy of the Story Slip pages found in the Teacher Resources at the back of the Teacher Guide. Cut the pages into sentence slips.
- Be prepared to break the class into groups of five students each.
- Be prepared to display Digital Component 8.1.

### Language

- Choose five musical selections (each under two minutes) that lend themselves to descriptions containing similes and metaphors. For example, a gravelly singing voice might be compared to a freight train or a cement mixer. Blaring horns might be compared to an elephant trumpeting.
- Be prepared to assign passages from “You’re Under Arrest” from *My Story* for students to read aloud during Lesson 9.

### Universal Access

#### Language

- Prepare sentence frames.
- Prepare graphic organizer.


Start Lesson

## Lesson 8: Event Sequences and Similes and Metaphors

# Writing


45M

**Primary Focus:** Students plan personal narratives by outlining a sequence of events.

 **TEKS 5.2.C ; TEKS 5.11.A**

### SEQUENCING STORIES (15 MIN.)

- Break the class into five groups (V–Z).
- Direct students to Activity Page 8.1 and review the instructions. Students are expected to write legibly in cursive.
- Give each group the five Story Slips according to the group’s letter.
- Have students complete the activity.

 **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

### Activity Page 8.1



## Activity Page 8.1

---

### Story Order

Your teacher will give each group five slips of paper with five parts of a story. Work as a group to arrange the story parts in the correct order. Then copy the five parts of your story below.

Part 1:

Part 2:

Part 3:

Part 4:

Part 5

- 
- After students have completed the activity, display Digital Component 8.1.

### ➤ Digital Component 8.1

#### Story V

The young panda was hungry.

She began climbing a tree for a bamboo snack.

She looked down from the tree and became too frightened to move.

Papa panda climbed up the tree and helped the young panda down.

Finally, he climbed the tree and brought a bamboo snack down to the young panda.

#### Story W

Last year, I decided to memorize the definition of every single word in the dictionary.

In order to accomplish this, I began spending a half hour every morning reading the dictionary.

After two weeks, I still only knew about ten new words.

Then my uncle reminded me the whole point of a dictionary is that you don't need to memorize the definition of every single word.

Now I just try to learn one new word every day.

### Story X

I read that if you start lifting a calf every day starting right after it's born, eventually you'll be able to lift a cow.

When our cow had a new calf, I decided to see if what I read is true.

Therefore, every morning before school, I went out to the barn and lifted up the calf.

But no one wanted to sit next to me on the bus because they said I smelled like cow manure.

After that, I decided lifting a cow was not so important after all.

### Story Y

Bella did not pay much attention to the homeless people in her town.

In autumn, Bella lost her sweater at school and was cold walking home without it.

Bella then began to worry about how the homeless people would keep warm when winter came.

So Bella organized a drive at school to collect winter clothing.

Bella's favorite holiday memory is handing out coats and gloves to the homeless on Thanksgiving.

### Story Z

Zolflik of the planet Qrrrrn was determined to conquer Earth.

She appealed to the high council of Qrrrrn for permission to launch a massive attack on Earth.

The high council of Qrrrrn denied her permission.

Zolflik set out in a small space ship to conquer Earth all by herself.

After a few hours, she became homesick and returned to Qrrrrn.

- Ask students how they figured out the sequence of events. As necessary, explain the logic of the each sequence and how each event relates to the one preceding and following it.
- Also highlight transition words (then, after that, finally, therefore).



#### Check for Understanding

Have a student from each group shuffle the slips and read the parts out of order. Have others explain why the resequenced story no longer makes sense (or at least makes less sense than the correct sequence).



## PLANNING THE SURPRISE NARRATIVE (30 MIN.)

- Tell students that the next personal narrative they will read is by an astronaut who surprised himself and was surprised by others.
- Tell students that they will also write personal narratives about a time they were surprised. As a class, brainstorm things a 10- or 11-year-old might be surprised about. Tell them that their brainstorming ideas do not have to relate to something that happened to them. Write appropriate ideas on the board. Some possibilities:
  - surprised by a family member
  - surprised by a friend
  - a birthday or holiday surprise
  - a surprise gift
  - surprised by someone's kindness
  - surprised by someone's lack of kindness
  - surprised that something you worried about wasn't so bad
  - surprised that something you looked forward to wasn't what you hoped for
  - you surprised yourself with
    - a new achievement
    - a change in behavior
    - a change of opinion
- Direct students to Activity Page 8.2 and review the instructions. Give them about eight minutes to complete Part A and eight additional minutes to complete Part B.

### Activity Page 8.2



## Activity Page 8.2

---

### A Time That I Was Surprised: Think-Plan-Share

This activity will help you plan your surprise narrative.

**Think:** Individually brainstorm two ideas for a surprise narrative and then answer the brainstorming questions that follow.

**Plan:** Answer the planning questions to help you choose which surprise to write about. Then outline a logical sequence of events for your narrative.

**Share:** Your teacher will have some of you share your sequence of events with the class.

#### Part A. THINK—Brainstorming Questions

Surprise Number One

1. Who or what surprised you?
2. Why was it a surprise?
  - a. What you expected:
  - b. What was unexpected:
3. Where and when was the surprise?
4. Did you act surprised? If so, how?
5. Did any conversations (dialogue) take place before, during, and after the surprise? Who spoke? What was said?
  - a. Before:
  - b. During:
  - c. After:

Surprise Number Two

1. Who or what surprised you?
2. Why was it a surprise?
  - a. What you expected:
  - b. What was unexpected:
3. Where and when was the surprise?
4. Did you act surprised? If so, how?

5. Did any conversations (dialogue) take place before, during, and after the surprise? Who spoke? What was said?
- Before:
  - During:
  - After:

### **Part B. PLAN —Planning Questions**

Use your “Think” ideas from part A to help you decide which surprise will make a better personal narrative.

1. Which surprise has more action to show?
2. Which surprise can you describe using strong verbs and adjectives?
3. Which surprise involves more of the five senses (seeing, hearing, smelling, touching, and tasting)? Which senses?
4. The surprise I will write about is:

Using full sentences, describe at least four events, in the order they happened, that were part of the surprise. Think about what happened before, during, and after the surprise. Think about how you felt inside and how you reacted outside. Think about specific moments you can describe in detail.

#### Event Sequence

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

- 
- Have students share their event sequences with the class. Write some of their logical event sequences on the board and ask students to describe why the sequence makes sense.
  - Tell students that over the next two lessons, they will have time in class to work on their surprise narratives.



**EMERGENT  
BILINGUAL  
STUDENTS**

**Writing**  
Understanding Text  
Structure

#### **Beginning**

Allow students to draw one or two of the events in their sequences.

#### **Intermediate**

Assist students with challenging vocabulary on Activity Page 8.2 (e.g., expected, reacted).

#### **Advanced/ Advanced High**

Allow students to describe the events of their narrative using a few words or a short phrase rather than full sentences.

**ELPS 5.F; ELPS 5.G**

## Lesson 8: Event Sequences and Similes and Metaphors

# Language

25M

**Primary Focus:** Students identify similes and metaphors in a text and write using similes and metaphors. **TEKS 5.10.D**

### INTRODUCTION TO SIMILES AND METAPHORS (10 MIN.)

- Tell students that their behavior on a particular day or during a particular period was so good that being with them “was pure paradise.” Tell them that they behaved like “absolute treasures.” Write the following sentences on the board:
  - Being with my students was pure paradise.
  - You behaved like absolute treasures.
- Direct students to Activity Page 8.3.
- Have students read the definitions of *simile* and *metaphor* aloud.
- Ask students which sentence on the board contains a simile. Emphasize that the second sentence is a simile because it states that the students behaved like treasures. It does not state that the students actually were treasures.
- Tell students that the first sentence is a metaphor and ask them why. Emphasize that the sentence does not state that being with the students was *like* being in paradise. It states that being with them was paradise.

### WRITING SIMILES AND METAPHORS (15 MIN.)

- Write *metaphor* under the first sentence and *simile* under the second. Have students copy the sentences onto Activity Page 8.3. Review the instructions for questions 1–9 and have students complete the page.

### Activity Page 8.3

#### Simile and Metaphor Practice

A simile is a comparison of two different things using the words *like* or *as*.

A metaphor is a comparison that does not use the words *like* or *as*.

**TEKS 5.10.D** Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

### Activity Page 8.3



Copy the sentences from the board in the correct space:

A. The sentence containing a simile is:

» You behaved like absolute treasures.

B. The sentence containing a metaphor is:

» Being with my students was pure paradise.

For items 1–5, indicate whether the sentence contains a simile or metaphor.

For items 6–7, write a simile and a metaphor.

1. Staying inside all day was like being in prison.

simile metaphor

2. Life is a stage, and we are all actors.

simile metaphor

3. Sid was a cheetah in the 100-yard dash.

simile metaphor

4. Annabelle's room looked like it was hit by a hurricane.

simile metaphor

5. The snow was a blanket covering the yard.

simile metaphor

6. Write a simile comparing a lion's roar to another sound.

7. Write a metaphor describing someone in your family as an animal at mealtime.

8. Underline the metaphor in the following paragraph from *Step by Step*.

That train rolled on all day long, to the song of the metal against the tracks,  
the blur of the towns and villages moving past my eyes.

9. Underline the simile in the following passage from *Step by Step*.

When the train pulled into Washington, I had never seen so many lights. It was like the world was on fire.

- 
- Review the answers to the activity page.

**EMERGENT  
BILINGUAL  
STUDENTS**



**Language**  
Analyzing Language  
Choices

**Beginning**

Ensure students understand how to use *like* and *as* in a non-figurative context (e.g., *She looks like she's happy*).

**Intermediate**

Rephrase questions 8 and 9 as yes/no questions (e.g., *was the world really on fire when the train reached Washington? Was the metal against the tracks actually singing a song?*).

**Advanced/  
Advanced High**

Have students write similes and metaphors using a graphic organizer with one column for the thing being described and the second for language used to describe it.

**ELPS 4.G**

**Activity Page 8.4**



**Check for Understanding**

Call on students to complete the following oral prompts and to state whether the sentence is a simile or a metaphor and why.

- The toddler was playful as a \_\_\_\_.
- The hot desert was a \_\_\_\_.
- His feet were \_\_\_\_ when he ran a race.
- On the coldest day of the year, it felt like \_\_\_\_ outside.

**Lesson 8: Event Sequences and Similes and Metaphors**

# Writing

20M

**Primary Focus:** Students describe pieces of music using similes and metaphors.

 **TEKS 5.12.A**

**DESCRIBING MUSIC (20 MIN.)**

- Tell students that music is often described using similes and metaphors. Provide some examples. Suggestions:
  - Drums are said to thunder.
  - A singing voice can be described as a freight train or as being smooth as silk.
  - A violin that is out of tune might be compared to a screeching cat.
- Have students brainstorm additional examples. Then direct them to Activity Page 8.4. Play the musical selections you chose. After each one, give students about two minutes to describe the music using similes and metaphors. Then have them share their descriptions with the class.

 **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

## Activity Page 8.4

### Musical Metaphors and Similes

Describe the music your teacher plays by using a simile or metaphor.

Examples:

Simile: *The music was as soothing as a gurgling brook.*

Metaphor: *Every note was an elephant trumpeting in my ear.*

- 1.
- 2.
- 3.
- 4.
- 5.

**Note:** You may want to use the two examples on the activity page as a refresher on personification.

- Tell students they will have time in class to work on writing their “surprise” narratives during Lessons 9 and 10.
- Assign students passages from “You’re Under Arrest” from *My Story* for them to read aloud during Lesson 9.

End Lesson

### Challenge

Ask students to try describing non-musical things in musical terms using a simile or a metaphor. For example, a bird call might be compared to a flute.

### Challenge

Challenge students to compare music to things not associated with a sound (e.g. a golden sunrise).

### Support

Begin by highlighting instruments, voices, or sections of a musical selection that invite comparisons (e.g., particularly loud or soft sections) and have the whole class suggest metaphors or similes.



**EMERGENT  
BILINGUAL  
STUDENTS**

### Writing Composing Sentences

#### Beginning

Provide students with a bank of phrases to use in their comparisons (e.g., a bird tweeting, a traffic jam, hoofbeats).

#### Intermediate

Provide sentence frames to help students craft their sentences (e.g., the drum solo shook me like \_\_\_\_).

#### Advanced/

#### Advanced High

Provide less detailed sentence frames (e.g., the drum solo sounded like \_\_\_\_).

**ELPS 1.E; ELPS 5.G**

## 9

# Looking at Details

## PRIMARY FOCUS OF LESSON

### Reading

Students will quote the text when inferring and explaining why the author included certain details in her narrative. **TEKS 5.2.C; TEKS 5.6.F**

### Speaking and Listening

Students will deliver brief oral reports based on a reading of *My Story*. **TEKS 5.1.A; TEKS 5.1.C**

### Writing

Working from their Lesson 8 outline, students will begin writing their Surprise Narratives (to be completed during Lesson 10). **TEKS 5.11.B.i**

## FORMATIVE ASSESSMENT

### Activity Page 9.1

**My Story by Rosa Parks: Details** In groups, students fill in a graphic organizer that includes quoting the text.

**TEKS 5.6.F**

### Teacher Resources

#### Speaking and Listening Observational Checklist

Follow assigned roles in discussion activities.

**TEKS 5.1.A**

### Activity Page 9.5

**Surprise Narrative** Students begin writing their

Surprise Narrative. **TEKS 5.11.B.i**

**TEKS 5.2.C** Write legibly in cursive; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.1.A** Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; **TEKS 5.1.C** Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; **TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.



## LESSON AT A GLANCE

|                                        | Grouping    | Time    | Materials                                                                                                                                |
|----------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (45 min.)                      |             |         |                                                                                                                                          |
| Whole-Class Reading                    | Whole Class | 25 min. | <input type="checkbox"/> Anthology<br><input type="checkbox"/> Digital Component 9.1<br><input type="checkbox"/> Activity Pages 9.1, 9.2 |
| Looking at Details                     | Small Group | 20 min. |                                                                                                                                          |
| Speaking and Listening (25 min.)       |             |         |                                                                                                                                          |
| Presenting Details                     | Whole Group | 25 min. | <input type="checkbox"/> Anthology<br><input type="checkbox"/> Activity Pages 9.1, 9.3, 9.4                                              |
| Writing (20 min.)                      |             |         |                                                                                                                                          |
| Rosa Parks's Surprise Paragraph        | Whole Class | 5 min.  | <input type="checkbox"/> Anthology<br><input type="checkbox"/> Activity Page 9.5                                                         |
| Writing the Surprise Narrative (Day 1) | Independent | 15 min. |                                                                                                                                          |

## ADVANCE PREPARATION

### Reading

- Prepare to break the class into groups of four–five students for the reading segment.
- Prepare to display Digital Component 9.1 (blank graphic organizer from Activity Page 9.1).

### Universal Access

#### Reading

- Prepare yes/no questions for Reading.
- Prepare expanded glossary for Reading.

#### Writing

- Prepare graphic organizer for Writing.

## CORE VOCABULARY

**manhandled, v.** physically mistreated

Start Lesson

### Lesson 9: Looking at Details

# Reading

45M

**Primary Focus:** Students will quote the text when inferring and explaining why the author included certain details in her narrative. **TEKS 5.2.C; TEKS 5.6.F**

## WHOLE-CLASS READING (25 MIN.)

- Tell students that today they will read about a very famous moment in American history—Rosa Parks’s refusal to give up her seat on a public bus.
- Direct students to “You’re Under Arrest” from *My Story*.
- Have students read their assigned passages aloud. Read aloud any passages that students are not reading.
- Below are questions to consider discussing during the reading.

**TEKS 5.2.C** Write legibly in cursive; **TEKS 5.6.F** Make inferences and use evidence to support understanding.

**1. Literal.** What did Rosa Parks usually do before boarding a bus that she did not do on December 1, 1955?

» She usually checked to see who the driver was.

**2. Inferential.** Why do you think the three African Americans sitting in the same row as Rosa Parks stood up the second time the bus driver told them to?

» The second time the driver told them to stand up, his language was threatening.



### Check for Understanding

What did Rosa Parks do that caused her arrest?

» She refused to give up her seat on the bus, which was breaking a law that was wrong and unjust.

## LOOKING AT DETAILS (20 MIN.)

- Tell students that many authors think very carefully about what is important to include in their narratives and what can be left out.
- When possible, provide an example from one of the students' Surprise Narrative event sequences, pointing out important details, moments, or events that the student did include.
- Display Digital Component 9.1 (the blank organizer on Activity Page 9.1). Model filling in one row using the suggested text on the activity page.

### ➤ Digital Component 9.1

- Direct students to Activity Page 9.1. Work as a whole class to fill in an additional row or two.
- Have students copy the modeling examples into their charts.
- Divide students into groups of four–five and assign a writer and a collaboration coordinator in each group. Have students work on the activity for about 12–15 minutes. Tell them that each group should try to add four details.

### Challenge

What did the policeman mean by “the law is the law”?

» He meant that he had to arrest her because segregation was the law.

### Activity Page 9.1



- Let students know that there is not necessarily a single correct inference about any detail. You may discuss the detail below as an example of two valid inferences about the same detail.
  - **Detail:** Rosa Parks describes her very brief conversation with the driver and then writes that she did not speak during the ride to City Hall in the police car.
    - **Inference A:** She includes this detail to show the reader how nervous she was.
    - **Inference B:** She includes this detail to show the reader that her protest was peaceful; she did not yell or argue with anyone.

## Activity Page 9.1

---

### **My Story by Rosa Parks: Details**

As a group, reread aloud the six paragraphs from “You’re Under Arrest,” starting with “The next stop was the Empire Theatre” and ending with “... never even bothered to criticize them.” Take turns reading.

Afterward, in your group use the chart that follows to make a list of details Rosa Parks includes in the paragraphs.

| Detail Rosa Parks Included                                              | Quote from Text                                                                     | Infer Why the Detail Was Included                                                                                                                                   |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <i>didn't check who the bus driver was</i>                           | <i>"I didn't look to see who was driving when I got on."</i>                        | <i>The detail explains why she boarded a bus driven by the mean driver she had encountered before.</i>                                                              |
| 2. <i>the other passengers sitting in the middle section of the bus</i> | <i>"There was a man sitting next to the window and two women across the aisle."</i> | <i>The detail is important because the narrative describes the difference between how Rosa Parks and the other passengers responded to the bus driver's orders.</i> |
| 3.                                                                      |                                                                                     |                                                                                                                                                                     |
| 4.                                                                      |                                                                                     |                                                                                                                                                                     |
| 5.                                                                      |                                                                                     |                                                                                                                                                                     |
| 6.                                                                      |                                                                                     |                                                                                                                                                                     |
| 7.                                                                      |                                                                                     |                                                                                                                                                                     |
| 8.                                                                      |                                                                                     |                                                                                                                                                                     |

- Give students time to work.
- Have students share their lists aloud and write appropriate answers in the projected organizer (Digital Component 9.1).
- Direct students to Activity Page 9.2. Tell them that the questions require reading the text very carefully and figuring out what they think the author wants the reader to understand from the details she includes and the words she chooses.

## Support

Provide students with details from the text (column 1) and have them complete columns 2 and 3.

## Activity Page 9.2



## Activity Page 9.2

---

### Reading Questions

Answer the questions that follow. These questions require reading the text very carefully to make inferences about details and language in the text.

1. Why do you think Rosa Parks writes that she was not tired and not elderly when she refused to give up her seat?
  - » She wants people to know that she remained seated to protest the injustice of segregation and not for any other reason. She was thinking about the long history of racism and segregation that her actions might help to finally end.
2. Rosa Parks writes that she never criticized the black passengers in her row who did give up their seats. Why do you think she includes this detail in *My Story*?
  - » She wants to emphasize that those who stood up were not cowardly or in favor of segregation. Rosa Parks herself followed the rules of segregation on public buses many times before refusing to stand.
3. This is how Rosa Parks describes conversation among passengers who remained on the bus: “What conversation there was, was in low tones; no one was talking out loud.”
  - a. What kinds of conversations do you associate with “low tones”?
    - » serious or secret conversations; not wanting to disturb others
  - b. What can you infer about Rosa Parks’s situation from this description of the conversation?
    - » She might face serious trouble because of her actions: The passengers took her situation very seriously.

- 
- Review the answers as a class.

## Lesson 9: Looking at Details

# Speaking and Listening



**Primary Focus:** Students will deliver brief oral reports based on a reading of *My Story*. **TEKS 5.1.A; TEKS 5.1.C; TEKS 5.2.C**

### PRESENTING DETAILS (25 MIN.)

- Direct students to the details displayed from completion of Activity Page 9.1. Now direct students to Activity Page 9.3 and review the instructions. Tell students that after they have completed the activity, many of them will present their Looking at Details reports to the class. Students are expected to write legibly in cursive.

### Activity Page 9.3

#### Looking at Details Report

Choose a detail that interests you from the list on the board and prepare a brief presentation on why you think Rosa Parks included it in her narrative. To prepare for your presentation, answer the following questions in full sentences:

1. What detail most interests you?
2. The detail appears in the text in the following sentence or passage:
3. Try to infer why Rosa Parks included this detail.
4. Explain why you made this inference.

#### Activity Page 9.3



#### Challenge

Ask students to compare and contrast Rosa Parks's two encounters with the same bus driver.

**TEKS 5.1.A** Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; **TEKS 5.1.C** Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; **TEKS 5.2.C** Write legibly in cursive.

## Activity Page 9.4



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### Speaking and Listening Presenting

#### Beginning

Before students select details to present, discuss themes in the text and what details connect to it. For example, discuss details connected to how alone Rosa Parks felt or the danger she potentially faced. or example: "I knew that anything was possible. I could be manhandled or beaten."

#### Intermediate

Allow students to rehearse with you or a peer before presenting.

#### Advanced/ Advanced High

Review students' Activity Page 9.4 prior to their presenting to ensure they are ready to present.

**ELPS 3.F; ELPS 3.J;  
ELPS 4.I**

5. Describe the image that the detail creates in your mind.

» Although answers may vary, some sample answers are below:

1. A detail that interests me is her description of how quietly the passengers who remained on the bus spoke.
2. This detail appears in the following passage: "... everybody was very quiet. What conversation there was, was in low tones; no one was talking out loud."
3. I infer that the author included this detail to show the reader that Rosa Parks's situation was very serious and she might be in big trouble.
4. I inferred this because often, when people are talking about something serious or unpleasant, they talk in quiet tones.
5. This detail helped me picture how scared Rosa Parks felt at this moment. She was sitting all alone, and the passengers who stayed on the bus were not talking to her. They were talking to each other very quietly. She may not have been able to hear what they were saying.

- Give students eight minutes to complete Activity Page 9.3. Then direct them to Activity Page 9.4. Review the checklist items and explain that the page is to help guide them in their presentations.

## Activity Page 9.4

### Presentation Checklist

- ☐ Chose a detail from the board
- ☐ Accurately quoted the text in presentation
- ☐ Offered an interpretation of what the detail shows the reader and why
- ☐ Speak loudly and clearly
- ☐ Speak with expression



### Check for Understanding

Prior to starting the presentations, ask students to read the sample answers on Activity Page 9.3 loudly, clearly, and with expression.



- Have some students present their Looking at Details reports. Give priority to those who have not shared frequently over the course of the unit.
- Thank the students who presented.

## Support

To assist the class in following the presentations, if possible have students project their answers to the Looking at Details questions (Activity Page 9.3) while presenting.

### Lesson 9: Looking at Details

# Writing




**Primary Focus:** Working from their Lesson 8 outline, students will begin writing their Surprise Narratives (to be completed during Lesson 10.)

 **TEKS 5.11.B.i**

### ROSA PARKS'S SURPRISE PARAGRAPH (5 MIN.)

- Tell students that they will begin writing their Surprise Narrative in a few minutes, but first they will read one paragraph from the first chapter of Rosa Parks's book, in which she talks about a surprise.
- Direct students to "How It All Started" in *My Story* in the Anthology. Tell students to follow closely as you read.
- Write the following reading prompt on the board:
  - "Read to find out what surprised Rosa Parks's family."
- Read the chapter aloud.

 **TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.

- Ask students the following questions. As you do, write the questions on the board to provide students with guidance in their writing.

**1. Inferential.** What was the surprise in the paragraph?

- » The white soldier patted little Rosa on the head and talked to her as if he were talking to any little girl.

**2. Literal.** Why was that a surprise? What was unexpected?

- » In 1919 in the South it was unusual for a white person to treat an African American with kindness or affection.

**3. Literal.** Who was surprised?

- » Rosa Parks's grandfather and Moses Hudson

**4. Literal.** How did they respond to the surprise?

- » Moses Hudson became uncomfortable and turned red. Grandfather laughed at Moses Hudson's reaction.

**5. Evaluative.** Who remembers the surprise? Does anyone still talk or think about it?

- » Rosa Parks's family remembers and still talks about it years afterwards.



### Check for Understanding

Why did Moses Hudson react to the surprise as he did?

- » Because he did not approve of his son-in-law treating an African American child with kindness.

## Activity Page 9.5



### WRITING THE SURPRISE NARRATIVE (DAY 1) (15 MIN.)

- Direct students to Activity Page 9.5 and review the instructions. Have them write for the remainder of the lesson.
- Students are expected to write legibly in cursive.

## Activity Page 9.5

### Surprise Narrative

Look back at Activity Page 8.2, where you brainstormed, selected a topic, and outlined events for your Surprise Narrative.

Start writing below. Remember you will have two days to work on this narrative, so you may want to focus your writing as suggested below. These are just suggestions.

**Day 1:** Introductory sentence; describe the time and place; describe who was involved; describe what you were expecting before you were surprised.

**Day 2:** Describe the moment of surprise and how you reacted.

**Day 1:** Describe the first two events or moments in your sequence on 8.2.

**Day 2:** Describe the rest of the events or moments in your sequence on 8.2.

### Surprise Narrative

Title:

**Note:** The activity page provides space for students to complete the assignment.

- Tell students they will have more time to write their Surprise Narrative tomorrow and that you are excited to read them.

End Lesson

### Challenge

Have students use verbs other than *said* in their dialogue.



**EMERGENT  
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STUDENTS**

### Writing

#### Composing Sentences

#### Beginning

Circulate to support students in turning their preparatory material (Activity Page 8.2) into full sentences; as appropriate, challenge them to write an introductory sentence and just one or two details.

#### Intermediate

Have students write the dialogue of their narratives in a graphic organizer with columns for speaker, words, and listener. Then model turning the dialogue into full sentences that include tags and quotes.

#### Advanced/

#### Advanced High

Direct students to the first sentence of Rosa Parks's paragraph as a model for an introductory sentence.

**ELPS 5.F; ELPS 5.G**

## 10

# Sensory Descriptions and Context Clues

## PRIMARY FOCUS OF LESSON

### Writing

- ✚ Students write a paragraph with multiple sensory descriptions. **TEKS 5.2.C; TEKS 5.12.A**

### Reading and Language

Based on context, students determine the meaning of unknown unit-specific

- ✚ words and phrases in a text. **TEKS 5.3.B; TEKS 5.10.G**

### Writing

- ✚ Students will continue writing their Surprise Narratives. **TEKS 5.11.B.i**

## FORMATIVE ASSESSMENT

### Activity Page 10.2

#### Paragraph: The Worst Meal You Ever Experienced

Students will write about the worst meal they ever

- ✚ ate. **TEKS 5.2.C; TEKS 5.12.A**

### Activity Page 10.3

#### Definition from Context Clues Students infer

- ✚ meanings using context clues. **TEKS 5.3.B**

### Activity Page 9.5

#### Surprise Narrative Students continue writing

- ✚ Surprise Narratives. **TEKS 5.11.B.i**

- ✚ **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; **TEKS 5.3.B** Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; **TEKS 5.10.G** Explain the purpose of hyperbole, stereotyping, and anecdote; **TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.

## LESSON AT A GLANCE

|                                       | Grouping    | Time    | Materials                                                                                                                                  |
|---------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Writing (40 min.)                     |             |         |                                                                                                                                            |
| Sensory Field Trip                    | Whole Group | 25 min. | <input type="checkbox"/> Sensory field trip materials (optional)<br><input type="checkbox"/> Activity Pages 10.1, 10.2                     |
| Worst Meal Paragraph                  | Independent | 15 min. | <input type="checkbox"/> Graphic Organizer<br><input type="checkbox"/> Word Bank<br><input type="checkbox"/> Digital Components 10.2, 10.3 |
| Reading and Language (30 min.)        |             |         |                                                                                                                                            |
| Read-Aloud and Context Clues          | Independent | 15 min. | <input type="checkbox"/> Digital Component 10.1<br><input type="checkbox"/> Activity Pages 10.3, 10.4                                      |
| Partner Reading and Think as You Read | Partner     | 15 min. |                                                                                                                                            |
| Writing (20 min.)                     |             |         |                                                                                                                                            |
| Writing Surprise Narrative (Day 2)    | Independent | 20 min. | <input type="checkbox"/> Activity Pages 8.2, 9.5<br><input type="checkbox"/> Graphic Organizer                                             |

## ADVANCE PREPARATION

### Reading

- If you do not have a Think as You Read poster on display, be prepared to display the Digital Component 10.1 (Think as You Read).

#### ➤ Digital Component 10.1 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 enjoy
- Passages you find confusing
- Repeating ideas or themes
- Context clues that help you understand new words and phrases

### Writing

- Be prepared to collect and read students Surprise Narratives in order to make revision suggestions for students to implement during Lesson 11.

### Universal Access

#### Writing

- Prepare organizer for Worst Meal paragraph.
- Prepare word bank for Worst Meal paragraph.
- Prepare organizer for day 2 of writing Surprise Narrative.

## CORE VOCABULARY

**jetpack, n.** a device worn on a person's back that pushes them through the air

**cockpit, n.** the part of an aircraft that contains the flying controls, instrument panels, and seats for the pilot and copilot or crew

**malfunctioning, adj.** not operating normally

**combustion, n.** the process of burning

**Newton's Third Law of Motion, n.** for every action (force) in nature, there is an equal and opposite reaction

**maneuvering, v.** moving skillfully

**computer-generated simulations, n.** the use of a computer to represent a real-world outcome using mathematical models

**thrust, v.** to push forward with force

**glee, n.** great delight

**liberated, adj.** freed

**tethered, v.** fastened or tied together


Start Lesson

## Lesson 10: Sensory Descriptions and Context Clues

# Writing




**Primary Focus:** Students write a paragraph with multiple sensory descriptions.

 **TEKS 5.2.C; TEKS 5.12.A**

### SENSORY FIELD TRIP (25 MIN.)

**Note:** As described below, this activity involves taking students on a brief field trip to another part of the school (indoors or out) to encourage them to focus on describing sensory experiences in detail. If this is not feasible in your school, you might reorganize the activity to take place entirely in your classroom by designating five locations in the room, one for each of the senses, and having the students rotate, in groups, from location to location.

- Take students to a location other than the classroom. Have them bring their activity books or distribute the activity books to them at the location. The location can be indoors or outdoors and need not necessarily be a quiet spot (though it certainly can be) so long as your students can stay together in a group and hear you. Some possible locations: the edge of a playground or parking lot; cafeteria; the bleachers of a gymnasium; a green space with trees and grass.
- Tell students you are going to have them use all five of their senses to write descriptions, starting with sight. Have them choose a direction to look in and continue looking there in silence for 30–60 seconds. Tell them to think of at least two adjective-noun combinations to describe what they see (for example, thin clouds, rowdy kids, steaming trays) without using colors or numbers as their adjectives.

 **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

## Activity Page 10.1



### Challenge

For one or more of their sensory descriptions, have students come up with both adjective-noun and verb-noun combinations.

### Support

Provide students with nouns and have them come up with strong verbs or adjectives to complete their sensory descriptions (for example, students, birds, a fence, a bench, etc.)

- Direct students to Activity Page 10.1 and have them complete item 1. Students are expected to write legibly in cursive.
- Have students close their eyes and listen to the sounds around them for 30–60 seconds. Then have them complete item 2. Continue with the activity page, having students focus on all their senses in turn.
- For touch, you may have students feel the ground, the walls, a tree trunk, playground equipment, or anything in their environment that they may touch safely. Alternatively or in addition, consider bringing containers of tactile objects into which students can place their hands with their eyes closed (for example, a jar of washers, a bowl of cooked spaghetti, a bag of sand).
- For smell, you may also have students identify smells in their environment, or you may bring small, contained receptacles containing substances with distinct smells (for example, a peppermint tea bag, a jar containing a spice, a bag of coffee beans or grass).
- For taste, bring small snacks for students to taste with their eyes closed. Ensure that any food allergies are accounted for.

## Activity Page 10.1

### Writing Sensory Descriptions

1. Use an adjective and a noun to describe at least two sights you saw.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
2. Use an adjective and a noun to describe at least two sounds you heard.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3. Use an adjective and a noun to describe at least two objects you touched.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_



4. Use an adjective and a noun to describe at least two scents you smelled.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

5. Use an adjective and a noun to describe at least two foods you tasted.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_



### Check for Understanding

Pick a location (for example, the beach) and ask students for descriptions using all five senses.

- After completing the activity page, bring students back to the classroom to share their sensory descriptions.

## WORST MEAL PARAGRAPH (15 MIN.)

- Direct students to Activity Page 10.2 and review the Paragraph About a Paragraph, including asking students about the three parts of the paragraph.

### Activity Page 10.2

#### Paragraph: The Worst Meal You Ever Experienced

##### 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 key idea of the paragraph. The topic sentence tells what the paragraph will be about.

Next, writers include supporting sentences to explain the topic or key idea. Writers usually include at least three to five sentences to give the reader

## Activity Page 10.2



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### Writing Developing Details

#### Beginning

Have students reference a bank of high-frequency words to describe details using a graphic organizer instead of writing full paragraphs. Description categories might include those brainstormed as a class.

#### Intermediate

Before writing, permit students to describe to a peer their worst meal using high-frequency words and work to finalize sensory details to include.

#### Advanced/ Advanced High

Provide students with a word bank containing vocabulary to help in writing about bad-tasting food (for example, sour, spicy, disgusting, rotten, etc.).

**ELPS 1.C: ELPS 1.E;**

**ELPS 3.B; ELPS 5.B;**

**ELPS 5.G**

supporting details and facts about the topic or key 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 key idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

When you write a narrative, the topic or key idea introduced in the topic sentence is often the event you are writing about.

Write a paragraph describing the worst meal you ever experienced. Include sensory details describing the experience through at least three of your five senses. After writing the paragraph, underline the sensory details you included.

- Review the writing prompt and brainstorm with the class about the kinds of details to include in the paragraph. Write some ideas on the board. Some suggestions:
  - where and when the meal took place
  - who was there
  - who prepared it
  - what conversations took place
  - how the food looked, smelled, and tasted
  - what the food sounded like when you cut it or chewed it
  - the food's texture (what the food felt like)
- Students are expected to write legibly in cursive to complete this paragraph.
- If time allows, have students share their paragraphs when they are finished.

## Lesson 10: Sensory Descriptions and Context Clues

# Reading and Language

30M

Based on context, students determine the meaning of unknown unit-specific words and phrases in a text. **TEKS 5.3.B; TEKS 5.10.G**

### READ-ALoud AND CONTEXT CLUES: "STEPPING INTO SPACE PART ONE" (15 MIN.)

- Tell students they will begin reading a new narrative today, and direct them to "Bruce McCandless II: Stepping into Space Part One."
- Tell students that, while not written by him, these tales imagine what life may

**TEKS 5.3.B** Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words ; **TEKS 5.10.G** Explain the purpose of hyperbole, stereotyping, and anecdote.

have been like for Bruce McCandless II over the years.

- Direct students to Digital Component 10.1 (Think as You Read), and review these quickly with the class.

### ➤ **Digital Component 10.1 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

- 
- Explain to students that you will be modeling some of these strategies today. Read the first paragraph aloud.

## **Bruce McCandless II: “Stepping Into Space”**

### **Part One**

On February 7, 1984, I woke up 160 miles above the Earth. I was an astronaut on the space shuttle *Challenger*, and I was about to do what no person had ever done before. I was going to step out of the shuttle, disconnect the tether that held me to my spaceship, and use a **jetpack** to fly in space. It was a risky mission. And I knew the world would be watching.

### ➤ **Digital Component 10.2 Bruce McCandless II**

- What descriptions in the text can help me to make mental pictures in my head?
  - » He was an astronaut in space; he was on a space shuttle; it was 1984.
- Model the Think as You Read observations for the first paragraph: “... If I had never heard of Bruce McCandless II, I could look at the picture and see that he was an astronaut. The first paragraph gives me text details that confirm

he was on the space shuttle Challenger in 1984. This gives me important information about the place of this narrative and helps me build a mental image which is an important Think as You Read strategy.”

- Read the next two paragraphs out loud.

As a kid, I loved to read comic strips in the newspapers about a hero named Buck Rogers. Comic strips back then were as popular as the video games and superhero movies of today. Buck was a brave and good-hearted World War I veteran who was knocked out by gas fumes in a mine. He fell into a deep sleep. When he woke up, he found that he was five hundred years in the future. Undaunted by the changes he saw around him, Buck fought bullies and villains on Earth and in outer space with the aid of a new type of device, a sort of rocket he wore on his back—basically, a “jetpack.” The jetpack enabled Buck to fly. He could travel great distances very quickly to help those who needed him. A generation of American boys and girls, including me, grew up dreaming about Buck Rogers and his jetpack.

My fascination with heroes and flying was a major reason why I decided, at the age of ten, that I wanted to go into space. I figured that spaceships would need pilots, so I learned how to fly jet airplanes after I graduated from the United States Naval Academy. I flew Navy fighter planes like the F-4 Phantom off the decks of aircraft carriers in the early 1960s. This was a dangerous job. Once, in 1961, my airplane caught fire in mid-air. I had to eject from the **cockpit** and parachute to safety in the Mediterranean Sea.

- What is a jetpack? What clues are in the text that could help you understand the word jetpack?
  - » A jetpack is a machine that you wear on your back that helps you travel through air. The text says “a sort of rocket he wore on his back—basically a jetpack” and “the jetpack enabled Buck to fly.”
- In this paragraph the author tells an anecdote about a comic strip he read as a boy, Buck Rogers. An anecdote is a short story that an author includes in a text. Authors use anecdotes to prove a larger point or to make a connection with the reader. Why do you think McCandless includes this anecdote about a comic he liked to read as a boy?
  - » He wants to show the reader that he was always interested in space; he wants to show the reader how he first learned about jetpacks; he wants to connect to readers who also developed interests when they were children.

- Ask students how they can figure out the meaning of an unknown word or phrase that is not in the glossary.
  - » a dictionary, asking someone, or using context clues
- Read the next two paragraphs out loud.

I joined the National Aeronautics and Space Administration (NASA) as an astronaut in 1966. I moved to Houston, which is home to the Johnson Space Center, where NASA's space explorers live and train. Soon afterward, I was assigned to work on an amazing project. NASA was building a real jetpack! Astronauts had proven that they could exit their spaceship and survive in space, where there is no air to breathe. But so far, they had all been **tethered**, or "tied," to their ship. Tethers are great for safety, but they have drawbacks. These safety lines can get tangled. They also limit what an astronaut can do and where he or she can go.

NASA wanted us astronauts to be able to move around freely outside our spaceship. If we were mobile, and not tied to the ship, we could repair other vessels, retrieve malfunctioning satellites, and maybe even rescue stranded space travelers. While NASA considered several options, including a pair of "rocket boots," the jetpack seemed like the best choice for enabling astronauts to do important work in space.

- The word *tethered* is a bit unfamiliar. What context clues help to understand the meaning of the word *tethered*?
  - » *Tethered* means to be tied or attached to something because the text says "*tethered*, or tied, to their ship."
- Explain to students that not every word can be figured out from context clues, but some words can. Today, students will be focusing on using context clues as they read to better understand unfamiliar words.
- Direct students to Activity Page 10.3. Have them complete questions 1–3 based on the discussion.

NASA's new jetpack used nitrogen gas as a fuel. The nitrogen was stored in the jetpack at very high pressure. By opening one or more valves, or nozzles, on the jetpack, an astronaut could expel the nitrogen gas. When the gas shot out in one direction, the astronaut would move in the other. The principle is the same as letting the air out of a balloon. Let the air out one way, and the balloon flies the other way as it empties. This is how rockets work as well. When a rocket is launched, fuel and oxygen are mixed together and set on fire, or "ignited." The exhaust gases from this combustion are directed downward at a

## Support

To help students visualize Newton's Third Law of Motion, get a balloon and blow it up. Release the balloon and have students observe as the air goes in one direction while the balloon goes in the opposite direction. (Suggestion: If you want the balloon to go in a straight line, modify this activity by threading a string through a drinking straw and attaching the straw with tape to the top of the balloon. Have two students hold each end of the string and then release the balloon.)

## Challenge

Have students come up with Think as You Read observations from three categories (e.g., mental image, prediction, and context clues).

## Activity Page 10.3



- Read the next two paragraphs out loud.
- How does a balloon illustrate Newton's Third Law of Motion?
  - » When air is released in one direction, the balloon moves in the opposite direction. For every action, there is an equal reaction.
- Have students reread the paragraph on their own and pay attention to the word *nozzles*. Discuss what context clues the author gives us for the word *nozzles*. Have students record their answers on Activity Page 10.3.
- Read the last two paragraphs out loud.

Starting in 1966 and continuing into the early 1980s, I and a group of engineers at NASA devoted thousands of hours to designing and testing the new jetpack, which was called the "Manned **Maneuvering Unit**" (MMU). Much of the testing involved **computer-generated simulations**. But I did other tests underwater, where I could move in a way that felt like movement in space.

There were times during those years of testing when I was tempted to give up. While my friends journeyed to the Moon and circled the Earth on a space station called Skylab, I sometimes wondered if I would ever get off the planet. But I never quit working on the jetpack. Finally, in 1983, the machine was ready to fly. NASA announced that I would test the MMU in space on the tenth shuttle mission, STS-41B, in February of 1984. I swallowed hard when I read the news. For a moment, I had trouble speaking. Something I'd wanted to do since I was a kid was finally about to happen.

## ➤ Digital Component 10.1 Astronaut Testing Equipment in the Water

- Consider all that you have read so far. Make a prediction about the success of the MMU and the mission that Bruce McCandless II is about to join.
  - » Possible student answers: 1. He has not given up yet, so I think that he will not give up on the mission and it will be a success. 2. I think something might go wrong because this is the first space mission to have astronauts use a MMU. It will fail this mission but maybe succeed in others.)
- Have students complete Activity Page 10.3 on their own.

## Activity Page 10.3

---

### Definitions from Context Clues

1. At the beginning of the text, Bruce McCandless II says, "But so far, they had all been **tethered**, or tied, to their ship. Tethers are great for safety, but they have drawbacks."

Write a definition of the word *tethered* below using context clues.

» *The word tethered means to be tied down or securely fastened.*

2. Reread the passage above.

What would the opposite of tethered be?

- a. securely fastened
- b. active and aware
- c. deep in space
- d. *free or unfastened*

3. Think about how the definition for *tethered* could help us understand another word that is found at the end of the narrative. Bruce writes, "Anything not fastened down was now *floating*, **liberated** by the weightlessness of free fall."

Look back at questions 1 and 2, and reread the passage above.

Based on context clues, a reasonable inference of the meaning of *liberated* is \_\_\_\_.

» *The word liberated would mean not fastened or untethered.*

4. Nozzles are very important when using a jetpack. Write down some context clues that help you know what *nozzles* are below:

» *"By opening one or more valves, or nozzles ..."*

» *"... directed downward at a very high speed out of nozzles at the base of the rocket. The rocket, meanwhile, moves in the opposite direction."*

5. Using your text evidence, write a definition for nozzle below:

» *A small opening that allows air or other gases to flow through it.*

6. The author uses figurative language to help better explain how he is feeling when he states, "I was described by one journalist as 'almost grandfatherly.' But I was still a kid inside. And I was still eager to fly." He doesn't mean that he is actually a kid, so using your context clues explain what he does mean below.

» *Bruce McCandless feels like a kid who is eager to try something new. He feels full of energy and excitement to fly a jetpack in space.*

7. Bruce McCandless's jetpack is called a Manned Maneuvering Unit (MMU).

Look at how this name is broken apart into separate definitions.



**Reading**  
**Reading/Viewing**

**Beginning**

Work one-on-one and in small groups to answer the questions on Activity Page 10.3, ensuring students understand the context in which the unknown words appear.

**Intermediate**

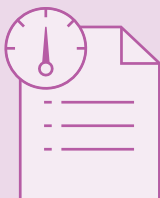
Prior to modeling defining unknown words through context clues, model defining familiar words from the text (e.g., *repair*, *task*, *survive*) using context clues.

**Advanced/  
Advanced High**

Have students model defining familiar words from the text (e.g., *repair*, *task*, *survive*) using context clues and then model defining unknown words the same way.

**ELPS 1.E; ELPS 4.F**

**Activity Page 10.4**



- » *Manned*: operated by a human
- Maneuvering*: able to move carefully and with skill
- Unit*: a single piece of equipment not attached to another

8. Use the words *tethered* and *liberated* as context clues to explain the MMU in your own words.

**Note:** The activity page provides space for students to complete the assignment.

**PARTNER READING AND THINK AS YOU READ (15 MIN.)**

- Direct students to Activity Page 10.4, and have them finish reading “Stepping into Space Part One” as partners, alternating paragraphs as they read.
- Tell them they can write their observations on the blank lines on Activity Page 10.4 (Think as You Read Observations).
- Have each pair try to come up with at least two Think as You Read observations.
- If time allows, review students’ Think as You Read observations as a class.

**Activity Page 10.4**

**Think as You Read Observations**

Directions: As you read the text, use the lines below to make at least two Think as You Read observations.

**Note:** The activity page provides space for students to complete the assignments.



**Check for Understanding**

Read through the Think as You Read checklist, and have students give a thumbs up for a strategy they used in today’s lesson.



## Lesson 10: Sensory Descriptions and Context Clues

# Writing



**Primary Focus:** Students will continue writing their Surprise Narratives.

**TEKS 5.11.B.i**

### WRITING THE SURPRISE NARRATIVE (DAY 2) (20 MIN.)

- Direct students to Activity Pages 9.5 and remind them that in Lesson 9 they began writing their Surprise Narratives. Tell students, as they continue today, to check to ensure they write an introduction and a conclusion. Tell them they may use the suggested Day 1 and Day 2 prompts or just continue where they left off.

### Activity Page 9.5

#### Surprise Narrative

Look back at Activity Page 8.2, where you brainstormed, selected a topic, and outlined events for your surprise narrative

Start writing below. Remember you will have two days to work on this narrative, so you may want to focus your writing as suggested below. These are just suggestions.

**Day 1:** Introductory sentence; describe the time and place; describe who was involved; describe what you were expecting before you were surprised.

**Day 2:** Describe the moment of surprise and how you reacted.

**Day 1:** Describe the first two events or moments in your sequence on 8.2.

**Day 2:** Describe the rest of the events or moments in your sequence on 8.2.

#### Surprise Narrative

Title:

- Tell students they only need to look back at their planning worksheet (Activity Page 8.2) if it will help their writing.
- Tell students that today will be their last day working on the first draft of the Surprise Narrative, so they should try to conclude the narrative during today's

**TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.

### Activity Pages 8.2 and 9.5



### Challenge

Have students use verbs other than said in sentences that include dialogue.



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### Writing Developing Details

#### Beginning

If students' Lesson 8 event sequences included drawings, work one-on-one or in small groups to assist in turning drawings into descriptive sentences.

#### Intermediate

Have students write dialogue in graphic organizers with columns for *speaker*, *words*, and *listener*. Then model turning dialogue into full sentences that includes tags and quotes.

#### Advanced/ Advanced High

Have students summarize their Lesson 9 writing for a peer, explaining how today's writing connects to or completes what they wrote previously.

**ELPS 5.G**

writing segment.

- Tell students they will have a chance to share their narratives with the class on the last two days of the unit.
- When students are finished, collect student's narratives, telling them that you are looking forward to reading them and will make some comments so they can work on revising their narratives before sharing them.

**Note:** It is a suggestion to limit written feedback to two or three comments and not focus on punctuation and other mechanics. Rather, focus on the skills of the unit, particularly writing rich descriptions that show, not tell. In addition, at least one of your comments should be positive, perhaps letting the student know that a description creates a strong mental image or that he or she described a single moment vividly.

- Comments should include at least one concrete revision suggestion for students to tackle during Lesson 11.



### Check for Understanding

Ask students what they wrote about in the first parts of their narratives and what they plan to write about today.

End Lesson



## 11

## Point of View, Part 2

## PRIMARY FOCUS OF LESSON


## Reading

Students will quote from the text in explaining the author's point of view.

 **TEKS 5.2.C; TEKS 5.7.C; TEKS 5.10.A**


## Writing

Students will revise narratives based on teacher feedback. Students will edit drafts using standard English conventions including punctuation, italics, and


 underlining for emphasis. **TEKS 5.11.C; TEKS 5.11.D.x**

## FORMATIVE ASSESSMENT


## Activity Page 11.1


**The Author's Point of View** Students quote accurately from the text in describing the author's point of view.  **TEKS 5.7.C; TEKS 5.10.A**

## Activity Page 11.2

**Compare Points of View** Students quote accurately from the text in describing the author's point of view.  **TEKS 5.2.C; TEKS 5.7.C**

## Activity Page 11.3

**Second Draft of Surprise Narrative** Students revise their surprise narratives based on the teacher's written comments.  **TEKS 5.11.C**

 **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.10.A** Explain the author's purpose and message within a text; **TEKS 5.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 5.11.D.x** Edit drafts using standard English conventions, including italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences.

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials                                                                                                                                                                       |
|-------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (70 min.)                   |             |         |                                                                                                                                                                                 |
| Think-Pair-Share                    | Small Group | 35 min. | <input type="checkbox"/> Reader<br><input type="checkbox"/> Activity Pages 11.1, 11.2<br><input type="checkbox"/> Digital Component 10.3 (Astronaut Testing Equipment in Water) |
| Partner Reading                     | Partner     | 20 min. |                                                                                                                                                                                 |
| Compare and Contrast Points of View | Independent | 15 min. |                                                                                                                                                                                 |
| Writing (20 min.)                   |             |         |                                                                                                                                                                                 |
| Revising the Surprise Narrative     | Independent | 20 min. | <input type="checkbox"/> Students' Surprise Narratives (with teacher comments)<br><input type="checkbox"/> Activity Page 11.3                                                   |

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## ADVANCE PREPARATION

### Reading

- Prepare to break the class into pairs. Partners should be assigned the same “Point Of View” topic.
- Prepare to project Digital Component 10.3 (Astronaut Testing Equipment in Water).

### Writing

- Provide students with written feedback on their surprise narratives in preparation for their revision work during the Writing segment.

### Universal Access

#### Reading

- Prepare yes/no questions such as:
  - “Is the point of view positive?”
  - “Is the point of view neutral?”
  - “Is the point of view negative?”
- Prepare expanded glossary.

---

## CORE VOCABULARY

**biomedical readings, n.** medical data consisting of measurements taken from the body of a living thing

**pressure suit, n.** a self-sufficient protective suit that enables the wearer to sustain basic physical functions as though they were on Earth

**perish, v.** to become ruined or die out

**orbit, v.** to move in a circular path around an object

**tether, n.** a line or cord that connects two objects or people

**spacewalk, n.** time spent in space outside of a spacecraft

**vibrant, adj.** bright

**propelled, v.** forced forward

**atmosphere, n.** outer layer consisting of air and gases

**sound waves, n.** pressure waves carried longitudinally through a medium

**radio waves, n.** electromagnetic waves that have a radio frequency

## Lesson 11: Point of View, Part 2

# Reading



**Primary Focus:** Students will quote from the text in explaining the author's point of view.

**TEKS 5.2.C; TEKS 5.7.C; TEKS 5.10.A**

**THINK-PAIR-SHARE (35 MIN.)**

- Remind students that in Lesson 6 they discussed the author's point of view, and ask them what that term means.
  - » the author's opinion about the subject
- Ask students for some examples of points of view in the narratives they have already read.
  - » Bertie Bowman felt eager and excited to arrive in the city. Shinpei Mykawa believed that Japanese seed rice would transform America's economy.
- Ask students what they remember from the first part of "Stepping into Space." Tell them that before continuing they will complete a Think-Pair-Share to examine the author's point of view on several subjects in his narrative.
- Assign each student a partner, and then assign each pair a topic as follows:
  1. His inspiration to become a pilot
  2. His career as a pilot
  3. His career as an astronaut
  4. The details of his mission
- Direct students to Activity Page 11.1 and review the instructions.

**Activity Page 11.1**

**TEKS 5.2.C** Write legibly in cursive; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.10.A** Explain the author's purpose and message within a text.

## Activity Page 11.1

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### The Author's Point of View

Independently reread "Bruce McCandless II: Stepping into Space Part One." As you read, (a) find two sentences or passages that show the author's point of view about your assigned topic and copy the passages, (b) underline whether the passage shows a positive, negative, or neutral feeling about the topic, and (c) explain how it shows the author's point of view. Two examples are provided.

After completing the activity page, compare your answers with your assigned partner's. If your partner selected a passage different from your own, complete the "pair" section of the activity page.

Example:

Topic: *His inspiration to become an astronaut*

- A. Passage: *"My fascination with heroes and flying was a major reason why I decided at the age of ten that I wanted to go into space."*
- B. The passage shows a positive/negative/neutral point of view.
- C. The author's description of being fascinated by comic strips as a kid shows his positive point of view. Also, the view rekindles the author's childhood dream of becoming an astronaut.

Example:

Topic: *His career as an astronaut*

- A. Passage: *"There were times during those years of testing when I was tempted to give up. While my friends journeyed to the Moon and circled the Earth on a space station called Skylab, I sometimes wondered if I would ever get off the planet."*
- B. The passage shows a positive/negative/neutral point of view.
- C. In the passage, the author states he was tempted to give up at times, indicating that the waiting part of his career was negative.



## THINK

Topic:

1. A. Passage:  
B. The passage shows a positive/negative/neutral point of view.  
C. Explain how the passage shows the point of view.
2. A. Passage:  
B. The passage shows a positive/negative/neutral point of view.  
C. Explain how the passage shows the point of view.

## PAIR

1. If your partner selected a different passage from the two you selected, copy your partner's passage below:
  2. In what way does your partner's passage show the author's point of view?
- Give students the opportunity to share the results of their rereading and partner discussions.

## PARTNER READING (20 MIN.)

- Discuss with the class that although the author had dreamed of this mission since he was a kid, it took a very long time as some considered him "too old." However, his patience and determination paid off in the end because he was finally able to achieve his goal.
- Show students Digital Component 10.3 (Astronaut Testing Equipment in Water). Ask them what they observe.
  - » The astronaut is wearing space equipment in a large pool with divers. The astronaut appears to be smiling and waving.
- Prompt students to predict what the astronaut may be thinking and feeling.
  - » He is excited to test out the equipment and cannot wait to test it in space.
- Tell students that in the next chapter, Bruce is in space. Ask students what they predict Bruce's point of view will be.
  - » Positive, now that he has finally made it to space.

## Support

Have students summarize Part One of "Stepping Into Space," including the author's ambition to become an astronaut, his career as a pilot, and his career as an astronaut.



Reading  
Reading/Viewing

### Beginning

Assist students in identifying passages discussing their topics; have students read passages aloud with strong expressions.

### Intermediate

Ask yes/no questions. For example, “Does the author sound confident about the mission?” and “Is the author enjoying the view?”

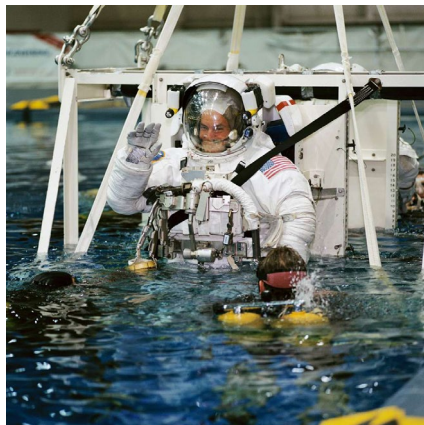
### Advanced/

### Advanced High

Provide a copy of the text on which students may write and in which paragraphs are numbered so that they may eliminate sections unrelated to their topic.

**ELPS 4.G**

## ➤ Digital Component 10.3 Astronaut Testing Equipment in Water



- Pair students off to read the next section of the text, Part Two.
- After students finish reading, ask the following comprehension questions:
  - 1. Literal.** Why did Bruce propel himself 150 feet away from the ship, return, propel himself 320 feet away, and return again before going 80 feet out?
    - » He was testing the MMU and its responsiveness while maintaining a close enough proximity to the ship should something go wrong.
  - 2. Inferential.** How did Bruce feel about testing the MMU in open space?
    - » He was excited to finally get to do what he had been spending so long preparing for but nervous about the reality that he was vulnerable in space.

## COMPARE AND CONTRAST POINTS OF VIEW (15 MIN.)

- Direct students to Activity Page 11.2, review instructions, and model completing the answers for a pair of passages. Then, have students complete the activity independently.
- Students are expected to write legibly in cursive.

### Activity Page 11.2

#### Compare Points of View

Read the pair of passages below and answer the following questions at the end of the activity page.

A. I was now experiencing what White had felt. I was overwhelmed by the sight of the Earth in front of me. Our planet is very beautiful. From my position high above, all of its colors—the blue of the seas and the white of the clouds, the browns and greens of the continents—were **vibrant** and clear against the black backdrop of space. My heart raced. My palms sweated. That, I realized, is my home—and the home of everyone I've ever known and loved. I had to force myself to concentrate on my work.

B. Also, while I was looking forward to experiencing the peace and quiet of outer space, I had trouble doing so because of the three separate audio feeds to my earpiece.

1. What subject is described in both passages?
  - » Bruce's experience using the MMU in space
2. What is the difference between the author's point of view about the subject in the first passage and his point of view in the second?
  - » In the first passage, the author is nervous about being so far from home. In the second passage, he complains of not being able to enjoy the peace and quiet of being in space.

### Activity Page 11.2



**EMERGENT  
BILINGUAL  
STUDENTS**

Reading  
Reading/Viewing

#### Beginning

Work one-on-one to help students understand the subject matter their pair of passages shares.

#### Intermediate

Provide students with an expanded glossary that defines words that may be challenging to students (e.g., *rip-resistant*, *payload*, *transported*).

#### Advanced/ Advanced High

Locate students' passages in the text to help them determine when, over the time frame of the narrative, they took place.

**ELPS 4.F**

## Support

Explain to students that the references to the author's heart racing and palms sweating indicates that he is nervous. These are physiological responses the body makes when we are in situations that scare us.

**EMERGENT  
BILINGUAL  
STUDENTS**



Reading  
Reading/Viewing

### Beginning

Work one-on-one to help students understand the subject matter their pair of passages shares.

### Intermediate

Provide students with an expanded glossary defining words that might be challenging to Emergent Bilingual Students (e.g., *loneliness*, *comfortable*, *instrument*, etc.).

### Advanced/ Advanced High

Locate students' passages in the text to help them determine when, over the time frame of the narrative, they took place.

**ELPS 4.F**

3. How is this difference reflected in the author's language? Your answer should include at least one quotation that supports each point of view.

- » Words like *overwhelmed* and *trouble* and phrases like "heart raced," "palms sweated," "force myself to concentrate," and "peace and quiet"

- Review students' answers as a class.



## Check for Understanding


Before having students begin the activity page, ask them to describe a time when their point of view about something they were looking forward to changed or they had mixed feelings about it.

## Lesson 11: Point of View, Part 2

# Writing


20M

**Primary Focus:** Students will revise narratives based on teacher feedback.

Students will edit drafts using standard English conventions including punctuation,  italics, and underlining for emphasis. **TEKS 5.11.C; TEKS 5.11.D.x**

### REVISING THE SURPRISE NARRATIVE (20 MIN.)

- Return students' Surprise Narratives, Activity Page 9.5, and then direct them to Activity Page 11.3.
- Instruct students to review your comments. Then, have them choose one or two of your suggested revisions to work on in their revision.
- Highlight for students that your comments are meant to help them add more details to their writing, just like the authors they've been studying.
- Point out that there are many ways students can add interest and humor to their writing. One way to emphasize words or ideas in a text is to use either italics (when typed) or underline (when handwritten). Explain that emphasis means added importance, force, or attention.
- Write on the board: "Alex needs to return a library book today." Read the sentence aloud, emphasizing the word today when you read.

 **TEKS 5.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. **TEKS 5.11.D.x** Edit drafts using standard English conventions, including italics and underlining for titles and emphasis, and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences.

- **Ask:** Which word did I emphasize? (today) Why might we want to emphasize that word?

» *It's important that the book be returned no later than today.*

- Underline *today* on the board.
- How does emphasizing words when reading text aloud make it more interesting? (voice inflection and emphasis draw attention to what is being read)
- Explain that when typing a response, the emphasized word can be italicized or underlined. When handwriting a response, we can underline our words to show emphasis.



### Check for Understanding

Ask students to share a revision they plan on making based on your written comments as well as the reason for the revision (i.e., to include more showing details, underlining or italicizing words for emphasis, etc.).

- Have students rewrite their narratives on Activity Page 11.3, incorporating their revisions into their second drafts.

## Activity Page 11.3

### Second Draft of Surprise Narrative

#### Title

**Note:** The Activity Page provides space for students to complete the assignment. As students work on revising their Surprise Narrative, provide feedback to students regarding the addition of details or choosing words to emphasize in their written piece.

End Lesson

## Support

Circulate to offer support and answer questions about your comments.

## Challenge

Based on your comments, have students identify one or two additional revisions they might make.

## Activity Page 11.3



**EMERGENT  
BILINGUAL  
STUDENTS**

### Writing Making Revisions

#### Beginning

Hold one-on-one writing conferences with students to ensure they understand your comments and revision expectations.

#### Intermediate

Assign students a single revision task.

#### Advanced/ Advanced High

Review students' planned revisions before they complete Activity Page 11.3.

**ELPS 5.C; ELPS 5.D**


## 12

# Showing (Not Telling) Emotions

## PRIMARY FOCUS OF LESSON

### Writing

Students describe emotions by showing behavior rather than telling the reader what emotions are being described. Students will edit drafts using standard English conventions including punctuation marks, including italics and underlining for emphasis, and including complete compound sentences and avoiding run-ons.

 **TEKS 5.2.C; TEKS 5.11.D.i; TEKS 5.11.D.x; TEKS 5.12.A**

### Reading

Quoting accurately from the text, students track the author's emotions.

 **TEKS 5.6.G; TEKS 5.7.C**

### Speaking and Listening

Students listen to classmates' narratives and provide positive and specific

 feedback. **TEKS 5.1.A**

## FORMATIVE ASSESSMENT


### Activity Page 12.1

**Showing (Not Telling) Emotions** Students observe and describe behavior that shows emotions.

 **TEKS 5.12.A**


### Exit Ticket


Students write a brief narrative using complex sentences that show their emotions.

 **TEKS 5.2.C; TEKS 5.12.A**

### Activity Page 12.2

**Tracking the Author's View of the Earth** Students identify and analyze descriptions of emotions in text.

 **TEKS 5.6.G; TEKS 5.7.C**

 **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.11.D** Edit drafts using standard English conventions, including (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.1.A** Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.

## LESSON AT A GLANCE

|                                          | Grouping                    | Time    | Materials                                                                                                                                                                    |
|------------------------------------------|-----------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Writing (35 min.)                        |                             |         |                                                                                                                                                                              |
| Showing (Not Telling) Emotions           | Whole Group                 | 20 min. | <input type="checkbox"/> “Bruce McCandless II: Stepping into Space”<br><input type="checkbox"/> Activity Page 12.1<br><input type="checkbox"/> Digital Components 12.1, 12.2 |
| Complex Showing (Not Telling) Sentences  | Whole Group/<br>Independent | 15 min. |                                                                                                                                                                              |
| Reading (35 min.)                        |                             |         |                                                                                                                                                                              |
| Individual Student Read-Alouds           | Whole Group                 | 15 min. | <input type="checkbox"/> Activity Page 12.2<br><input type="checkbox"/> Digital Components 12.3, 12.4                                                                        |
| Tracking the Author’s Emotions           | Independent                 | 20 min. |                                                                                                                                                                              |
| Speaking and Listening (20 min.)         |                             |         |                                                                                                                                                                              |
| Surprise Narrative Presentations (Day 1) | Whole Group                 | 20 min. | <input type="checkbox"/> Digital Component 12.5 (Feedback Sentence Frames)<br><input type="checkbox"/> Graphic Organizer                                                     |

## ADVANCE PREPARATION

### Writing

- Prepare student pairs for the acting out portion of Activity Page 12.2.
- Prepare to display Digital Components 12.1 and 12.2.

### Reading

- Assign passages for students to read aloud. Suggested passages include:
  - Passage 1: Paragraph 1
  - Passage 2: Paragraph 2
  - Passage 3: Paragraphs 3–5
  - Passage 4: Paragraph 6
  - Passage 5: Paragraphs 7–8
  - Passage 6: Paragraph 9
- Prepare to display Digital Components 12.3 and 12.4.

### Speaking and Listening

- Prepare to display Digital Component 12.5 (Feedback Sentence Frames) during the Speaking and Listening segment.

### Universal Access

#### Reading

- Prepare a version of today's Reading selection in which passages connected to the author's emotions are highlighted.
- Prepare a partially completed graphic organizer for Activity Page 12.2.
- Prepare an expanded glossary for the Reading selection.

#### Speaking and Listening

- Prepare a graphic organizer on which students may write down notable language they want to comment on.



## CORE VOCABULARY

**relative, adj.** in proportion to something else; respective

**velocity, n.** the speed of something in a given direction

**viewfinder, n.** a device on a camera that shows the lens' view

**engineering, n.** the work or designing done skillfully

**iconic, adj.** very famous; popular

Start Lesson

### Lesson 12: Showing (Not Telling) Emotions

# Writing



**Primary Focus:** Students describe emotions by showing behavior rather than telling the reader what emotions are being described. Students will edit drafts using standard English conventions including punctuation marks, including italics and underling for emphasis, and including complete compound sentences and avoiding

run-ons. **TEKS 5.2.C; TEKS 5.11.D.i; TEKS 5.11.D.x; TEKS 5.12.A**

### SHOWING (NOT TELLING) EMOTIONS (20 MIN.)

- Remind students that in earlier lessons they practiced showing rather than telling with strong verbs, adjectives, and dialogue.
- Tell students that effective narratives show details so that the reader feels as though they are experiencing the story along with the character.
  - Explain to students that an effective narrative can also show, rather than tell, emotions for the reader to experience alongside the character.
  - Effective narratives also have features such as italicized or underlined words to show emphasis. This is especially helpful when reading the narrative aloud.
- Display Digital Component 12.1 (Showing (Not Telling) Emotions).

**TEKS 5.2.C** Write legibly in cursive; **TEKS 5.11.D** Edit drafts using standard English conventions, including (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

## ➤ Digital Component 12.1

### Showing (Not Telling) Emotions

1. I bit my lower lip as I looked forward with tear-filled eyes.
2. He stomped into the room and slammed the door shut.
3. She fidgeted with her hair and avoided eye-contact as she waited for her turn.

### Turn and Talk

- With a partner, explain what word/words in these sentences would you emphasize by underlining or typing in italics?
- *Think-Pair-Share*: Which emotions are shown in the examples? What words did the writer use to show this emotion? (1. *Sad* - “*bit my lower lip*” and “*tear-filled eyes*”; 2. *Furious* - “*stomped*” and “*slammed*”; 3. *Nervous* - “*fidgeted*” and “*avoided eye-contact*”)
- Explain to students that these sentences used strong verbs and adjectives to help the reader experience the emotion.
- Distribute Activity Page 12.1, Showing (Not Telling) Emotions.
- Explain to students that they will work with a partner to determine how to show, not tell, emotions. Tell students that they will take turns acting out, or showing, the different emotions listed on the activity page. Then, they will write down the details that describe the emotion through showing rather than telling.

### Activity Page 12.1



**EMERGENT  
BILINGUAL  
STUDENTS**



Speaking and Listening  
Showing  
(Not Telling) Emotions

#### Beginning

Ensure students understand the meaning of the emotion written on Activity Page 12.1.

#### Intermediate

Consider having some groups act out their 12.1 emotions silently, using only looks and gestures.

#### Advanced/

#### Advanced High

Have students select the action their partners are performing from a multiple-choice list.

**ELPS 3.J; ELPS 5.B**

### Activity Page 12.1

### Showing (Not Telling) Emotions

*Take turns acting out an emotion. Write down the details performed that describe the emotion through showing rather than telling.*

| Emotion                | Excited                                                                      | Sad                                                                       | Nervous                                                                                                             | Proud                                                                            |
|------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Showing Details</b> | - <i>jumping up and down</i><br>- <i>eyes wide open</i><br>- <i>clapping</i> | - <i>head hanging down</i><br>- <i>tears in eyes</i><br>- <i>frowning</i> | - <i>biting nails</i><br>- <i>quivering lips</i><br>- <i>trembling</i><br>- <i>legs shaking</i><br>- <i>staring</i> | - <i>big grin</i><br>- <i>eyes wide open</i><br>- <i>standing up really tall</i> |

- After student partners have finished Activity Page 12.1, ask for a few students to share some of their showing details for each emotion. Direct students to add details to their activity pages if they are not already listed.

## COMPOUND SHOWING (NOT TELLING) SENTENCES (15 MIN.)

- *Think-Pair-Share:* Can you determine an emotion from one detail alone? For example, if the sentence said “he bit his lips,” would you be able to determine the exact emotion? Why, or why not? (*It is hard to determine an emotion from one detail because the same detail can be shown for different emotions. For example, when someone bites their lip, they can be nervous or sad.*)
- Explain to students that sometimes one detail does not provide enough information for the reader to visualize the emotion. Instead, the writer can create a compound sentence that includes additional details or ideas. Tell students that a writer combines details or ideas in a sentence by using conjunctions.
  - Tell students that a conjunction is a word used to connect two or more ideas. Conjunctions can include *and*, *also*, *while*, or *but*.
- *Think-Aloud:* I can create a compound sentence that combines two independent clauses that show details about a time I was fearful of heights. My sentence could say, “My knees wobbled. I stared blankly down at the ground hundreds of feet below me.” I can combine the details “knees wobbled” and “stared blankly down” with the conjunction *and* to write this compound sentence: “My knees wobbled, and I stared blankly down at the ground hundreds of feet below me.”
- Explain to students that they will now work on building compound sentences that show, rather than tell, emotions. Display Digital Component 12.2 (Editing Compound Sentences).
- Explain to students that for each emotion listed, there is a simple showing, not telling, descriptive sentence. Ask students to share how they would add on to the sentences to make them compound sentences with multiple showing details.

| Emotion        | Showing Sentence           | Edit to make a compound sentence:                              |
|----------------|----------------------------|----------------------------------------------------------------|
| <b>Mad</b>     | She furrowed her eyebrows. | <i>She furrowed her eyebrows and clenched her fists.</i>       |
| <b>Nervous</b> | She shivered.              | <i>She shivered as her stomach fluttered with butterflies.</i> |
| <b>Proud</b>   | Her eyes beamed.           | <i>Her eyes beamed, and she grinned from ear to ear.</i>       |

### Support

Put students that need additional support into pairs. Direct students to act out their excited experience to a partner. Then, direct students to discuss their actions with their partner. Finally, tell students to write two of their actions in a compound sentence.

### Challenge

Have students think of adverbs to show their excitement in their brief narratives.

Explain to students that it is important to edit for run-ons when we are writing. To avoid run-on sentences, take the following steps:

1. Use appropriate punctuation: Use periods, commas, or conjunctions to separate independent clauses.
2. Use coordinating conjunctions: when joining two independent clauses, use coordinating conjunctions such as *and*, *but*, *or*, *for*, *so* yet

**Example run-on sentence:** *My knees wobbled I stared blankly down at the ground hundreds of feet below me.*

- Ask students to compare this sentence to the original compound sentence. Note the differences between the two and have them share out with the class.
- Direct students to think about a time they were excited.
- Distribute the Exit Ticket. Tell students to write a brief narrative about this time in their life using compound sentences that show their emotions.
- Students are expected to write legibly in cursive.
- Remind them to ensure they have the correct punctuation and use a coordinating conjunction to join their ideas.

### Exit Ticket

Write a brief one-paragraph narrative about a time in your life that you were excited about something. Use compound sentences that show, rather than tell, your emotions. Make sure you eliminate any run-on sentences in your paragraph.

## Lesson 12: Showing (Not Telling) Emotions

# Reading

35M

**Primary Focus:** Quoting accurately from the text, students track the author's emotions. **TEKS 5.6.G; TEKS 5.7.C**

### INDIVIDUAL STUDENT READ-ALOUDS (15 MIN.)

- Have students summarize "Bruce McCandless II: Stepping into Space" so far.
- Ask students why, based on what they have read so far, they think the narrative is called "Bruce McCandless II: Stepping into Space."
- Ask students to identify all the instances so far of the author stepping into space.

**TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.7.C** Use text evidence to support an appropriate response.

- Direct students to the final section of “Bruce McCandless II: Stepping into Space.” Tell them to look for any additional accounts of the author stepping into space as they read or follow along.
- Have students who have prepared passage 1 and 2 read it aloud.
- After reading the text, display the Digital Component 12.3 (Hot Text Question).

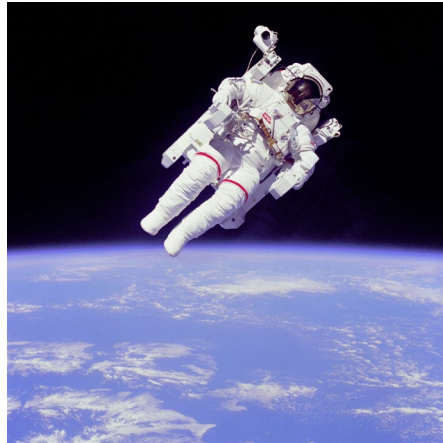


**TEKS 5.7.C**

### ➤ **Digital Component 12.3** **Hot Text Question**

- Read paragraph 2. Which line best supports the idea that Commander Brand feels nervous?
  - Commander Brand was watching the flight closer than anyone else that day. I think he was just as nervous as I was. After all, my safety was his responsibility. If anything went wrong with the MMU, it was his duty to use Challenger to try to rescue me before I drifted too far away. If I traveled too far for him to see me, his plan was to use the shuttle’s radar to track me. Unfortunately, the radar didn’t work very well. Radar works by bouncing radio waves off of solid objects—particularly metallic objects—and timing how long it takes for the waves to return to the sender. In this case, however, I wasn’t showing up very well.
    - » Commander Brand was watching the flight closer than anyone else that day.
- 
- Have students who have prepared passage 3 read it aloud. Make sure no text is skipped by reading aloud any unassigned passages.
  - Display Digital Component 12.4 (Bruce McCandless II with His MMU).
-

➤ **Digital Component 12.4**  
**Bruce McCandless II with His MMU**



- Ask students: How does visualizing the events of “Bruce McCandless II: Stepping into Space Part Three” help the reader track the author’s emotions? (Seeing the picture referenced in the text makes it clear how alone he was and how small he must have felt compared to space and the Earth. It heightens the suspense of the moment and makes it feel more personal.)
- Have students who have prepared passages 4–6 read aloud. Make sure no text is skipped by reading aloud any unassigned passages.

Activity Page 12.2



**TRACKING THE AUTHOR’S EMOTIONS (20 MIN.)**

- Direct students to Activity Page 12.2, review the instructions, and model completing the first row of the organizer. Some suggested answers are offered below. Then have students complete the activity page.

**Activity Page 12.2**

**Tracking the Author’s Steps into Space**

- A. In the first column, quote the four times the author describes his steps in space, using the paragraph number. Then for each quote, answer the questions in columns 2–3.



## Reading

### Beginning

Provide students with a version of the text highlighting passages connected to the author's emotions at the time he takes his steps into space.

### Intermediate

Provide students with a partially completed graphic organizer, Activity Page 12.2, on which column 1 has already been filled in.

### Advanced/

#### Advanced High

Provide students with an expanded glossary defining potentially challenging words in the excerpt (e.g., responsibility, rescue, productive, historic).

#### ELPS 4.D

| Stepping into Space:<br>Quote from the text and<br>paragraph number                                                                                                                                                                                                            | What emotion is the<br>author feeling? | How was the experience<br>stepping into space?                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------|
| 1. When I maneuvered away from my crewmates on the shuttle, Commander Brand observed that I was now the "world's fastest human being." Indeed, I was—like the space shuttle—traveling at a speed of roughly 17,500 miles per hour <b>relative</b> to the planet. (paragraph 1) | excited                                | He was going fast.                                                         |
| 2. I think he was just as nervous as I was. After all, my safety was his responsibility. If anything went wrong with the MMU, it was his duty to use Challenger to try to rescue me before I drifted too far away. (paragraph 2)                                               | nervous                                | Precautions were set in place to ensure his safety if he drifted far away. |
| 3. "We're not picking you up on the radar for some reason," Brand said. "We can't seem to track." "Maybe I should have eaten some of those metal cans for breakfast," I joked. "Instead of just the food." "Yes. You're not reflective enough." (paragraphs 3, 4, 5)           | lighthearted                           | Not everything was working appropriately, like the radar.                  |
| 4. Even after forty years, it still gets lots of attention on social media. "My heart is pounding just looking at the pic," says one commenter. "He is, hands down, the coolest dude that ever lived," says another. (paragraph 6)                                             | proud                                  | His experience was historical and influential to future generations.       |

B. Based on Part Three of the text, "Bruce McCandless II: Stepping into Space," would Bruce McCandless II's experience be described as positive or negative? Explain your answer.

- » Even though Bruce McCandless II felt nervous at times due to the radar malfunction, his overall experience was positive. His positive experience was evident in his emotions throughout. Despite any challenges, McCandless was able to maintain his humor and joy. He was also excited that he took part in a historical event where he traveled as the "world's fastest human being" (paragraph 1).

### Challenge

Direct students to think of text-to-self connections based on the feelings they wrote down on Activity Page 12.2. Tell students to share a time they felt similarly to Bruce McCandless II. Have them think of how their actions were similar to and different from Bruce McCandless II.

### Support

Pull a small group of students who need additional support determining emotions from the text evidence. Have students find a quote or piece of text evidence from the text. Provide students with a choice of emotions. Direct students to select the emotion that matches the feeling from the evidence. Tell students to explain their choice.



### Check for Understanding

Have students summarize the major events of the narrative and then describe how the author felt about each event.

## Lesson 12: Showing (Not Telling) Emotions

# Speaking and Listening



**Primary Focus:** Students listen to classmates' narratives and provide positive and specific feedback. **TEKS 5.1.A**

### SURPRISE NARRATIVE PRESENTATIONS (DAY 1) (20 MIN.)

- Explain that some more students will now have a chance to present their Surprise Narratives.
- Remind students that as in all their sharing sessions, all feedback:
  - should be about something they liked in the narrative.
  - should refer to specific language from the narrative.
- Provide students with questions stems for their classmates.
  - What were you expecting before the surprise?
  - How did you feel during the surprise?



**TEKS 5.1.A** Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.





## Check for Understanding

Have students suggest comments that meet neither guideline for feedback, one guideline but not the other, and both guidelines.

- Write or display the following sentence frames as guidance to students on feedback.

### ➤ Digital Component 12.5

The word(s) \_\_\_\_ really helped me imagine the moment leading up to your surprise.

When you wrote \_\_\_\_, I understood why the surprise was so unexpected.

I learned something new about you from your narrative. The words \_\_\_\_ taught me that \_\_\_\_.

When you described \_\_\_\_ with the words \_\_\_\_, I could really picture it in my mind.

Writing \_\_\_\_ was a great way to show \_\_\_\_ rather than tell.

- Thank students for presentations and feedback and tell them you are looking forward to the rest of the presentations.

**Note:** Consider interspersing student presentations over the course of Lesson 12.

End Lesson

**EMERGENT  
BILINGUAL  
STUDENTS**



## Speaking and Listening Exchanging Information and Ideas

### Beginning

Provide students with a graphic organizer on which to write down notable language during classmates' presentations.

### Intermediate

Allow students to rehearse their narratives with you prior to presenting them to the whole class.

### Advanced/ Advanced High

Allow students to rehearse their narratives with a peer.

### ELPS 3.H

## Support

Highlight specific language from the narratives presented for students to comment on.

## Challenge

As possible, have students identify "showing, not telling" in their classmates' presentations.

## 13

# Creating Strong Images Through Showing

## PRIMARY FOCUS OF LESSON

### Reading

Students will describe how language in texts creates a strong mental image for readers. **TEKS 5.2.C; TEKS 5.10.D; TEKS 5.1.B;**

### Writing

Students will add *showing* details to classmates' *telling* sentences.

**TEKS 5.3.D; TEKS 5.6.D; TEKS 5.11.C; TEKS 5.11.D**

### Speaking and Listening

Students will listen to classmates' narratives and provide positive and specific feedback. **TEKS 5.1.A**

## FORMATIVE ASSESSMENT

### Activity Page 13.2

**Mental Image Analysis** Students identify descriptive examples of *showing* passages in the personal narratives they have read.

**TEKS 5.2.C; TEKS 5.10.D**

### Activity Page 13.3

**Enhance the Descriptions** Students turn a *telling* sentence into *showing* sentences.

**TEKS 5.6.D; TEKS 5.11.C**

### Activity Page 13.4

#### Telephone Game: "Showing, Not Telling"

Students write a series of *showing* sentences.

**TEKS 5.6.D; TEKS 5.11.C**

### Teacher Resources

#### Speaking and Listening Observational Checklist

Follow assigned roles in discussion activities.

**TEKS 5.1.A**

**TEKS 5.2.C** Write legibly in cursive; **TEKS 5.10.D** Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; **TEKS 5.1.B** Follow, restate, and give oral instructions that include multiple action steps; **TEKS 5.3.D** Identify, use, and explain the meaning of adages and puns; **TEKS 5.6.D** Create mental images to deepen understanding; **TEKS 5.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 5.11.D** Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. **TEKS 5.1.A** Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.

## LESSON AT A GLANCE

|                                          | Grouping    | Time    | Materials                                                                                                                                                              |
|------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (30 min.)                        |             |         |                                                                                                                                                                        |
| Modeling Re-Reading                      | Whole Class | 15 min. | <input type="checkbox"/> Digital Component 13.1<br><input type="checkbox"/> Writing Strategies Poster (optional)<br><input type="checkbox"/> Activity Pages 13.1, 13.2 |
| Students Read Purposefully               | Independent | 15 min. |                                                                                                                                                                        |
| Writing (35 min.)                        |             |         |                                                                                                                                                                        |
| “Showing, Not Telling”                   | Whole Class | 15 min. | <input type="checkbox"/> Activity Pages 13.3, 13.4                                                                                                                     |
| Telephone Game                           | Small Group | 20 min. |                                                                                                                                                                        |
| Speaking and Listening (25 min.)         |             |         |                                                                                                                                                                        |
| Surprise Narrative Presentations (Day 2) | Whole Class | 25 min. | <input type="checkbox"/> Graphic Organizer<br><input type="checkbox"/> Digital Component 12.5 (optional)                                                               |

## ADVANCE PREPARATION

### Reading

- Prepare to project passages from “Stepping Into Space” (Digital Component 13.1).

### Writing

- Prepare to break the class into three groups for Activity Page 13.3.

### Speaking and Listening

- Prepare the Speaking and Listening Observational Checklist.

### Universal Access

#### Reading

- Prepare sheet with definitions of writing strategies.
  - telling — very straightforward and says something directly
  - showing — tells a story or provides examples
  - personification — a literary device in which a nonhuman object or creature has human characteristics
  - point of view in personal narratives — the narrator’s opinions or feelings about the subject
  - a logical sequence of events — in personal narratives, this is a clear order of ideas that make it easy for the reader to follow
  - tone — the attitude or mood of an author or character
  - simile — a comparison of two different things using the words *like* or *as*
  - metaphor — a comparison that does not use the words *like* or *as*

#### Writing

- Prepare yes/no questions for Activity Page 13.3.

### Speaking and Listening

- Prepare graphic organizer on which to write down notable language during classmates’ presentations.

## Lesson 13: Creating Strong Images Through Showing

## Reading



**Primary Focus:** Students will describe how language in texts creates a strong mental image for readers. **TEKS 5.2.C; TEKS 5.10.D; TEKS 5.1.B**

**MODEL ANALYZING AUTHOR'S CRAFT (15 MIN.)**

- Direct students to the Writing Strategies Poster or to the writing strategies listed on Activity Page 13.1. Review the writing strategies the students have learned over the course of the unit.

**Activity Page 13.1****Some Strategies for Writing Great Personal Narratives**

- **Showing, not telling, through:**

- strong adjectives and verbs
- dialogue
- detailed moments and action
- describing emotions through behavior
- sensory descriptions using all five senses

- **Personification**

- **A strong point of view supported by evidence**

- **A logical sequence of events**

- **A specific tone**

- **Similes and metaphors**

- Have students turn to a partner and give oral instructions for how to write a great personal narrative, including multiple action steps.
- Tell students that they will identify some of these strategies in “Stepping Into Space.”
- Display Digital Component 13.1 (Passages from “Stepping Into Space”).
- Model reading the first passage for instances of the author using one or more of the strategies on the Writing Strategies Poster.
  - Circle and note the multiple strong verbs the author uses to describe his experience (*tempted, journeyed, wondered, swallowed hard*).
  - Note the sensory descriptions (*swallowed hard, had trouble speaking*) the author uses to describe his experience.

**Activity Page 13.1**

**TEKS 5.2.C** Write legibly in cursive; **TEKS 5.10.D** Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; **TEKS 5.1.B** Follow, restate, and give oral instructions that include multiple action steps.

**Language**  
**Analyzing Language**  
**Choices****Beginning**

Prepare a list of writing strategies that include definitions.

**Intermediate**

Check students' Activity Pages (13.2) to ensure the strategies they identified are represented in the passage they selected.

**Advanced/  
Advanced High**

Ask students to rehearse their passages in front of you once and then explain why they chose certain strategies for conveying emotion.

**ELPS 1.E; ELPS 5.G****Digital Component 13.1: Passages from “Stepping Into Space”**

---

1. There were times during those years of testing when I was tempted to give up. While my friends journeyed to the Moon and circled the Earth on a space station called Skylab, I sometimes wondered if I would ever get off the planet. But I never quit working on the jetpack. Finally, in 1983, the machine was ready to fly. NASA announced that I would test the MMU in space on the tenth shuttle mission, STS-41B, in February of 1984. I swallowed hard when I read the news. For a moment, I had trouble speaking. Something I'd wanted to do since I was a kid was finally about to happen.
2. Bob and I exited the safety of Challenger's cabin and moved into the shuttle's payload bay. The payload bay in a spaceship is like the trunk of a car—the place where equipment and objects being transported to orbit are stored. The payload bay doors were open to space. We used safety tethers at this point, which was all, besides our own hands, that kept us from drifting off into the universe around us.
3. The picture is one of NASA's most-requested images. Even after forty years, it still gets lots of attention on social media. “My heart is pounding just looking at the pic,” says one commenter. “He is, hands down, the coolest dude that ever lived,” says another. United States Senator John McCain put it this way: “The iconic photo of Bruce soaring effortlessly in space has inspired generations of Americans to believe that there is no limit to human potential.”

- Work with the whole class to read the second passage for instances of the author using the strategies. For example:
  - Figurative language:
    - Simile: “The payload bay in a spaceship is like the trunk of a car”
  - Descriptive verb: “drifting off into the universe”
- Ask students what words the author could have used instead of *drifting* (e.g., *floating*, *wandering*). Ask which is the stronger choice and why.
- Tell students that the third passage is a very good example of an author *showing* the reader emotions rather than telling the reader what people were feeling.

- As a class, brainstorm the emotions that the actions in the third passage show. Write appropriate responses on the board. Possible answers:
  - nervous excitement
  - awe
  - patriotism
  - inspiration

### STUDENTS READ INDEPENDENTLY (15 MIN.)

- Direct students to Activity Page 13.2 and review the instructions. Students are expected to write legibly in cursive.

## Activity Page 13.2

### Mental Image Analysis

Pick a Passage:

Review the personal narratives you read over the course of the unit. Select a passage from one of the narratives that uses one of the strategies listed on Activity Page 13.1 to create a strong mental image for the reader.

Then:

- Copy the passage.
- Identify the strategy the author uses.
- Describe the mental image the passage creates.

- The passage:
- The strategy:
- The mental image:

- As a class, review several students' answers.



### Check for Understanding

Before beginning Activity Page 13.2, ask students to explain (or for examples of) the strategies listed on Activity Page 13.1.

## Activity Page 13.2



### Support

As possible, have students who are sharing display their passages using an overhead projector or smartboard.

### Challenge

As relevant, ask students to identify writing strategies in addition to those selected by presenter.

## Lesson 13: Creating Strong Images Through Showing

# Writing

35M

### Activity Page 13.3



**Primary Focus:** Students will add *showing* details to classmates' *telling* sentences.

**TEKS 5.3.D; TEKS 5.6.D; TEKS 5.11.C; TEKS 5.11.D**

### “SHOWING, NOT TELLING” (15 MIN.)

- Direct students to Activity Page 13.3. Tell them that they will practice writing strong descriptions that show rather than tell.
- Explain that another way to make writing entertaining is to add humor. Tell students that one way to add humor is to use puns. A pun is a play on words that produces a humorous effect by using a word that suggests two or more meanings or by exploiting similar-sounding words that have different meanings.
- Display the sentence “Writing with a broken pencil is pointless.” Point to the sentence and say, “In this example, a broken pencil would not have a point at the end, and it would be useless—or pointless—to use one.”
- Point out that the word *space* has multiple meanings. Ask students to name a few of the meanings (e.g., free room to move, the area between planets and stars) and then have them use those meanings to think of some puns that Bruce McCandless could have used in his personal narrative if he had wanted to add humor.

### Activity Page 13.3

#### Enhance the Descriptions

1. The girl ate lunch.

Substitute words:

- a.
- b.
- c.
- d.

Rewrite the *telling* sentence below as two or three showing sentences that include the details listed:

2. Dr. Lerner spilled her coffee.

- Where was Dr. Lerner when she spilled her coffee?
- Where was the coffee when Dr. Lerner spilled it?
- Where did the coffee spill?



**TEKS 5.3.D** Identify, use, and explain the meaning of adages and puns; **TEKS 5.6.D** Create mental images to deepen understanding; **TEKS 5.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. **TEKS 5.11.D** Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.



- Direct students to sentence 1 on the Activity Page.

**1. Evaluative.** Ask one-third of the class what words they might substitute for girl to make the sentence more descriptive and specific.

» Sample substitute words: *toddler, captain of the field hockey team, or ballerina.*

**2. Evaluative.** Ask another third of the class for words they might substitute for ate.

» Sample substitute words: *gulped down, picked at, or inhaled.*

**3. Evaluative.** Ask the last third of the class for words they might substitute for lunch.

» Sample substitute words: *an extra large pizza pie, a small salad, or her first meal in three days.*

- Give students a few minutes to write their words below the sentence. Then have some students share their substitute words. Rewrite the sentence on the board several times using a word or phrase from each of the three groups.
- Direct students to sentence 2 on the Activity Page and review the instructions.
- Have students review their writing and add a pun.
- Give students a few minutes to write. Then have them share their sentences.

### TELEPHONE GAME (20 MIN.)

- Break the class into groups of five students each and direct students to Activity Page 13.4.
- Review the instructions and the example and have the students go through the activity once or twice.

### Activity Page 13.4

#### Telephone Game: Showing, Not Telling

1. Write a description consisting of two telling sentences. At your teacher's signal, pass your activity book to your right.
2. Write a first revision of the telling sentences you receive by turning a word or phrase into a showing detail. Repeat until your original sentences come back to you. An example is below.

Example:

**Telling sentences:** *Katarina searched for her equipment. She did not want to be late for practice.*

First revision: *Katarina searched for her shinguards. She did not want to be late*

### Support

As necessary, use the example provided to model word substitution before having students begin the Telephone game.

### Activity Page 13.4





**Writing**  
Adapting Language  
Choices

**Beginning**

Have students identify the showing details in their peers' revisions of sentence 2 on 13.3.

**Intermediate**

Have students brainstorm possible details for 13.3 (e.g., *Dr. Lerner was in her office, coffee was on her desk, spilled on patient's chart*) before writing showing sentences.

**Advanced/**

**Advanced High**

Circulate and ask students yes/no questions to prompt 13.4 revision ideas (e.g., *What was Katrina looking for? Did she say anything? To whom?*).

**ELPS 5.G**

**Challenge**

Have students use a simile or metaphor in their revisions.

for practice.

Second revision: *Katarina pulled a huge pile of junk from under her bed but could not find her shinguards. She did not want to be late for practice.*

Third revision: *Katarina pulled a huge pile of junk from under her bed but could not find her shinguards. She knew the new soccer coach would be mad if she were late for practice again.*

Fourth revision: *"Mom, can you help me?" Katarina called downstairs as she pulled a huge pile of junk from under her bed looking for her shinguards. She knew the coach would be mad if she were late for practice again.*

**Telling sentences:**

First revision:

Second revision:

Third revision:

Fourth revision:

**Telling sentences:**

First revision:

Second revision:

Third revision:

Fourth revision:

- Have groups share their work. Ask students to contrast the mental images created by the telling sentences with those created by the final revisions.



**Check for Understanding**

Ask students to go through each revision of the 13.4 *telling* sentences and identify all of the *showing* details that were added. Remind students to use coordinating conjunctions when writing compound sentences that show details. This will help eliminate run-on sentences.

## Lesson 13: Creating Strong Images Through Showing

# Speaking and Listening

25M

**Primary Focus:** Students will listen to classmates' narratives and provide positive and specific feedback. **TEKS 5.1.A**

### SURPRISE NARRATIVE PRESENTATIONS (DAY 2) (25 MIN.)

- Explain that more students will now have a chance to present their Surprise Narratives.
- Remind students that as in all their sharing sessions, all feedback:
  - should be about something they liked in the narrative.
  - should refer to specific language from the narrative.



#### Check for Understanding

Ask students for feedback on "Stepping Into Space" that is positive and specific.

- Consider displaying the sentence frames (Digital Component 12.5) as guidance to students on feedback.

#### ➤ Digital Component 12.5: Feedback Sentence Frames

The words(s) \_\_\_\_ really helped me imagine the moment leading up to your surprise.

When you wrote \_\_\_\_, I understood why the surprise was so unexpected.

I learned something new about you from your narrative. The words \_\_\_\_ taught me that \_\_\_\_.

When you described \_\_\_\_ with the words \_\_\_\_, I could really picture it in my mind.

Writing \_\_\_\_ was a great way to show \_\_\_\_ rather than tell.

- Thank students for presentations and feedback. Congratulate them on their great reading, writing, and presenting over the course of the unit.

End Lesson

**TEKS 5.1.A** Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.

### Support

Highlight specific language from the narratives presented for students to comment on.

### Challenge

As possible, have students identify "showing, not telling" in their classmates' presentations.



**EMERGENT  
BILINGUAL  
STUDENTS**

### Speaking and Listening Exchanging Information and Ideas

#### Beginning

Provide students with a graphic organizer on which to write down notable language during classmates' presentations.

#### Intermediate

Allow students to rehearse their narratives with you prior to presenting them to the whole class.

#### Advanced/ Advanced High

Allow students to rehearse their narratives with a peer.

**ELPS 3.H**



## 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 instruction. It is administered at the end of Unit 9, 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 instruction and which students may need instruction in materials from earlier grades.

Additional resources, such as a Fluency Supplement, are available in the program's online materials. These may be used with students who need support.

**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.**

## Beginning-of-Year Assessment

# Assessment Day 1

### LESSON AT A GLANCE

|                                     | Time    | Materials                 |
|-------------------------------------|---------|---------------------------|
| <b>Beginning-of-Year Assessment</b> |         |                           |
| Reading Comprehension Assessment    | 90 min. | ☐ Activity Pages A.1, A.2 |

### ADVANCE PREPARATION

#### Beginning-of-Year (BOY) Assessment

- Please collect Activity Pages A.1–A.6 from students before beginning any portion of the Beginning-of-Year (BOY) Assessment.
- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

## BEGINNING-OF-YEAR ASSESSMENT

- The primary purpose of the BOY Assessment is to determine students' preparedness for Grade 5 instruction.
- During the first day of the three-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes three passages and corresponding comprehension questions. After students complete this portion of the assessment, use the BOY Assessment Summary (Activity Page A.2), which you will have collected from students, to analyze each student's performance. Please score the Reading Comprehension Assessment prior to Day 2 of the BOY Assessment, as you will use the scores to determine which students should complete the Word Reading in Isolation Assessment.
- Beginning on Day 2 of the BOY Assessment, all students will work independently on the grammar assessment.
- In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 10 or fewer on the Reading Comprehension Assessment, or between 11–13, as time allows). Administer the Fluency Assessment to all students.
- The Word Reading in Isolation Assessment uses Activity Page A.3 (Scoring Sheet for student responses), which you will have collected from students, as well as the Word Reading in Isolation Assessment located under Assessment Day 2 in the Teacher Guide. A Word Reading in Isolation Analysis and a Word Reading in Isolation Remediation Guide have also been included in Assessment Day 2 of the Teacher Guide.
- The Fluency Assessment uses Activity Pages A.2 and A.4 (which you will have collected from students), as well as the Fluency Assessment text "Paul Bunyan," located under Assessment Day 2 in the Teacher Guide. You will use Activity Page A.4 (Beginning-of-Year Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (Beginning-of-Year Assessment Summary) includes a Fluency Assessment Scoring Sheet.
- Beginning on Day 3 of the BOY Assessment, all students will complete the morphology assessment. You will continue to pull students individually to administer the Word Reading in Isolation Assessment and the Fluency Assessment.

## **READING COMPREHENSION ASSESSMENT (90 MIN.)**

Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. After you have scored the assessment, record individual scores on each student's BOY Assessment Summary (Activity Page A.2).

The texts used in the Reading Comprehension Assessment—"Mercury and the Woodman" (literary text), "Benjamin Banneker" (informational text), and "The Circulatory System" (informational text)—have been profiled for text complexity using standard qualitative and quantitative measures.

The reading comprehension questions pertaining to these texts are also aligned to the Texas Essential Knowledge and Skills standards and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might thus address multiple standards. In general, the selected-response items address Reading standards and the constructed-response item addresses Writing standards. To prepare students for digital assessments, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.



## Item Annotations and Correct Answers

**Note:** To receive a point for a two-part question, students must correctly answer both parts of the question.

| Item                           | Correct Answer(s)                                                                                                                                                                                                                                                                                                                                                                | Standards                                |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 1. <b>Inferential</b>          | <i>Answers may vary, but should include that it was late in the day, and the Woodman was tired so he was less focused and/or had less energy compared to the morning, so he wasn't as careful in his movements. Thus, the axe slipped out of his hands. Because he was cutting a tree near the edge of a pool, the axe could easily have landed in the pool when it slipped.</i> | TEKS 5.6.F,<br>TEKS 5.7.C                |
| 2. <b>Inferential</b>          | D                                                                                                                                                                                                                                                                                                                                                                                | TEKS 5.3.B;<br>TEKS 5.7.F                |
| 3 Part A.<br><b>Literal</b>    | <b>The Woodman showed honesty by:</b>                                                                                                                                                                                                                                                                                                                                            | TEKS 5.6.G;<br>TEKS 5.7.C                |
|                                | <i>saying the golden axe wasn't his</i>                                                                                                                                                                                                                                                                                                                                          |                                          |
|                                | <i>saying the silver axe wasn't his</i>                                                                                                                                                                                                                                                                                                                                          |                                          |
| 3 Part B.<br><b>Evaluative</b> | <i>The Woodman could have said the golden axe was his and/or said the silver axe was his. Doing either of these would not have shown honesty because neither of these axes was his.</i>                                                                                                                                                                                          | TEKS 5.6.G,<br>TEKS 5.7.B,<br>TEKS 5.7.C |
| 4. <b>Inferential</b>          | A                                                                                                                                                                                                                                                                                                                                                                                | TEKS 5.6.F,<br>TEKS 5.6.G                |
| 5. <b>Evaluative</b>           | <i>Answers may vary, but should include that when you are honest, you are rewarded for telling the truth. By not being honest, you may end up worse off than you were when you started.</i>                                                                                                                                                                                      | TEKS 5.7.B,<br>TEKS 5.8.A                |
| 6. <b>Inferential</b>          | B                                                                                                                                                                                                                                                                                                                                                                                | TEKS 5.3.B                               |

|                                                                             |                                                                                                                              |                                                                                                                                                                                                                                                                                          |                                                                                               |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <p>7 Part A.<br/><b>Literal</b></p> <p>7 Part B.<br/><b>Inferential</b></p> | <p>Part A: What Benjamin Banneker built or made</p>                                                                          | <p>Part B: Why he built or made this</p>                                                                                                                                                                                                                                                 | <p><b>TEKS 5.6.F,</b><br/><b>TEKS 5.6.G,</b><br/><b>TEKS 5.7.C</b></p>                        |
|                                                                             | <p>large clock with the same working parts as a pocket watch</p>                                                             | <p>He wanted to see if he could make a larger version of a pocket watch. Text Evidence: He wanted to know how a pocket watch works so he took it apart. Looking at the watch parts, he had the idea to try and build a large clock that works just like a pocket watch, only bigger.</p> |                                                                                               |
|                                                                             | <p>irrigation system</p>                                                                                                     | <p>He was working on his family's farm. Text Evidence: While working in the farm, he created this system. The system allowed crops to be watered even during dry times. It was made up of ditches and small dams. It controlled water that flowed from springs near the farm.</p>        |                                                                                               |
|                                                                             | <p>cabin with a skylight</p>                                                                                                 | <p>He loved astronomy so much. Text Evidence: He loved astronomy so much; through the window in the roof, he could observe the sky during the day and at night.</p>                                                                                                                      |                                                                                               |
|                                                                             | <p>almanac of all the useful information he gathered</p>                                                                     | <p>He wanted to share the information with other people. Text Evidence: Readers used the facts in their daily lives; they enjoyed the puzzles, health tips, and advance on farming.</p>                                                                                                  |                                                                                               |
| <p><b>8. Inferential</b></p>                                                | <p>Answers may vary, but should include that Jefferson was aware of Banneker's talents and knew Banneker had good ideas.</p> |                                                                                                                                                                                                                                                                                          | <p><b>TEKS 5.6.F,</b><br/><b>TEKS 5.6.G,</b><br/><b>TEKS 5.7.B,</b><br/><b>TEKS 5.7.C</b></p> |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                |                                                  |                                          |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------|------------------------------------------|
| 9. <b>Evaluative</b>            | Answers may vary, but should include that Jefferson knew Banneker was talented, had accomplished many things, and had great abilities. Planning the design for the nation's capital was an important task for a specific group of people, and Jefferson likely felt that Banneker's talents, especially his mathematical abilities, would serve the group, and the overall plan for the city, well. |                                                |                                                  | TEKS 5.6.G,<br>TEKS 5.7.B,<br>TEKS 5.7.C |
| 10. <b>Inferential</b>          | A                                                                                                                                                                                                                                                                                                                                                                                                   |                                                |                                                  | TEKS 5.3.B                               |
| 11 Part A.<br><b>Literal</b>    | <b>Important Jobs Blood Has in the Body</b><br>carries life-giving oxygen to body cells<br>removes carbon dioxide from body cells<br>moves nutrients from food to body tissues<br>carries away waste products from body tissues<br>protects the body against disease<br>helps distribute heat throughout the body                                                                                   |                                                |                                                  | TEKS 5.7.B,<br>TEKS 5.7.C                |
| 11 Part B.<br><b>Evaluative</b> | Answers may vary, but should include information from the chart, which is text evidence, and the information should directly support the reasons provided.                                                                                                                                                                                                                                          |                                                |                                                  | TEKS 5.7.B,<br>TEKS 5.7.C,<br>TEKS 5.7.F |
| 12. <b>Literal</b>              | D                                                                                                                                                                                                                                                                                                                                                                                                   |                                                |                                                  | TEKS 5.7.C                               |
| 13. <b>Literal</b>              | B                                                                                                                                                                                                                                                                                                                                                                                                   |                                                |                                                  | TEKS 5.7.C                               |
| 14 Part A.<br><b>Literal</b>    |                                                                                                                                                                                                                                                                                                                                                                                                     | How Blood is used in the Body                  | Where Blood Starts before Going through the Body | TEKS 5.6.G,<br>TEKS 5.7.B,<br>TEKS 5.7.C |
|                                 | Galen                                                                                                                                                                                                                                                                                                                                                                                               | blood is made and used up in the body          | liver                                            |                                          |
|                                 | Harvey                                                                                                                                                                                                                                                                                                                                                                                              | blood is used over and over again, not used up | heart                                            |                                          |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                   |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 14 Part B.<br><b>Evaluative</b> | <i>Answers may vary, but should include that Harvey observed blood flow in humans and animals and confirmed that the heart is the organ that pumps blood through the body. Galen thought blood came from the liver before going through the rest of the body. Harvey also determined that blood circulated throughout the body over and over again. Galen thought blood was used up and more was made by the liver, using food we eat. In addition, Harvey discovered valves to stop blood from flowing backward in the blood vessels. Harvey explained the pulse we feel in our bodies. Harvey's work showed that the heart was the important part of the circulatory system, not the liver as Galen had described. Harvey's discoveries about the heart and blood vessels changed how doctors thought about these parts of the body.</i> | <b>TEKS 5.6.G,<br/>TEKS 5.7.B,<br/>TEKS 5.7.C</b>                 |
| 15. <b>Inferential</b>          | Answers may vary, but should include that given all the work that is required to move blood through the body, all of the blood vessels, and the length of all the blood vessels put together in your body, one would think it would take a very long time for blood to circulate through the body. However, the heart and blood vessels work well together to circulate blood very quickly.                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>TEKS 5.6.F,<br/>TEKS 5.6.G,<br/>TEKS 5.7.B,<br/>TEKS 5.7.C</b> |

### Reading Comprehension Assessment Analysis

Students who answered 10 or fewer questions correctly out of 15 total questions appear to have **minimal preparation** for Grade 5. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. These students may have fairly significant skills deficits and may not be ready for Grade 5. Carefully analyze their performance on the Reading Comprehension Assessment, the Word Reading in Isolation Assessment, and the Fluency Assessment to determine whether students need to be regrouped to an earlier point of instruction in the grade level materials.

Students who answered 11–13 questions correctly out of 15 total questions appear to have **adequate preparation** for Grade 5. Administer the Word Reading in Isolation Assessment to these students, as time permits, and administer the Fluency Assessment. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings that may require targeted remediation.

Students who answered 14–15 questions correctly out of 15 total questions

appear to have **outstanding preparation** for Grade 5. You do not need to administer the Word Reading in Isolation Assessment to these students. However, please administer the Fluency Assessment to determine whether practice and progress monitoring in the area of fluency are warranted.

The following chart provides an overview of how to interpret students' scores.

| Reading Comprehension Assessment Analysis |                                                                                                                                                                                  |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of Questions Answered Correctly    | Interpretation                                                                                                                                                                   |
| 10 or fewer                               | Student appears to have minimal preparation for Grade 5; administer Word Reading in Isolation Assessment and Fluency Assessment on Day 2 or Day 3                                |
| 11–13                                     | Student appears to have adequate preparation for Grade 5; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment |
| 14–15                                     | Student appears to have outstanding preparation for Grade 5; do not administer Word Reading in Isolation Assessment; administer Fluency Assessment on Day 2 or Day 3             |

## Beginning-of-Year Assessment

# Assessment Day 2

### LESSON AT A GLANCE

|                                                             | Time    | Materials                                                                                   |
|-------------------------------------------------------------|---------|---------------------------------------------------------------------------------------------|
| <b>Beginning-of-Year Assessment</b>                         |         |                                                                                             |
| Grammar Assessment                                          | 45 min. | <input type="checkbox"/> Activity Page A.5                                                  |
| Word Reading in Isolation Assessment;<br>Fluency Assessment | Ongoing | <input type="checkbox"/> Activity Pages A.2, A.3, A.4<br><input type="checkbox"/> stopwatch |

### ADVANCE PREPARATION

#### Beginning-of-Year (BOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

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## BEGINNING-OF-YEAR ASSESSMENT

- During the second day of the three-day assessment, all students will complete the Grammar Assessment independently. It includes 25 items assessing knowledge of parts of speech, sentence elements (subject/predicate), conjunctions, sentence fragments and run-ons, sentence types, and punctuation. After students complete this portion of the assessment, enter their scores on the Grammar Assessment Scoring Sheet, in this Teacher Guide, making additional copies if needed. Benchmark results for individual students are not included for the Grammar Assessment.
- Begin to administer the Word Reading in Isolation Assessment, based on students' performance on the Reading Comprehension Assessment, and administer the Fluency Assessment to all students.



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### GRAMMAR ASSESSMENT (45 MIN.)

TEKS 5.11.D

Have students work independently to complete the Grammar Assessment on Activity Page A.5. Enter all student scores into the Grammar Assessment Scoring Sheet.

## Grammar Assessment Scoring Sheet

|         | Skill                 | Question | Commas |   |   |   |   |   |   |   |   |
|---------|-----------------------|----------|--------|---|---|---|---|---|---|---|---|
|         |                       |          | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Student | Nouns and Adjectives  |          |        |   |   |   |   |   |   |   |   |
|         | Verbs and Adverbs     |          |        |   |   |   |   |   |   |   |   |
|         | Subject and Predicate |          |        |   |   |   |   |   |   |   |   |
|         | Sentence Fragments    |          |        |   |   |   |   |   |   |   |   |
|         | Run-ons               |          |        |   |   |   |   |   |   |   |   |
|         | Types of Sentences    |          |        |   |   |   |   |   |   |   |   |
|         | Types of Sentences    |          |        |   |   |   |   |   |   |   |   |
|         | Types of Sentences    |          |        |   |   |   |   |   |   |   |   |
|         | Commas                |          |        |   |   |   |   |   |   |   |   |
|         | Commas                |          |        |   |   |   |   |   |   |   |   |
|         | Commas                |          |        |   |   |   |   |   |   |   |   |
|         | Commas                |          |        |   |   |   |   |   |   |   |   |
|         | Commas                |          |        |   |   |   |   |   |   |   |   |
|         | Commas                |          |        |   |   |   |   |   |   |   |   |
|         | Commas                |          |        |   |   |   |   |   |   |   |   |
|         | Commas                |          |        |   |   |   |   |   |   |   |   |
|         | Commas                |          |        |   |   |   |   |   |   |   |   |
|         | Commas                |          |        |   |   |   |   |   |   |   |   |
|         | Commas                |          |        |   |   |   |   |   |   |   |   |
|         | Commas                |          |        |   |   |   |   |   |   |   |   |
|         | Commas                |          |        |   |   |   |   |   |   |   |   |



[illegible]



## **WORD READING IN ISOLATION ASSESSMENT (ONGOING)**

**TEKS 5.2.A**

- Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 13 or fewer on the Reading Comprehension Assessment and to students who scored between 14–16, as time permits, to gain further insight as to possible weaknesses.
- This section of the BOY Assessment assesses single-word reading to identify the specific letter-sound correspondences a student may have not yet mastered.

### **Administration Instructions**

- Locate the Word Reading in Isolation Assessment on the next page of this Teacher Guide. Students will read from this copy.
- Cover all of the words before calling a student to complete the assessment.
- Tell the student he or she will read words aloud to you and that it is important to do his or her best reading.
- Uncover the first row of words by moving the paper down.
- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Assessment Scoring Sheet (Activity Page A.3 that you collected from students). Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the scoring sheet.
- Administer the Fluency Assessment after completing this section and continue administering these two individual assessments as time permits, throughout Day 2 and Day 3, to the remaining students.

## Beginning-of-Year Assessment Materials

| Word Reading in Isolation Assessment |            |           |           |            |            |
|--------------------------------------|------------|-----------|-----------|------------|------------|
| 1.                                   | steady     | asphalt   | oxygen    | dovetail   | birthplace |
| 2.                                   | bravo      | washtub   | consume   | delight    | council    |
| 3.                                   | accuse     | riddle    | trolley   | scoreboard | cruise     |
| 4.                                   | marvelous  | betrayal  | freighter | floored    | guarantee  |
| 5.                                   | blizzard   | prairie   | concrete  | crescent   | bowful     |
| 6.                                   | breakwater | peachy    | spiffier  | gherkin    | qualify    |
| 7.                                   | yearning   | exercise  | loathe    | ivory      | disprove   |
| 8.                                   | audit      | baboon    | continue  | taught     | overdue    |
| 9.                                   | chasm      | human     | pulled    | warning    | worthless  |
| 10.                                  | scowl      | avoidance | paperboy  | courses    | woodchuck  |
| 11.                                  | switch     | crumb     | whopper   | sprinkle   | knitting   |
| 12.                                  | calculate  | mustache  | partridge | singe      | assign     |
| 13.                                  | wriggle    | bizarre   | recommit  | youthful   | mistletoe  |

## WORD READING IN ISOLATION ANALYSIS

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger his or her preparation is for Grade 5. A Word Reading in Isolation Analysis sheet and Remediation Guide are located in this lesson.

The number of words read correctly indicates the following:

- Students who score 43 or fewer words out of 65 correctly appear to have **minimal preparation** for Grade 5.
- Students who score 44–51 out of 65 words correctly appear to have **adequate preparation** for Grade 5.
- Students who score 52–65 out of 65 words correctly appear to have **outstanding preparation** for Grade 5.

After scoring the assessment, you might find it helpful to determine which letter-sound correspondences students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

| Score required to meet benchmark of 80%        |      |      |      |       |         |         |
|------------------------------------------------|------|------|------|-------|---------|---------|
| Phonemes                                       |      |      |      |       |         |         |
| Consonants                                     |      |      |      |       |         | Totals  |
| /b/                                            | /d/  | /f/  | /g/  | /h/   |         | 168/210 |
| /j/                                            | /k/  | /l/  | /m/  | /n/   |         |         |
| /p/                                            | /r/  | /s/  | /t/  | /v/   |         |         |
| /w/                                            | /x/  | /y/  | /z/  | /ch/  |         |         |
| /sh/                                           | /th/ | /th/ | /ng/ | /qu/  |         |         |
| Vowels                                         |      |      |      |       |         | 106/134 |
| /a/                                            | /e/  | /i/  | /o/  | /u/   |         | 37/47   |
| /ae/                                           | /ee/ | /ie/ | /oe/ | /ue/  |         | 25/31   |
| /ə/                                            | /oo/ | /oo/ | /aw/ | /ou/  |         | 22/28   |
| /oi/                                           | /ar/ | /er/ | /or/ | /aer/ | /ə/+/l/ | 22/28   |
| Syllabication (words with 2 or more syllables) |      |      |      |       |         |         |
| Closed Syllable/short                          |      |      |      |       |         | 39/49   |
| Open Syllable/long                             |      |      |      |       |         | 13/17   |
| Magic E and Digraph Syllable                   |      |      |      |       |         | 21/26   |
| R-Controlled Syllable                          |      |      |      |       |         | 16/20   |
| ə Syllable                                     |      |      |      |       |         | 7/9     |
| -le Syllable                                   |      |      |      |       |         | 4/4     |

## WORD READING IN ISOLATION REMEDIATION GUIDE

Write the names of students who missed questions under each header. This will help you determine what kind of remediation is needed.

| Phonemes—Consonants (Item numbers in parentheses)                                                 |                                                                                                |                                                                               |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| /b/ (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)                                                | /d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)                                     | /f/ (1b, 4c, 4d, 5e, 6c, 6e, 13d)                                             |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
| /g/ (4e, 6d, 13a)                                                                                 | /h/ (9b)                                                                                       | /j/ (1c, 12c, 12d)                                                            |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
| /k/ (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)               | /l/ (1b, 1d, 1e, 2d, 3c, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)                                 | /m/ (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)                                      |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
| /n/ (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)                          | /p/ (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)                                               | /r/ (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7d, 7e, 11b, 11d, 12c, 13a, 13c) |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
| /s/ (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e) | /t/ (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e) | /v/ (1d, 2a, 4a, 7d, 7e, 8e, 10b)                                             |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
| /w/ (2b, 6a, 9d, 9e, 10e, 11a, 11c)                                                               | /x/ (1c, 7b)                                                                                   | /y/ (7a, 13d)                                                                 |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
| /z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)                                                                | /ch/ (6b, 10e, 11a)                                                                            | /sh/ (2b, 12b)                                                                |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
| /th/ (1e, 9e, 13d)                                                                                | /th/ (7c)                                                                                      | /ng/ (7a, 9d, 11d, 11e)                                                       |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
| /qu/ (6e)                                                                                         |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |
|                                                                                                   |                                                                                                |                                                                               |

| Phonemes—Vowels (Item numbers in parentheses) |                                              |                                                                                               |
|-----------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------|
| /a/ (1b, 8b, 9a, 12a, 12b)                    | /e/ (1a, 5d, 7b, 9e, 10d)                    | /i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e) |
|                                               |                                              |                                                                                               |
|                                               |                                              |                                                                                               |
|                                               |                                              |                                                                                               |
| /o/ (1c, 2a, 2b, 3c, 5c, 6a, 6e, 11c)         | /u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c) | /ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)                                                           |
|                                               |                                              |                                                                                               |
|                                               |                                              |                                                                                               |
|                                               |                                              |                                                                                               |
| /ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)    | /ie/ (2d, 6e, 7b, 7d, 12e)                   | /oe/ (2a, 5e, 7c, 8e, 13e)                                                                    |
|                                               |                                              |                                                                                               |
|                                               |                                              |                                                                                               |
|                                               |                                              |                                                                                               |
| /ue/ (3a, 8c, 9b, 12a)                        | /ə/ (1c, 2d, 3a, 4b, 4e, 9a, 9b, 10b, 12e)   | /oo/ (2c, 3e, 7e, 8b, 8e, 13d)                                                                |
|                                               |                                              |                                                                                               |
|                                               |                                              |                                                                                               |
|                                               |                                              |                                                                                               |
| /oo/ (9c, 10e)                                | /aw/ (1b, 8a, 8d)                            | /ou/ (2e, 10a)                                                                                |
|                                               |                                              |                                                                                               |
|                                               |                                              |                                                                                               |
|                                               |                                              |                                                                                               |
| /oi/ (10b, 10c)                               | /ar/ (4a, 12c, 13b)                          | /er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)                                       |
|                                               |                                              |                                                                                               |
|                                               |                                              |                                                                                               |
|                                               |                                              |                                                                                               |
| /or/ (3d, 4d, 9d, 10d)                        | /aer/ (4e, 5b)                               | /ə/ + /l/ (2e, 3b, 4a, 4b, 5e, 11d, 13a, 13d, 13e)                                            |
|                                               |                                              |                                                                                               |
|                                               |                                              |                                                                                               |
|                                               |                                              |                                                                                               |

| Syllabication (words with 2 or more syllables; Item numbers in parentheses)                                                                                                                     |                                                                                         |                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Closed Syllable/short (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9b, 9d, 9e, 10b, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e) | Open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e) | Magic E and Digraph Syllable (1b, 1d, 1e, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 5c, 5e, 6a, 6b, 7b, 7e, 8a, 8b, 8e, 10b, 10c, 10e, 12a, 12e, 12d, 13d) |
|                                                                                                                                                                                                 |                                                                                         |                                                                                                                                              |
|                                                                                                                                                                                                 |                                                                                         |                                                                                                                                              |
|                                                                                                                                                                                                 |                                                                                         |                                                                                                                                              |
| R-Controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)                                                                                     | Syllable (1c, 2d, 2e, 3a, 4a, 4b, 5e, 9a, 12e, 13d)                                     | –le Syllable (3b, 11d, 13a, 13e)                                                                                                             |
|                                                                                                                                                                                                 |                                                                                         |                                                                                                                                              |
|                                                                                                                                                                                                 |                                                                                         |                                                                                                                                              |
|                                                                                                                                                                                                 |                                                                                         |                                                                                                                                              |





## FLUENCY ASSESSMENT (ONGOING)

TEKS 5.4

- Begin to administer the Fluency Assessment individually to all students.
- This section of the BOY Assessment assesses students' fluency in reading, using the selection "Paul Bunyan" (literary text) located on the next page of the Teacher Guide.

### Administration Instructions

- Turn to the student copy of "Paul Bunyan" in the Teacher Resources section of this Teacher Guide. Students will read from this copy.
- Using the Recording Copy of "Paul Bunyan" (from students' Activity Page A.4) for each student, you will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take some notes. Encourage the student not to rush and to read at his or her regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

|                               |                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Words read correctly</b>   | No mark is required.                                                                                                  |
| <b>Omissions</b>              | Draw a long dash above the word omitted.                                                                              |
| <b>Insertions</b>             | Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted. |
| <b>Words read incorrectly</b> | Write an "X" above the word.                                                                                          |
| <b>Substitutions</b>          | Write the substitution above the word.                                                                                |
| <b>Self-corrected errors</b>  | Replace original error mark with an "SC."                                                                             |
| <b>Teacher-supplied words</b> | Write a "T" above the word (counts as an error).                                                                      |

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark the student's place in the text at that point. Allow the student to finish reading the selection aloud.

## **Student Copy**

### **Paul Bunyan**

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents had to use a covered wagon for his cradle.

As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels of porridge a day, and his parents had to milk four dozen cows every morning and evening just to keep his baby bottle filled.

Paul was so big it caused some problems in the little town in Maine where he grew up. When he sneezed, he blew the birds from Maine to California. When he snored, the neighbors ran out of their houses, hollering, “Earthquake! Earthquake!”

After that, Paul’s father thought it might be better if Paul didn’t sleep in town. He built a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few nights, but the floating cot didn’t work out. When Paul turned over in his sleep, he created gigantic waves that knocked down houses along the coast.

Eventually, Paul’s father decided that the East Coast was just too small for Paul Bunyan. The only sensible thing to do was to move out West. So the Bunyan family moved to Minnesota. In those days, Minnesota was full of logging camps, sawmills, and lumberjacks. Americans were moving west and “building the country.” They had to cut down a lot of trees to make their homes, not to mention their schools, churches, boats, and furniture.

- Assess the student's comprehension of the selection by asking him or her to respond orally to the following questions:
  1. **Literal.** What did Paul Bunyan's parents have to do to keep his baby bottle filled?
    - » milk four dozen cows every morning and evening
  2. **Inferential.** Why did Paul's father think it would be better if Paul didn't sleep in town?
    - » When Paul snored, neighbors thought an earthquake was happening, so it would be better if Paul didn't sleep near neighbors and cause that kind of problem.
  3. **Literal.** What happened when Paul slept on a large raft?
    - » When he turned over in his sleep, he created gigantic waves that knocked down houses along the coast.
  4. **Inferential.** Why was moving out West the best plan for the Bunyan family?
    - » Americans were moving west and building things as they moved so they would have schools, churches, and furniture. All these new things were built because they didn't exist yet, which meant there was a lot of space out West. Paul needed a lot of space.
- Continue administering the Fluency Assessment as time permits, throughout Day 2 and Day 3.
- You may score the assessment later, provided you have kept running records and marked the last word students read after one minute elapsed.

## GUIDELINES FOR FLUENCY ASSESSMENT SCORING

Use one Fluency Assessment Scoring Sheet for each student taking the assessment. The Fluency Assessment Scoring Sheet appears in each student's BOY Assessment Summary (Activity Page A.2).

To calculate a student's Words Correct Per Minute (W.C.P.M.) score, use the information you recorded on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. **Count Words Read in One Minute.** This is the total number of words that the student read or attempted to read in one minute. It includes words that the student read correctly as well as words that the student read incorrectly. Write the total in the box labeled Words Read in One Minute.

2. Count the Uncorrected Mistakes in One Minute. You noted these in the running record. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the scoring sheet. (A mistake that the student self-corrects is not counted as a mistake.)
3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from the Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 5 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms for Grade 5 obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the fall of Grade 5, and a student scored 100 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

### Oral Reading Fluency Norms for Grade 5 from Hasbrouck and Tindal (2006)

| Percentile | Fall W.C.P.M. | Winter W.C.P.M. | Spring W.C.P.M. |
|------------|---------------|-----------------|-----------------|
| 90         | 166           | 182             | 194             |
| 75         | 139           | 156             | 168             |
| 50         | 110           | 127             | 139             |
| 25         | 85            | 99              | 109             |
| 10         | 61            | 74              | 83              |

## ANSWER KEYS

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

**A.5** ASSESSMENT

### Beginning-of-Year Grammar Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** Write *n.* above the nouns in each sentence and *adj.* above the adjectives in each sentence.

*adj.* *n.* *adj.* *n.* *adj.* *n.*  
Strong storms caused extensive damage to the new bank.

*n.* *adj.* *n.* *adj.* *n.* *adj.* *n.*  
Scientists may be able to provide advance warning if an active volcano showed signs of imminent eruption.

**Part B:** Draw an arrow from each adjective to the noun it describes.

2. Change the adjective in parentheses to an adverb and identify the verb it describes in the sentence.

Damion waved (excited) when he saw his friend walking down the sidewalk toward him.

Adverb: excitedly

Verb the adverb describes: waved

Grade 5

Activity Book | Unit 1 115

3. Write a sentence using the verb and adverb provided.

verb: *looked*

adverb: *quickly*

Answers may vary, but should be a complete sentence including

looked and quickly appropriately.

The following question has two parts. Answer Part A and then answer Part B.

4. **Part A:** Draw a line separating the subject from the predicate in each sentence.

Paul Revere and others | warned people the British soldiers were on the move.

The Bayeux Tapestry | tells the story of the Norman Conquest.

**Part B:** Underline the entire subject in each sentence. Draw a wiggly line under the entire predicate in each sentence.

5. Correct the following sentence fragments by rewriting each one to be a complete sentence.

Fragment: *missed soccer practice*

Corrected sentence:

Answers may vary, but should be a complete sentence including

missed soccer practice.

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Grade 5

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

**A.5** ASSESSMENT  
CONTINUED

Fragment: *the new family on our street*

Corrected Sentence:

Answers may vary, but should be a complete sentence including the  
new family on our street.

6. Correct the following run-on sentences by breaking each into two sentences.

We didn't go to school for a week after the massive snowstorm dumped so much snow we made snowmen and went sledding.

Corrected sentences:

We didn't go to school for a week after the massive snowstorm  
dumped so much snow. We made snowmen and went sledding.

Grade 5

Activity Book | Unit 1 117

Becoming a monk took many years men started the process by learning to read and write.

Corrected sentence:

Becoming a monk took many years. Men started the process by  
learning to read and write.

7. Which type of sentence is the following?

Why did colonists boycott British tea?

- A. declarative  
B. imperative  
☒ C. interrogative  
D. exclamatory

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Grade 5

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

**A.5**  
CONTINUED ASSESSMENT

The following question has two parts. Answer Part A and then answer Part B.

8. **Part A:** Which of the following is a declarative sentence?

- A. Did you finish your history project over the weekend?
- ☒ B. I finished my history project over the weekend.
- C. I finished my history project over the weekend!
- D. You have to finish your history project over the weekend.

**Part B:** Write the letter of the answer choice in Part A that is an example of an imperative sentence.

D

9. Write an exclamatory sentence.

Answers may vary, but should be a complete exclamatory sentence  
including an exclamation point.

Grade 5

Activity Book | Unit 1 119

10. Which of the following sentences shows the correct way to use commas to separate items in a series?

- ☒ A. Kendra put her homework, math book, and lunch in her backpack.
- B. Kendra put her homework math book and lunch in her backpack.
- C. Kendra put her homework, math book and lunch in her backpack.
- D. Kendra put her homework math book, and lunch in her backpack.

11. Add a comma to show the correct way to use it when writing a date.

July 4, 1776

12. Which of the following shows the correct use of a comma in an address?

- ☒ A. Marcus Wilhelm  
1326 Bellevue Lane  
Fayetteville, NC 28301
- B. Marcus Wilhelm  
1326, Bellevue Lane  
Fayetteville NC 28301
- C. Marcus Wilhelm  
1326 Bellevue Lane  
Fayetteville NC, 28301
- D. Marcus Wilhelm  
1326 Bellevue, Lane  
Fayetteville NC 28301

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Grade 5

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

**A.5**  
CONTINUED ASSESSMENT

13. Which of the following is the correct way to use a comma and quotations marks to note a quotation from a text?

- A. On page 14, the author states I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
- B. On page 14, the author states, I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
- C. On page 14, the author states "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."
- ☒ D. On page 14, the author states, "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

14. Choose the answer that demonstrates the correct way to use a comma and quotation marks when quoting direct speech from a text.

- A. In the story, Ramon was serious when he said "I shouted across the room, I think you should go talk to Mr. Barnes before you make a decision!"
- ☒ B. In the story, Ramon was serious when he said, "I shouted across the room, 'I think you should go talk to Mr. Barnes before you make a decision!'"
- C. In the story, Ramon was serious when he said, I shouted across the room, "I think you should go talk to Mr. Barnes before you make a decision!"
- D. In the story, Ramon was serious when he said, 'I shouted across the room, 'I think you should go talk to Mr. Barnes before you make a decision!'"

The following question has two parts. Answer Part A and then answer Part B.

15. **Part A:** Circle the words in the following list that are adjectives.

the  
ball  
green  
category  
darkness  
huge

Grade 5

Activity Book | Unit 1 121

**Part B:** Put the adjectives you circled in Part A in the correct order to describe the following noun.

huge green bug

16. Which of the following sentences contains an adverb that describes the verb?

- A. Rabbits hop quietly in the meadow.
- B. We hung our towels outside so the warm breeze would dry them.
- C. The strong winds shook the tent at the campsite.
- D. Water rushes over the edge of the tall waterfall.

The following question has two parts. Answer Part A and then answer Part B.

17. **Part A:** Identify the subject and the verb in the following sentence and write each on the lines that follow the sentence.

We were first in line for tickets to the new movie.

Subject: We

Verb: were

**Part B:** Write a new subject or a new verb to agree with the following changes to the previous sentence.

New Sentence: He/She/Proper Name is first in line for tickets to the new movie.

New Sentence: I was/am/will be first in line for tickets to the new movie.

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Grade 5

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

**A.5**  
CONTINUED ASSESSMENT

18. Write the correct form of the verb to agree with the subject and complete the sentence.

Verb: *choose*

Maria chooses nonfiction books each time she goes to the library.

19. Which of the following words best completes the sentence?

You \_\_\_\_\_ check your coat pockets to see if the missing key is in one of them.

- ☒ A. should  
B. are  
C. have  
D. would

20. Identify the linking verb in the following sentence.

We are going to learn about types of rocks when we study geology.

Linking Verb: are

21. Circle the relative pronoun that references what the sentence is about.

Our class visited the fire station, which has space for four fire engines and all the necessary equipment.

Grade 5

Activity Book | Unit 1 123

The following question has two parts. Answer Part A and then answer Part B.

22. **Part A:** Circle the conjunction in the following sentence.

Scientists can't give much warning before an earthquake, but they can give more warning for a tsunami.

**Part B:** Add a comma to the correct place in the above sentence related to the conjunction you circled.

The following question has two parts. Answer Part A and then answer Part B.

23. **Part A:** Circle the two prepositions in the following sentence.

General Washington fooled British troops by sending fake messages about attacking New York.

**Part B:** Write the prepositional phrases related to the prepositions you identified in the above sentences

Prepositional phrases:

by sending fake messages

about attacking New York

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Grade 5

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

**A.5**  
CONTINUED ASSESSMENT

24. Read the sentence and answer the question that follows.

Tectonic plates are slowly colliding.

What verb tense does this sentence show? Circle the correct answer.

past progressive

☒ present progressive

future progressive

25. Write a sentence using the following information.

Verb: *reading*

Verb tense: *past progressive*

Answers may vary, but should be a complete sentence including

reading used in past progressive (e.g., was, had been).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Beginning-of-Year Grammar Assessment total \_\_\_\_\_ of 25 points

To receive a point for a two-part question (i.e., 1, 4, 8, 15, 17, 22, and 23), students must correctly answer both parts of the question.

Grade 5

Activity Book | Unit 1 125

## Beginning-of-Year Assessment

# Assessment Day 3

### LESSON AT A GLANCE

|                                                             | Time    | Materials                                                                              |
|-------------------------------------------------------------|---------|----------------------------------------------------------------------------------------|
| <b>Beginning-of-Year Assessment</b>                         |         |                                                                                        |
| Morphology Assessment                                       | 45 min. | <input type="checkbox"/> Activity Page A.6                                             |
| Word Reading in Isolation Assessment;<br>Fluency Assessment | Ongoing | <input type="checkbox"/> Activity Pages A.2–A.4<br><input type="checkbox"/> stop watch |

### ADVANCE PREPARATION

#### Beginning-of-Year (BOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.



## BEGINNING-OF-YEAR ASSESSMENT

- During the third day of the three-day assessment, all students will complete the Morphology Assessment, independently. It includes twenty items assessing knowledge of the prefixes *un-*, *non-*, *en-*, *im-*, *re-*, and *pre-*; suffixes *-y*, *-ly*, *-able*, *-ible*, *-ful*, *-less*, and *-ment*; and roots *arch*, *graph*, *rupt*, *port*, *bio*, and *loc*, all of which were taught prior to Grade 5. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.
- For the remainder of the class period, allow students time to complete the Reading Comprehension Assessment (Activity Page A.1) they began on Day 1, if needed.
- Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessments, as described on Day 2.



## MORPHOLOGY ASSESSMENT (45 MIN.)

TEKS 5.3.A

- Have students work independently to complete the Morphology Assessment on Activity Page A.6, then enter all scores into the Morphology Assessment Scoring Sheet on the following page.

## Morphology Assessment Scoring Sheet

[illegible]

## Morphology Assessment Scoring Sheet

[illegible]

## INTERPRETING BEGINNING-OF-YEAR ASSESSMENT SCORES

You should use the results of three assessments to determine students' preparedness for Grade 5 instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 5 Beginning-of-Year Assessment Summary (Activity Page A.2) and consider students' performance on these three assessments, in combination.

It is most **challenging to analyze results for students** with ambiguous or borderline scores. In particular, you may have some students who are right on the border between being strong enough readers to benefit from Grade 5 instruction and not having adequate preparation. This might include students who answered most questions correctly on one story of the Reading Comprehension Assessment but not other stories, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or Fluency Assessment.

In analyzing results from the **Reading Comprehension Assessment**, be aware that some students may not be strong test-takers. They may struggle to answer the questions even if they read the selection and understood it. You may wish to have students with borderline scores read the selection(s) aloud to you and then discuss it with you so you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the **Word Reading in Isolation Assessment**, remember that not all poor scores are the same.

Students who have difficulty reading one-syllable words may have a major problem reading the words or spellings in question and need intensive remediation beyond what can likely be provided in a Grade 5 classroom.

Benchmark results for individual students are not included for the Grammar Assessment or the Morphology Assessment. You should use the results of the Grammar Assessment and the Morphology Assessment to determine the extent to which students (or your class) may benefit from certain Grammar and Morphology skills taught prior to Grade 5.

## ANSWER KEYS

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

### A.6 ASSESSMENT

#### Beginning-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

- If you come across something that is *uncommon*, what does that mean?
  - The item is not rare.
  - ☒ The item is not usual.
  - The item is well-known.
  - The item is easy to find.
- If someone is speaking in a *nonthreatening* way, describe how that person is speaking.  
Answers may vary, but should accurately describe *nonthreatening*.
- Which of the following words correctly completes the sentence below?

The tour guide \_\_\_\_\_ my brother with reading the map for the group during the hike.

- disabled
- disliked
- endangered
- ☒ entrusted

Grade 5

Activity Book | Unit 1 127

- Choose the sentence that demonstrates an example of what the word *patriarch* means.
  - ☒ My grandfather is the head of our family.
  - The king is the leader of the country.
  - The archbishop is the most important leader in the Church.
  - My mother is the head of our family.
- Someone who is skilled in *calligraphy* is skilled at doing what?
  - typing ideas on a computer
  - ☒ the art of beautiful handwriting
  - the art of making pictures to provide information
  - telling the story of his or her life

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** When you add the suffix *-y* to the word *taste*, what new word do you create?

New word: tasty

**Part B:** What is the part of speech of the root word *taste* and the new word from Part A?

Part of speech of *taste*: noun

Part of speech of new word: adjective
- Which of the following words with the suffix *-ly* means in a way that indicates something is for a limited time?
  - easily
  - speedily
  - ☒ temporarily
  - daily

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Grade 5

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

### A.6 ASSESSMENT

- If you *interrupt* someone while he or she studies, what are you doing?  
Answers may vary, but should accurately describe *interrupt*.
- Which word pair shares the same root and means the opposite of each other?
  - ☒ import and export
  - unable and disable
  - erupt and rupture
  - monarchy and hierarchy

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** Circle the correct prefix to add to the root word in the following sentence.

The bus driver got \_\_\_\_\_ *patient* with me as I dug in my bag for correct change for the fare.

  - un-*
  - non-*
  - ☒ *im-*
  - in-*

**Part B:** Identify the word you created in Part A by adding the prefix and write its meaning.  
 New word: \_\_\_\_\_

Meaning: Answers may vary, but should accurately define *impatient*.

Grade 5

Activity Book | Unit 1 129

- Complete the following sentence:  
 If my homework is *incomplete*, that means it is \_\_\_\_\_.  
Answers may vary, but should complete the sentence with an accurate description of *incomplete*.
- A laptop is a portable computer. What does *portable* mean?
  - able to be eaten
  - able to bend
  - ☒ able to be carried around
  - able to be seen
- Which of the following items is *edible*?
  - paint
  - folder
  - poison ivy
  - ☒ broccoli

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** Which of the following roots means "life"?

  - rupt
  - ☒ bio
  - graph
  - loc

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Grade 5

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

**A.6**  
CONTINUED

ASSESSMENT

**Part B:** Choose the word with the root that means "life" and write a sentence using the word.

- A. disrupt
- ☒ B. biography
- C. autograph
- D. relocate

Sentence:

Answers may vary, but should be a complete sentence accurately using biography.

15. Which of the following demonstrates the meaning of the word *purposeful*?

- A. having the TV on in the background while you finish math homework
- ☒ B. working hard to finish a science project so you can go to a friend's house the next day
- C. asking your dad if you can ride your bike to the park
- D. throwing your backpack on the floor by the door

16. Circle the correct suffix to add to the root word in the following sentence.

There were *end* \_\_\_\_\_ possibilities for who to choose as the topic of the biography project.

|    |     |      |                                        |       |       |
|----|-----|------|----------------------------------------|-------|-------|
| -y | -ly | -ful | <input checked="" type="radio"/> -less | -able | -ible |
|----|-----|------|----------------------------------------|-------|-------|

Grade 5

Activity Book | Unit 1 131

17. Complete the following sentence:

My *disappointment* showed when Answers may vary, but should complete the sentence with an accurate example for disappointment.

18. If you need to *rearrange* things in your closet, what do you need to do?

- A. look at things beforehand
- B. look at things again
- C. organize things beforehand
- ☒ D. organize things again

19. Explain what the following statement means.

The preamble *precedes* the Constitution.

Answers may vary, but should be an accurate description of precede.

20. Which of the following words with the root *loc* means "the place where something happens?"

- ☒ A. locale
- B. locate
- C. allocate
- D. dislocate

*Beginning-of-Year Morphology Assessment total \_\_\_\_\_ of 20 points*  
*To receive a point for a two-part question (i.e., 6, 10, and 14), students must correctly answer both parts of the question.*

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Grade 5

# Pausing Point

## PERSONAL NARRATIVES

Please use the final three days to address students' performance in this unit. Use your observations of student performance in class (including observations recorded on the Speaking and Listening Observational Checklist) and completion of Activity Book pages to informally evaluate student strengths and weaknesses and determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

## REMEDIATION

For a detailed description of remediation strategies, which address lagging skills in Reading Comprehension, Fluency, Grammar and Morphology, Spelling, and Writing, refer to the Program Guide and the Foundational Skills Instruction Appendix.

## ENRICHMENT

If students have mastered the skills in the Personal Narratives unit, their experience with the concepts may be enriched by the activities on the Pausing Point pages described below.

### Pausing Point 1 (Activity Page PP.1)

The first Pausing Point page contains a personal narrative about the San Francisco earthquake and fire of 1906, "One Boy's Experience," by Lloyd Head. You may have students read the narrative individually or in any grouping that is convenient.

### Pausing Point 2 (Activity Page PP.2)

- Literal and inferential questions about "One Boy's Experience"
- A personal narrative writing prompt based on Head's narrative

### Pausing Point 3 (Activity Page PP.3)

This page helps facilitate a game called “Spot the Fake,” which reinforces writing and speaking and listening skills. Give students a personal narrative writing prompt (some suggestions are below). Then break the class into groups of three or four. Give all students except for one in each group a slip of paper on which the letter “T” is written. Simultaneously, give one student in each group an “F” slip. Instruct students not to reveal their letter.

Instruct all “T” students to write a personal narrative in response to a prompt. Instruct “F” students to write a false but *believable* narrative in response to the same prompt. After students have written their narratives, have each group present them to the class. Allow a few students to ask questions about details to try to determine which narrative is a fake.

You may assign a single prompt to the whole class or a different prompt to each group.

Consider asking students to incorporate a writing skill (e.g., a distinct tone, a simile or metaphor, or dialogue) into their narratives.

Some suggested prompts:

- Describe your favorite part of your room.
- Describe a memorable holiday experience.
- Who do you admire? Why?
- Describe a time you were very dirty.

### Pausing Point 4 (Activity Page PP.4)

Use this page to facilitate “Switcheroo on Point of View,” a fun writing activity to reinforce the lessons on point of view. Have students select a narrative they wrote during the unit that involves themselves and at least two other people. Break the class into pairs and have partners read their narratives to one another. Then have students rewrite their partner’s narrative from the point of view of another person involved.

### Pausing Point 5 (Activity Page PP.5)

Have students use this page to revise one of their narratives to include more showing description. If there is a particular showing skill you would like to emphasize (e.g., describing emotion through behavior, breaking down action into moments, etc.), consider a five-minute review of the skill prior to having students write. Alternatively, consider having students prepare brief reviews of writing skills to present to a small group.



## ENRICHMENT ACTIVITIES

### Activity Page PP.1

#### Activity Page PP.1

*On April 18, 1906, at 5:12 in the morning, an earthquake struck Northern California. The quake itself was devastating, killing hundreds of people, but the worst was yet to come. As a result of the earthquake, dozens of gas lines ruptured in San Francisco, causing over 30 fires that killed thousands more and left hundreds of thousands homeless. In an attempt to keep the fire from spreading from one building to the next, firefighters and the military blew up hundreds of city blocks with dynamite. Within a few days, the disaster destroyed over 80% of San Francisco, then the ninth largest city in the country.*

*In July of 1906, Lloyd Head, a boy who survived the earthquake, published the following personal narrative in the newsletter of his Boys Club.*

#### One Boy's Experience

by Lloyd Head

It was between five and half-past five Wednesday morning the **tremblor** came: backwards, forwards, sideways it shook, making things dance on the **bureau** as if they were alive, while the dishes in the **pantry** and the china closet rattled about at a great rate. I guess no one had time to think what had happened, at least I didn't. I just held on to the side of the bed to keep from falling out and ducked my head in the pillow, for I was so scared I couldn't even yell. When the shaking had somewhat subsided I jumped up and ran into my mother's room where my father and mother and my small sister slept. My father didn't seem scared very much but I guess he was all the same, and so were all of us except the baby; she just sat up in bed and didn't even cry, but I'll bet she thought it was kind of funny whenever we heard a rumble we all piled down into the back yard as fast as we could.

When we went upstairs again we looked in the pantry—what a scene! broken cups, saucers, plates; on the floor, in the sink and everywhere. It was the same way in the parlor where some of our vases had broken. At first we thought that a number of things had been broken but we soon found out that we had come off very lucky



for the things that had broken had gone into so many pieces that it looked more than it really was. When we had cleaned up the broken **crockery** and **bric-a-brac** and eaten some sandwiches that my oldest sister had been going to take to a picnic with her that day, we all felt better and went to the window to look out.

People lined the sidewalks and everything was confusion. Looking up the street we could see where a large plate glass window had been broken in a store at the corner and when we looked away down town to see where the City Hall was you could see right through it. A fire was blazing further down town and rumors were spread around that the **Cliff House** had fallen into the water and that certain cities along the coast were under water.

Nobody knew what to do and everybody seemed rattled. The fire was rapidly increasing and at intervals slight earthquakes would cause small sized panics. People would rush to the middle of the street between the car tracks and stay there quite a while after the shock had passed away. We had stayed in the house and ran down stairs at every slight shock and we soon got tired of that so my mother and sister sewed some sacks together and my father and I made a tent in the back yard and began a camp there; we made a brick fireplace in the yard by digging a hole in the dirt and placing bricks around it, leaving a place for a draft and then put a piece of tin over the bricks for a stove top. My mother then went after some stuff to eat so that we wouldn't be without something if we had to go up to the hills to get away from the fire. By the this it was gaining **headway** and cinders from the fire came floating down on us until there was a thin layer of them all over the yard.

The sun shone blood-red through a thick haze of smoke and people began coming in a steady stream from the district near the fire. Some carried all they had saved in little carts or wagons which had before been only playthings. Hatless, coatless, mothers and fathers, with children all packing something **trudged** on in the direction of the hills. Night came and my father and two sisters and I slept until morning in our tent. My mother stayed up all night watching the fire with my aunt, mother and grandmother who had

come over to stay with us and had brought ample provisions for two or three days. Our little brick stove now came in handy for we cooked all our food on it and if it had not been for the circumstances under which it occurred I believe we should all have enjoyed our camping out; but as it was it was anything but pleasant. There was no water and the noise of buildings being blown up continually startled us.

We went home and for two or three days after the fire we had not much to do but get **provisions**, cook (now out in the street for there were no more fires allowed in back yards), sleep and eat. The people seemed to take this all in good humor and when you walk around you see the most comical names on some of the camps: such names as Camp Thankful, Camp Grateful, etc.

---

### Core Vocabulary for “One Boy’s Experience”

**tremblor, n.** earthquake

**bureau, n.** chest of drawers

**pantry, n.** a room or closet for storing food

**crockery, n.** dishes

**bric-a-brac, n.** small decorative items

**Cliff House, n.** a San Francisco restaurant perched on a cliff overlooking the Pacific Ocean

**headway, n.** progress; momentum

**trudged, v.** walked wearily

**provisions, n.** supplies

---



## Activity Page PP.2

### Reading Questions

Read “One Boy’s Experience” by Lloyd Head and answer the questions below.

1. Look for an example of personification in the first paragraph and answer the following questions.
  - a. Copy a quote from the text that demonstrates personification.

“It was between five and half-past five Wednesday morning the tremblor came: backwards, forwards, sideways it shook, making things dance on the bureau as if they were alive.”
  - b. What nonhuman thing is personified?
    - » items on the bureau
  - c. What human quality or action does the author use to describe the thing?
    - » He describes them as dancing as if they were alive.
2. Head writes that “when we looked away down town to see where the City Hall was you could see right through it.” What do you think he means? Why was he able to see through City Hall?
  - » He means that City Hall was no longer standing; it was destroyed by the earthquake.
3. Why did people rush out of their homes and into the middle of the street at every “slight earthquake” and “slight shock”?
  - » because they were afraid that the shocks would cause buildings to collapse
4. Head writes that refugees from the fire transported “all they had saved in little carts or wagons which had before been only playthings.” Why do you think he includes this detail? What does it show about the situation in San Francisco?

Some possible answers:

  - » The detail shows how suddenly the disaster struck. No one had time to prepare to leave their homes.
  - » The detail shows the great losses suffered by the refugees. If a family is able to fit all their belongings into a child’s toy wagon, they have very little. People lost not just their homes, but almost everything they owned.
5. Write a personal narrative describing a time you and your friends or family worked together in the face of a difficult situation.

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

## Activity Page PP.3

---

### Spot the Fake

1. Write a narrative in response to the prompt your teacher gives you.

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

2. For each group that presents, guess whose narrative is not truthful.

- A.
- B.
- C.
- D.
- E.
- F.

---

## Activity Page PP.4

---

### Switcheroo on Point of View

1. Whose narrative are you rewriting?
2. Whose point of view are you writing from?

#### Switcheroo narrative:

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

---

## Activity Page PP.5

---

### Revision

In this exercise, you will revise one of your personal narratives from this unit.  
Write your revised narrative in the space below.

### Edit Drafts

Edit your revised draft using the checklist below.

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

---





# Teacher Resources

**In this section you will find:**

- Dialogue Starter Pages
- Speaking and Listening Observational Checklist
- Glossary
- Measures of Text Complexity
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

### **Dialogue Starter Pages for Lesson 4**

Following are five Dialogue Starter Pages to be used for the Dialogue Telephone Game in Lesson 4. As described under Advance Preparation for Lesson 4, photocopy a set of all five pages to distribute to each group.



Date: \_\_\_\_\_

## Characters

1. bus driver
2. man with dog

*“Sorry mister,” the bus driver said, “but we don’t allow dogs on the bus.”*

[illegible]









## **Story Slips for Lesson 8**

Photocopy the following pages and cut each sentence into a separate Story Slip.

## Story V

The young panda was hungry.

She began climbing a tree for a bamboo snack.

She looked down from the tree and became too frightened to move.

Papa Panda climbed up the tree and helped the young panda down.

Finally, he climbed the tree himself and brought a bamboo snack down to the young panda.

## Story W

Last year, I decided to memorize the definition of every single word in the dictionary.

In order to accomplish this, I began spending a half hour every morning reading the dictionary.

After two weeks, I still only knew about ten new words.

Then my uncle reminded me the whole point of a dictionary is that you don't need to memorize the definition of every single word.

Now I just try to learn one new word every day.



## Story X

I read that if you start lifting a calf every day starting right after it's born, eventually you'll be able to lift a cow.

When our cow had a new calf, I decided to see if what I read was true.

Therefore, every morning before school, I went out to the barn and lifted up the calf.

But no one wanted to sit next to me on the bus because they said I smelled like cow manure.

After that, I decided lifting a cow was not so important after all.

## Story Y

Bella did not pay much attention to the homeless people in her town.

In autumn, Bella lost her sweater at school and was cold walking home without it.

Bella then began to worry about how the homeless people would keep warm when winter came.

So Bella organized a drive at school to collect winter clothing.

Bella's favorite holiday memory is handing out coats and gloves to the homeless on Thanksgiving.

## Story Z

---

Zolflik of the planet Qrrrrn was determined to conquer Earth.

---

She appealed to the high council of Qrrrrn for permission to launch a massive attack on Earth.

---

The high council of Qrrrrn denied her permission.

---

Zolflik set out in a small spaceship to conquer Earth all by herself.

---

After a few hours, she became homesick and returned to Qrrrrn.

---

# Speaking & Listening Observational Checklist

Use the following chart to note student participation in Speaking & Listening Activities. You may also measure an individual student’s progress on such activities by reviewing a series of completed checklists and measuring student progress over time.

Activity: \_\_\_\_\_ Date: \_\_\_\_\_

| Student | Did Not Participate | Participated | Follows rules for discussion | Paraphrases and/or cites texts | Poses and responds to specific questions when applicable | Prepared having read required material | Notes |
|---------|---------------------|--------------|------------------------------|--------------------------------|----------------------------------------------------------|----------------------------------------|-------|
|         |                     |              |                              |                                |                                                          |                                        |       |
|         |                     |              |                              |                                |                                                          |                                        |       |
|         |                     |              |                              |                                |                                                          |                                        |       |
|         |                     |              |                              |                                |                                                          |                                        |       |
|         |                     |              |                              |                                |                                                          |                                        |       |
|         |                     |              |                              |                                |                                                          |                                        |       |
|         |                     |              |                              |                                |                                                          |                                        |       |
|         |                     |              |                              |                                |                                                          |                                        |       |
|         |                     |              |                              |                                |                                                          |                                        |       |
|         |                     |              |                              |                                |                                                          |                                        |       |
|         |                     |              |                              |                                |                                                          |                                        |       |
|         |                     |              |                              |                                |                                                          |                                        |       |



# Glossary

## A

**arduous, adj.** exhausting

**atmosphere, n.** outer layer consisting of air and gases

## B

**biomedical readings, n.** medical data consisting of measurements taken from the body of a living thing

## C

**calloused, adj.** dry and hardened from work

**Caucasian, adj.** white

**civil rights, n.** protections from discrimination and other unjust treatment

**cockpit, n.** the part of an aircraft that contains the flying controls, instrument panels, and seats for the pilot and copilot or crew

**colleagues, n.** people with whom someone works in a profession or business; coworkers

**combustion, n.** the process of burning

**commemorate, v.** to honor an important event

**computer-generated simulations, n.** the use of a computer to represent a real-world outcome using mathematical models.

**cordial, adj.** pleasant and friendly

**counterparts, n.** people who hold equivalent positions

**curvature, n.** bend

**customized, adj.** built according to individual requirements

## D

**disembark, v.** to exit a train, ship, aircraft, or other vehicle

## E

**engineering, n.** the work or designing done skillfully

**enhanced, adj.** improved

**entrepreneur, n.** an independent business owner

**export, v.** to send goods to another place for sale

**exposition, n.** public display

**exquisite, adj.** stunningly beautiful

## F

**fare, n.** payment for public transportation

**formulated, v.** created or made

## G

**glee, n.** great delight

**grueling, adj.** extremely difficult and tiring

## H

**harvested, v.** gathered; brought in

## I

**iconic, adj.** very famous; popular

**illuminated, v.** made visible; brought to light

**ingenuity, n.** creativity; inventiveness

**intimidating, adj.** threatening

## J

**jaunty, adj.** cheery; joyful

**jetpack, n.** a device worn on a person's back that pushes them through the air

---

**L**

**liberated, adj.** freed

---

**M**

**malfunctioning, adj.** not operating normally

**maneuvering, v.** moving skillfully

**manhandled, v.** physically mistreated

**menial, adj.** uninteresting and repetitive; usually describing labor

**“moment” narrative, n.** a detailed story about a small moment in someone’s life

---

**N**

**Newton’s Third Law of Motion, n.** for every action (force) in nature, there is an equal and opposite reaction

---

**O**

**orbit, v.** to move in a circular path around an object

**overseer, n.** supervisor

---

**P**

**perish, v.** to become ruined or die out

**persevere, v.** persist; continue

**personification, n.** a literary device in which a nonhuman object or creature has human characteristics

**plantation, n.** large farm on which the laborers usually are not the owners

**poised, adj.** relaxed and confident

**pressure suit, n.** a self-sufficient protective suit that enables the wearer to sustain basic physical functions as though they were on Earth

**propelled, v.** forced forward

**prosperous, adj.** successful

**public money, n.** government funds

---

**Q**

**quarreling, v.** arguing

---

**R**

**radio waves, n.** electromagnetic waves that have a radio frequency

**realization, n.** a clear understanding

**relative, adj.** in proportion to something else; respective

**riddled, v.** spread throughout

---

**S**

**sound waves, n.** pressure waves carried longitudinally through a medium

**spacewalk, n.** time spent in space outside of a spacecraft

**spunk, n.** spirit; liveliness

**stepwell, n.** stairway

---

**T**

**tether, n.** a line or cord that connects two objects or people

**tethered, v.** fastened or tied together

**theme, n.** a universal idea or lesson of a text

**thickset, adj.** having a broad body

**thrust, v.** to push forward with force

---

**V**

**vacant, adj.** empty

**velocity, n.** the speed of something

**vestibule, n.** a passageway that allows passengers to enter and exit the train

**vibrant, adj.** bright

**viewfinder, n.** a device on a camera that shows the lens’ view

# Measures of Text Complexity

| Text Title & Author                                                | Text Complexity (Quantitative & Qualitative Measures)                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| "Shinpei Mykawa"                                                   | <ul style="list-style-type: none"> <li>• 3,398 words</li> <li>• Organization of the text is chronological</li> <li>• Variety of simple, compound, and complex sentences</li> <li>• Some figurative language and literary devices</li> <li>• Multiple universal themes implied throughout the entire length of the text</li> </ul> |
| Bruce McCandless II: "Stepping into Space" by Bruce McCandless III | <ul style="list-style-type: none"> <li>• 3,102 words</li> <li>• Organization of the text includes time shifts and embedded text structures</li> <li>• Complex sentences with subordinate phrases and clauses</li> <li>• Some details may require knowledge building for readers</li> </ul>                                        |
| <i>Step By Step: A Boy Goes to Washington</i> by Bertie Bowman     | <ul style="list-style-type: none"> <li>• 65 words</li> <li>• Organization of the text is chronological</li> <li>• Complex sentences with subordinate phrases and clauses</li> <li>• Provides opportunities for readers to make and confirm predictions</li> </ul>                                                                 |
| My Story by Rosa Parks                                             | <ul style="list-style-type: none"> <li>• 970L Lexile® text measure</li> <li>• Multiple literary devices used to create complex characters over a longer piece of writing</li> <li>• Variety of simple, compound, and complex sentences</li> <li>• Some details may require knowledge building for readers</li> </ul>              |



# Foundational Skills Instruction

## Appendix

### Introduction

Students who have progressed through the program in grades K-3 have received explicit, systematic, direct phonics instruction. In alignment with the grade-level TEKS, students in grade 4 are expected apply their advanced phonics knowledge in reading and writing tasks. Within the materials, instruction is presented systematically. Lessons are broken down to have students engage in vocabulary, word work, and spelling activities to prior to reading complex texts and composing written pieces. Students will be expected to decode multisyllabic words and utilize morphology and information about the meaning, pronunciation, and parts of speech of words gained from knowledge of prefixes, roots, and suffixes. This will help students learn to spell and read more challenging phoneme-grapheme correspondences. It can also help students learn to use context to confirm or self-correct their word recognition and understanding.

This appendix will provide guidance for delivering explicit instruction on foundational skills to target instruction for encoding and decoding and will be a useful tool when planning small group instruction. After administering the beginning-of-year assessment, you may determine that students need additional support and practice based on gaps in students' phonics skills. The strategies and activities are intended to be used with flexibility, given that students have already had explicit instruction on all syllable types, division patterns and spelling patterns.

In each of the units, students will have the opportunity reinforce knowledge gained in grades K-3 to:

- Spell more challenging phoneme-grapheme correspondences
- Understand the six syllable types
- Read, write, and spell multisyllabic words
- Understand division principles to read and spell multisyllabic words
- Read and spell inflectional suffixes
- Read and spell common prefixes and Latin roots
- Read and spell words with irregular past tense and plurals

In each unit, students are presented with vocabulary words, spelling words, and targeted words for word work. These words come from the texts that students will be reading. If necessary, please use the instructional strategies provided to target instruction for encoding and decoding, including syllable division patterns and syllable types.


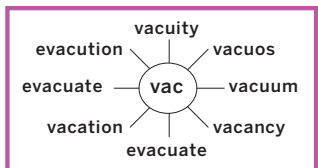
This Appendix is to be used to target foundational skills instruction and may be a helpful tool when planning for small group instruction.

This Appendix is to be used to target foundational skills instruction and may be a helpful tool when planning for small group instruction.

This guide contains the following:

- Grade 4-5 Foundational Skills Scope and Sequence.xlsx
- Grade 4 TEKS-aligned instructional strategies
- Sample instructional routines for small and whole group instruction
- Differentiated Supports for Morphological Scaffolding
- Teacher Resources

## Grade 5 Strategies

| Unit              | If support is needed with...                                                                                                                                                                                                                                                                          | Then...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |                |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3, 5, 7           | <p>Decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician (5.2.A.i)</p> <table border="1"><tr><td>VC/CV<br/>con/sist</td><td>V/CV<br/>ba/sic</td></tr><tr><td>VC/V<br/>cab/in</td><td>V/V<br/>meow</td></tr></table> | VC/CV<br>con/sist                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | V/CV<br>ba/sic | VC/V<br>cab/in | V/V<br>meow | <ul style="list-style-type: none"><li>• Provide students with cards that have base words ending in /k/ or /t/ on the front and the same word with a consonant change (with the addition of –ian or –tion) on the back. Have students read words aloud. Students will read base words first and then flip the card over to read the new word that has a change in pronunciation of the consonant. Word cards might include music/musician, electric/electrician, optic/optician, magic/magician, act/action, inspect/inspection, protect/protection.</li><li>• Have students notice these words as they read a variety of texts.</li></ul> |
| VC/CV<br>con/sist | V/CV<br>ba/sic                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                |                |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| VC/V<br>cab/in    | V/V<br>meow                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                |                |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2, 3, 5           | <p>Decoding and spelling words using advanced knowledge of syllable division patterns (5.2.A.iii) (5.2.B.iv)</p>                                                                                                   | <ul style="list-style-type: none"><li>• “Provide students with a list of multisyllabic words with multiple sound-spelling patterns. Include a variety of syllable types in the words.” (TEKS Guide)</li></ul> <p><u>Pronunciation:</u></p> <ul style="list-style-type: none"><li>• Display multisyllabic words and have students pronounce multisyllabic words aloud (architect, determination)</li><li>• Pronounce and read the words when divided by syllables (arch/i/tect; de/ter/min/a/tion)</li></ul> <p><u>Syllabication Steps:</u></p> <ul style="list-style-type: none"><li>• Label the first two vowels.</li><li>• Label the consonants.</li><li>• Divide using the pattern you notice.</li><li>• Blend each syllable and read the word.</li></ul>                                                                                                                                                       |                |                |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2, 3, 5, 8        | <p>Decoding words using advanced of the influence of prefixes and suffixes on base words (5.2.A.iv) and spelling words using knowledge of prefixes (5.2.B.v)</p>                                                   | <ul style="list-style-type: none"><li>• Break words into parts, prefixes, base words, and suffixes.</li><li>• Underline prefixes, base words, and circle suffixes.</li><li>• Determine if the base is a free base (can stand alone with no additional word part) or a bound base (hold meaning, but needs additional word parts)</li><li>• Look at the base word first to determine the meaning. (Consult a print or digital resource, if necessary)</li><li>• Provide words with base words and prefixes/suffixes to have students generate and read new words.</li><li>• Read the sentence in context to confirm the definition and understanding of the word.</li><li>• Provide students with a word matrix chart to practice applying prefixes to various root words.</li><li>• Have students engage in generating words using a word web to create new words using Latin/Greek roots. (see example)</li></ul> |                |                |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|            |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2, 3, 5, 7 | Decoding and spelling multisyllabic words with closed, open, VCe, vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables (5.2.A.ii) (5.2.B.i) | <ul style="list-style-type: none"> <li>• Explain that multisyllabic words can have multiple syllable types.</li> <li>• Engage in a cumulative review of all syllable types and mix types in the review.</li> <li>• Using a pocket chart or whiteboard, think aloud to decode and encode words to target different syllable types.</li> <li>• When reading unknown words, have students isolate the vowel sound first and then blend to read the word.</li> <li>• Provide students with a word and have them orally isolate the vowel sound and then spell the word.</li> <li>• Locate words in the texts students are reading and have them decode and encode in isolation prior to reading.</li> <li>• Engage in dictation activities to help students build automaticity in spelling multisyllabic words.</li> <li>• Utilize spelling pronunciation charts within each unit.</li> <li>• Have students practice decoding words by isolating the vowel sound and identifying the syllable type during word work.</li> <li>• Have students identify and list multisyllabic words with different syllable types while reading a self-selected text. After students have finished reading the text, have them create sentences using the words they found.</li> <li>• See Syllable Types Poster for additional information.</li> </ul> |
|            | Spelling multisyllabic words with multiple sound patterns (5.2.B.iii)                                                                                                                     | <ul style="list-style-type: none"> <li>• Remind students to break down difficult-to-spell multisyllabic words into smaller parts.</li> <li>• Provide opportunities to have students practice and experience single syllable words with simpler sound-spelling patterns first. Have students write or orally spell multisyllabic words from an isolated list or found within texts they are reading. Include in the list or text words with multiple sound-spelling patterns such as cheeseburger and mountainside. Observe and document whether students accurately apply phonetic knowledge while spelling the words with multiple sound-spelling patterns.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|            | Spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants (5.2.B.vi)                        | <ul style="list-style-type: none"> <li>• Remind students that we change the y to i when the last letter of the word is y and we want to add a suffix like -ed or est or make it plural by adding -es to the end of the word. We can remember this rule by saying, "Change the y to i and the ending." (Example: rely + ed = relied, busy + est = busiest, try + s = tries.</li> <li>• The best way to remember when to use this rule is to look at the letter that comes before the y in the word. If a vowel comes before the y, keep the y and add the suffix (play + ed = played). If a consonant comes before the y, change the y to i and add the suffix (carry + ed = carried). If the suffix begins with an l (ing), keep the y and add the suffix (play + ing = playing)</li> <li>• Provide students with a variety of words and have them practice applying this spelling rule.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Sample Instructional Routines

### Sample Small Group Advanced Phonics Routine (10-15 minutes)

|       | Teacher-Directed                                                                                                                                                                                                     | Guided Practice                                                                                                                                                                                                                                                                                                                                             | Independent Practice                                                                                         |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Day 1 | Introduce lesson purpose and targeted phonics skill<br>Multisyllabic Word Reading:<br>Model the skill in isolation including syllabication, roots, prefix work<br>Multisyllabic Word Work:<br>Model encoding process | <u>Multisyllabic Word Reading:</u><br>Practice the targeted skill in isolation<br><br><u>Multisyllabic Word Work:</u><br>Practice encoding (this can be done orally or in writing)<br>Dictation Activity                                                                                                                                                    | <ul style="list-style-type: none"> <li>N/A</li> </ul>                                                        |
| Day 2 | N/A                                                                                                                                                                                                                  | Guided Practice for multisyllabic word reading and word work<br><br>Provide students opportunities to engage in a variety of activities to practice (i.e. read a portion of the student reader, complete an activity book page, consult print and digital resources to analyze the pronunciation, syllabication, and word origins of unit vocabulary words. | Apply knowledge to authentic reading and writing tasks. Hold students accountable for application of skills. |

### Sample Explicit Foundational Skills Routine

#### Review, 3-5 minutes

- Review previously learned concepts

#### Teach New, 5 minutes

- Directly teach the new pattern using straight-forward language
- If not new, spend additional time reviewing the concept being taught
- Spend time reviewing sound-spelling patterns orally before encoding and decoding.

#### Encoding/Decoding, 10 minutes

*The goal is to have students read and write (spelling & handwriting) while applying the targeted concept. Work from least complex to most complex by providing practice with words in isolation, phrases, sentences, and then in connected text.*

- Decoding:
  - Write a word that follows the pattern on the board,
  - Underline the vowel sound in a word,

- *Have students read the word*
- *Repeat (4-5 words)*
- *Options: over the week, gradually release responsibility to students or student leaders*
- **Encoding:**
  - *Dictate a word that follows the pattern*
  - *Students repeat the word,*
  - *Students write the word in cursive*
  - *Repeat (4-5 words)*
  - *Dictate a phrase containing the pattern and any concepts that need review*
  - *Students repeat the phrase*
  - *Students write the phrase in cursive*
  - *Dictate a sentence containing the pattern and any concepts that need review*
  - *Students repeat the sentence*
  - *Students write the sentence in cursive*
  - *Prompt students to check their pattern spelling and letter formation. In addition, prompt to apply capitalization and punctuation.*

### **Connected Text, 5 min**

- Present text that contains the pattern. This can be a grade-level text, a poem, or a sentence. Remind students to look for the targeted pattern and apply what they have learned. Circulate and provide corrective and informative feedback as necessary.

## **Differentiated Supports**

### **Morphological Scaffolding Supports**

**Word Reading: If a student cannot decode a word, syllabicate the word before identifying prefix, suffix and base word.**

Example: ASTONISHMENT

Sample Script: We need to syllabicate this word to help us read it. I see the suffix –ment at the end. I will start by circling this and putting suffix at the top and label it. Next, I need to identify my vowels. I see vowels a, o, and i. In between a and o, I see consonants s and t. This is a VCCV pattern. I will divide between the two consonants. The first syllable is a closed syllable, which is a short vowel sound, and

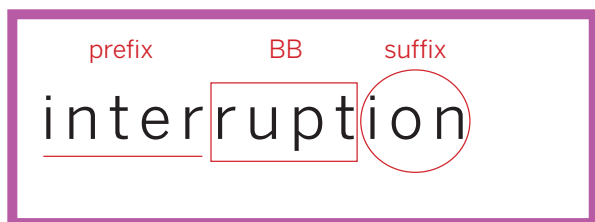
the second syllable is also a closed syllable. The first syllable is /as/, second syllable is /ton/, the third syllable is /ish/and suffix is /ment/. The whole word is astonishment.



**Word Part Identification: Allow students to try identifying word parts without labeling each part. If extra support is needed, have students label the word parts.**

EXAMPLE: CONSTRUCTION

Sample Script: We can label each part to remind us of what the word parts are. I know that inter- is a prefix. I will underline the prefix and write prefix above it. I know that -ion is a suffix, and we circle suffixes. I will circle it and write suffix above it. rupt is a base word, so I will draw a box around it. Struct is a bound base, so I will write BB above it to remind me that it is a bound base.



## Teacher Resources

| SUFFIXES POSTER                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Suffixes</b>                                                                                                                    |
| A suffix is a syllable or syllables placed at the end of a root word to change the word's meaning and/or to form a different word. |
|                                                                                                                                    |

## SYLLABLE TYPES POSTER

### Closed Syllable (CVC, VC, CCVCC, etc)

always associated with a "short" vowel sound

/a/, /e/, /i/, /o/, /u/

pad, let, tin, pic-nic, rod, fun

### Open Syllable (V or CV)

always associated with a "long" vowel sound

/ae/, /ee/, /ie/, /oe/, /ue/

a-pron, me, hi, fi-nal, go, com-pre-hend

### Vowel Digraph/Magic E Syllable

associated with two vowel letters that represent a unique vowel sound

join, speak, proud, play, coun-sel, be-low

OR

associated with the letter 'e' at the end of a syllable creating a "long" vowel sound (Magic 'E'; of VCE)

/ae/, /ee/, /ie/, /oe/, /ue/

cake, home, like, mule, Pete, mis-take, stam-pede

### R-Controlled Syllable

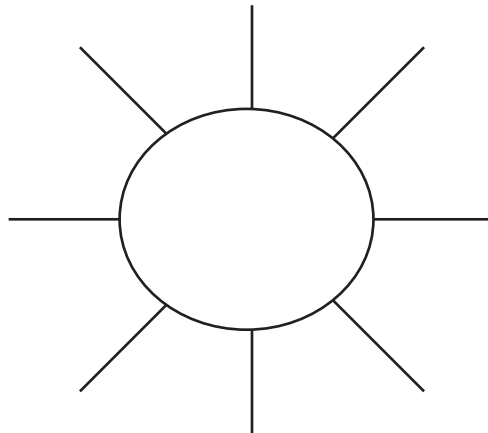
art, curb, girl, fort, clerk, tur-nip, ar-tist, fe-ver

### Consonant-LE Syllable (C-LE)

sim-ple, puz-zle, raf-fle, ca-ble, ri-fle

### Schwa Syllable

ben · ə · fit, app · ə · tite, ə · bout, ə · mo · tion



## Word Web for Root Words

## Grade 5 Foundational Skills Scope and Sequence

| Unit | Phonics and Spelling                                                               | Syllable-Type Focus                                         | Spelling Words                                                                                                                                                                                                                                                      | Word Work                                                                                                                  |
|------|------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1    | BOY Assessment                                                                     | N/A                                                         | N/A                                                                                                                                                                                                                                                                 | N/A                                                                                                                        |
| 2    | prefix im- and in-, ex-;<br>root serv                                              | closed; r-controlle                                         | apprentice, expert,<br>democracy, tyranny,<br>extraordinary, conventional,<br>rivalry, harmony, stunning,<br>mundane, achievement,<br>architect, create, culture,<br>imagine, invention,<br>literature, movement,<br>sculptor                                       | embodiment, refinement,<br>uncharted, reluctantly,<br>shrewd, Machiavellian,<br>witty, obstacle, linger,                   |
| 3    | prefix inter-, ir-, il-, roo                                                       | closed; digraph                                             | population, tropical,<br>pyramid, empire, peninsula,<br>civilization, rainforest,<br>indigenous, temple,<br>monument                                                                                                                                                | diverse, symbolize, distinct,<br>resplendent, peaked, trade,<br>resentment, litter, primitive,<br>quarrel, flourish, yearn |
| 4    | suffix ness-; root word vac;<br>review ir-, il-, tract                             | digraph; opened                                             | adventure, armor, courage,<br>disguise, enchanted,<br>imagination, knighthood,<br>nonsense, ordinary, squire,<br>drowsiness, friendliness,<br>greatness, steadiness,<br>attract, distract, extract,<br>tractor, evauate, vacancy,<br>vacuum                         | honorable, Quixotic,<br>deceive, fortune,<br>dumbfounded, monumental,<br>ingenuity, reason, resolve,<br>instrumental       |
| 5    | Review                                                                             | N/A                                                         | N/A                                                                                                                                                                                                                                                                 | N/A                                                                                                                        |
| 6    | Review                                                                             | N/A                                                         | N/A                                                                                                                                                                                                                                                                 | N/A                                                                                                                        |
| 7    | Suffix-tion, -sion;<br>final stable<br>irregular verbs, six-syllable<br>type chart | closed; open; final stable<br>syllable syllable (tion/sion) | selection, direction,<br>liberation, operation,<br>discrimination, isolationist,<br>option, expansion, invasion,<br>decision, concentration,<br>persecution, creation,<br>production, contribution,<br>generation, explosion,<br>conclusion, admission,<br>division | isolationist, expansion,<br>infamy, draft, morale,<br>division<br>memorial                                                 |
| 8    | suffixes, roots<br>mis/mit; affixes, roots                                         | Cumulative Review                                           | N/A                                                                                                                                                                                                                                                                 | emancipation, patent                                                                                                       |
| 9    | Review                                                                             | N/A                                                         | N/A                                                                                                                                                                                                                                                                 | row, fraternizing, gloating,<br>mercy, repulsive, coward,<br>reign,                                                        |
| 10   | EOY Assessment                                                                     | N/A                                                         | N/A                                                                                                                                                                                                                                                                 | row, fraternizing, gloating,<br>mercy, repulsive, coward,<br>reign,                                                        |



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5

### Unit 5

### Correlation—Teacher's Guide

|                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                       |                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:                                                                                                |                                                                                                                                                                                       |                                                                                                                                                                                                               |
| TEKS 5.1.A                                                                                                                                                                                                                                                                                                                          | listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments                                                                      | p. 6, p. 9, p. 38, p. 40, p. 88, p. 94, p. 98, p. 109, p. 124, p. 131, p. 162, p. 171, p. 174, p. 183                                                                                                         |
| TEKS 5.1.B                                                                                                                                                                                                                                                                                                                          | follow, restate, and give oral instructions that include multiple action steps                                                                                                        | p. 6, p. 11, p. 46, p. 52, p. 98, p. 110, p. 174, p. 177                                                                                                                                                      |
| TEKS 5.1.C                                                                                                                                                                                                                                                                                                                          | give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively              | p. 88, p. 94, p. 98, p. 109, p. 124, p. 131                                                                                                                                                                   |
| TEKS 5.1.D                                                                                                                                                                                                                                                                                                                          | work collaboratively with others to develop a plan of shared responsibilities                                                                                                         |                                                                                                                                                                                                               |
| TEKS 5.1.E                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                       |                                                                                                                                                                                                               |
| TEKS 5.1.F                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                       |                                                                                                                                                                                                               |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: |                                                                                                                                                                                       |                                                                                                                                                                                                               |
| (A) demonstrate and apply phonetic knowledge by:                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |                                                                                                                                                                                                               |
| TEKS 5.2.A.i                                                                                                                                                                                                                                                                                                                        | decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician                                               | p. 198                                                                                                                                                                                                        |
| TEKS 5.2.A.ii                                                                                                                                                                                                                                                                                                                       | decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables  |                                                                                                                                                                                                               |
| TEKS 5.2.A.iii                                                                                                                                                                                                                                                                                                                      | decoding words using advanced knowledge of syllable division patterns                                                                                                                 |                                                                                                                                                                                                               |
| TEKS 5.2.A.iv                                                                                                                                                                                                                                                                                                                       | decoding words using advanced knowledge of the influence of prefixes and suffixes on base words                                                                                       |                                                                                                                                                                                                               |
| TEKS 5.2.A.v                                                                                                                                                                                                                                                                                                                        | identifying and reading high-frequency words from a research-based list                                                                                                               |                                                                                                                                                                                                               |
| (B) demonstrate and apply spelling knowledge by:                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |                                                                                                                                                                                                               |
| TEKS 5.2.B.i                                                                                                                                                                                                                                                                                                                        | spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables |                                                                                                                                                                                                               |
| TEKS 5.2.B.ii                                                                                                                                                                                                                                                                                                                       | spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician                                               |                                                                                                                                                                                                               |
| TEKS 5.2.B.iii                                                                                                                                                                                                                                                                                                                      | spelling multisyllabic words with multiple sound-spelling patterns                                                                                                                    |                                                                                                                                                                                                               |
| TEKS 5.2.B.iv                                                                                                                                                                                                                                                                                                                       | spelling words using advanced knowledge of syllable division patterns                                                                                                                 |                                                                                                                                                                                                               |
| TEKS 5.2.B.v                                                                                                                                                                                                                                                                                                                        | spelling words using knowledge of prefixes                                                                                                                                            |                                                                                                                                                                                                               |
| TEKS 5.2.B.vi                                                                                                                                                                                                                                                                                                                       | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                               |                                                                                                                                                                                                               |
| TEKS 5.2.C                                                                                                                                                                                                                                                                                                                          | write legibly in cursive                                                                                                                                                              | p. 4, p. 6, p. 13, p. 24, p. 36, p. 46, p. 56, p. 60, p. 68, p. 72, p. 75, p. 85, p. 88, p. 91, p. 98, p. 104, p. 112, p. 114, p. 124, p. 126, p. 136, p. 139, p. 152, p. 155, p. 162, p. 165, p. 174, p. 177 |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

|            |                                                                                                                                                                         |                                |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| TEKS 5.3.A | use print or digital resources to determine meaning, syllabication, pronunciation, and word origin                                                                      | p. 213                         |
| TEKS 5.3.B | use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words                                                | p. 136, p. 143, p. 189, p. 191 |
| TEKS 5.3.C | identify the meaning of and use words with affixes such as <i>trans-</i> , <i>super-</i> , <i>-ive</i> , and <i>-logy</i> and roots such as <i>geo</i> and <i>photo</i> |                                |
| TEKS 5.3.D | identify, use, and explain the meaning of adages and puns                                                                                                               | p. 174, p. 180                 |

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

|          |                                                                                     |        |
|----------|-------------------------------------------------------------------------------------|--------|
| TEKS 5.4 | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text | p. 205 |
|----------|-------------------------------------------------------------------------------------|--------|

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

|          |                                                                        |  |
|----------|------------------------------------------------------------------------|--|
| TEKS 5.5 | self-select text and read independently for a sustained period of time |  |
|----------|------------------------------------------------------------------------|--|

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

|            |                                                                                                                                                            |                                                                              |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| TEKS 5.6.A | establish purpose for reading assigned and self-selected texts                                                                                             |                                                                              |
| TEKS 5.6.B | generate questions about text before, during, and after reading to deepen understanding and gain information                                               |                                                                              |
| TEKS 5.6.C | make [and] correct or confirm predictions using text features, characteristics of genre, and structures                                                    | p. 6, p. 17                                                                  |
| TEKS 5.6.D | create mental images to deepen understanding                                                                                                               | p. 174, p. 180                                                               |
| TEKS 5.6.E | make connections to personal experiences, ideas in other texts, and society                                                                                |                                                                              |
| TEKS 5.6.F | make inferences and use evidence to support understanding                                                                                                  | p. 124, p. 126, p. 189, p. 190, p. 192                                       |
| TEKS 5.6.G | evaluate details read to determine key ideas                                                                                                               | p. 60, p. 63, pg 123, p. 142, p. 162, p. 168, p. 189, p. 190, p. 191, p. 192 |
| TEKS 5.6.H | synthesize information to create new understanding                                                                                                         | p. 98, p. 104                                                                |
| TEKS 5.6.I | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down |                                                                              |

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

|            |                                                                                                                                |                                                                                            |
|------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| TEKS 5.7.A | describe personal connections to a variety of sources, including self-selected texts                                           |                                                                                            |
| TEKS 5.7.B | write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources | p. 189, p. 190, p. 191, p. 192                                                             |
| TEKS 5.7.C | use text evidence to support an appropriate response                                                                           | p. 24, p. 31, p. 72, p. 75, p. 152, p. 155, p. 162, p. 168, p. 189, p. 190, p. 191, p. 192 |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5

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| TEKS 5.7.D                                                                                                                                                                                                                                                                                                                                                                                                    | retell, paraphrase, or summarize texts in ways that maintain meaning and logical order                                                                |                                  |
| TEKS 5.7.E                                                                                                                                                                                                                                                                                                                                                                                                    | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating                                                 | p. 6, p. 13, p. 60, p. 63, p. 72 |
| TEKS 5.7.F                                                                                                                                                                                                                                                                                                                                                                                                    | respond using newly acquired vocabulary as appropriate                                                                                                | p. 189, p. 191                   |
| TEKS 5.7.G                                                                                                                                                                                                                                                                                                                                                                                                    | discuss specific ideas in the text that are important to the meaning                                                                                  |                                  |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:                                                                                                   |                                                                                                                                                       |                                  |
| TEKS 5.8.A                                                                                                                                                                                                                                                                                                                                                                                                    | infer multiple themes within a text using text evidence                                                                                               | p. 60, p. 63, p. 189             |
| TEKS 5.8.B                                                                                                                                                                                                                                                                                                                                                                                                    | analyze the relationships of and conflicts among the characters                                                                                       | p. 46, p. 53                     |
| TEKS 5.8.C                                                                                                                                                                                                                                                                                                                                                                                                    | analyze plot elements, including rising action, climax, falling action, and resolution                                                                |                                  |
| TEKS 5.8.D                                                                                                                                                                                                                                                                                                                                                                                                    | analyze the influence of the setting, including historical and cultural settings, on the plot                                                         |                                  |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:                                                                                |                                                                                                                                                       |                                  |
| TEKS 5.9.A                                                                                                                                                                                                                                                                                                                                                                                                    | demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales |                                  |
| TEKS 5.9.B                                                                                                                                                                                                                                                                                                                                                                                                    | explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms   |                                  |
| TEKS 5.9.C                                                                                                                                                                                                                                                                                                                                                                                                    | explain structure in drama such as character tags, acts, scenes, and stage directions                                                                 |                                  |
| (D) recognize characteristics and structures of informational text, including:                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                       |                                  |
| TEKS 5.9.D.i                                                                                                                                                                                                                                                                                                                                                                                                  | the central idea with supporting evidence                                                                                                             |                                  |
| TEKS 5.9.D.ii                                                                                                                                                                                                                                                                                                                                                                                                 | features such as insets, timelines, and sidebars to support understanding                                                                             |                                  |
| TEKS 5.9.D.iii                                                                                                                                                                                                                                                                                                                                                                                                | organizational patterns such as logical order and order of importance                                                                                 | p. 200                           |
| (E) recognize characteristics and structures of argumentative text by:                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                       |                                  |
| TEKS 5.9.E.i                                                                                                                                                                                                                                                                                                                                                                                                  | identifying the claim                                                                                                                                 |                                  |
| TEKS 5.9.E.ii                                                                                                                                                                                                                                                                                                                                                                                                 | explaining how the author has used facts for or against an argument                                                                                   | p. 88, p. 91                     |
| TEKS 5.9.E.iii                                                                                                                                                                                                                                                                                                                                                                                                | identifying the intended audience or reader                                                                                                           |                                  |
| TEKS 5.9.F                                                                                                                                                                                                                                                                                                                                                                                                    | recognize characteristics of multimodal and digital texts                                                                                             |                                  |
| (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: |                                                                                                                                                       |                                  |
| TEKS 5.10.A                                                                                                                                                                                                                                                                                                                                                                                                   | explain the author's purpose and message within a text                                                                                                | p. 72, p. 75, p. 152, p. 155     |
| TEKS 5.10.B                                                                                                                                                                                                                                                                                                                                                                                                   | analyze how the use of text structure contributes to the author's purpose                                                                             |                                  |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| TEKS 5.10.C                                                                                                                                                                                                                                                           | analyze the author's use of print and graphic features to achieve specific purposes                                                                               | p. 72, p. 82                                         |
| TEKS 5.10.D                                                                                                                                                                                                                                                           | describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes               | p. 24, p. 27, p. 31, p. 112, p. 120, p. 174, p. 177  |
| TEKS 5.10.E                                                                                                                                                                                                                                                           | identify and understand the use of literary devices, including first- or third-person point of view                                                               |                                                      |
| TEKS 5.10.F                                                                                                                                                                                                                                                           | examine how the author's use of language contributes to voice                                                                                                     |                                                      |
| TEKS 5.10.G                                                                                                                                                                                                                                                           | explain the purpose of hyperbole, stereotyping, and anecdote                                                                                                      | p. 6, p. 10, p. 136, p. 142                          |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: |                                                                                                                                                                   |                                                      |
| TEKS 5.11.A                                                                                                                                                                                                                                                           | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping | p. 6, p. 13, p. 60, p. 68, p. 112, p. 114            |
| (B) develop drafts into a focused, structured, and coherent piece of writing by:                                                                                                                                                                                      |                                                                                                                                                                   |                                                      |
| TEKS 5.11.B.i                                                                                                                                                                                                                                                         | organizing with purposeful structure, including an introduction, transitions, and a conclusion                                                                    | p. 88, p. 95, p. 124, p. 133, p. 136, p. 149         |
| TEKS 5.11.B.ii                                                                                                                                                                                                                                                        | developing an engaging idea reflecting depth of thought with specific facts and details                                                                           |                                                      |
| TEKS 5.11.C                                                                                                                                                                                                                                                           | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity                       | p. 152, p. 160, p. 174, p. 180                       |
| (D) edit drafts using standard English conventions, including:                                                                                                                                                                                                        |                                                                                                                                                                   |                                                      |
| TEKS 5.11.D                                                                                                                                                                                                                                                           | edit drafts using standard English conventions                                                                                                                    | p. 195                                               |
| TEKS 5.11.D.i                                                                                                                                                                                                                                                         | complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments                                               | p. 167, p. 168, p. 182, p. 225                       |
| TEKS 5.11.D.ii                                                                                                                                                                                                                                                        | past tense of irregular verbs                                                                                                                                     |                                                      |
| TEKS 5.11.D.iii                                                                                                                                                                                                                                                       | collective nouns                                                                                                                                                  |                                                      |
| TEKS 5.11.D.iv                                                                                                                                                                                                                                                        | adjectives, including their comparative and superlative forms                                                                                                     | p. 24, p. 36                                         |
| TEKS 5.11.D.v                                                                                                                                                                                                                                                         | conjunctive adverbs                                                                                                                                               |                                                      |
| TEKS 5.11.D.vi                                                                                                                                                                                                                                                        | prepositions and prepositional phrases and their influence on subject-verb agreement;                                                                             |                                                      |
| TEKS 5.11.D.vii                                                                                                                                                                                                                                                       | pronouns, including indefinite                                                                                                                                    |                                                      |
| TEKS 5.11.D.viii                                                                                                                                                                                                                                                      | subordinating conjunctions to form complex sentences                                                                                                              |                                                      |
| TEKS 5.11.D.ix                                                                                                                                                                                                                                                        | capitalization of abbreviations, initials, acronyms, and organizations                                                                                            |                                                      |
| TEKS 5.11.D.x                                                                                                                                                                                                                                                         | punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis           | p. 46, p. 49, p. 152, p. 160, p. 161, p. 162, p. 165 |
| TEKS 5.11.D.xi                                                                                                                                                                                                                                                        | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words                                                         |                                                      |
| TEKS 5.11.E                                                                                                                                                                                                                                                           | publish written work for appropriate audiences                                                                                                                    |                                                      |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

|             |                                                                                                                                                                 |                                                                                                                                    |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 5.12.A | compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft                                                   | p. 6, p. 13, p. 24, p. 36, p. 46, p. 56, p. 72, p. 85, p. 88, p. 95, p. 98, p. 101, p. 112, p. 122, p. 136, p. 139, p. 162, p. 165 |
| TEKS 5.12.B | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft |                                                                                                                                    |
| TEKS 5.12.C | compose argumentative texts, including opinion essays, using genre characteristics and craft                                                                    |                                                                                                                                    |
| TEKS 5.12.D | compose correspondence that requests information                                                                                                                |                                                                                                                                    |

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

|             |                                                                                               |  |
|-------------|-----------------------------------------------------------------------------------------------|--|
| TEKS 5.13.A | generate and clarify questions on a topic for formal and informal inquiry                     |  |
| TEKS 5.13.B | develop and follow a research plan with adult assistance                                      |  |
| TEKS 5.13.C | identify and gather relevant information from a variety of sources                            |  |
| TEKS 5.13.D | understand credibility of primary and secondary sources                                       |  |
| TEKS 5.13.E | demonstrate understanding of information gathered                                             |  |
| TEKS 5.13.F | differentiate between paraphrasing and plagiarism when using source materials                 |  |
| TEKS 5.13.G | develop a bibliography                                                                        |  |
| TEKS 5.13.H | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results |  |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 5

### Unit 1

### Correlation—Teacher's Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

|          |                                                                                                                                                                                                                                |                                             |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English                                                                                                                                                          |                                             |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources                                                                                                                          | p. 95                                       |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary                                                              | p. 23, p. 29, p. 104, p. 142                |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)             |                                             |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment                                                           | p. 29, p. 65, p. 68, p. 123, p. 142, p. 178 |
| ELPS 1.F | use accessible language and learn new and essential language in the process                                                                                                                                                    |                                             |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations                                   |                                             |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations |                                             |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

|          |                                                                                                                                                   |              |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease                                                                        |              |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters |              |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions                 |              |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed                           | p. 11, p. 23 |
| ELPS 2.E | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language        | p. 23        |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 5

### Unit 1

### Correlation—Teacher's Guide

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                  |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| ELPS 2.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment                                                                                                                                                                                           | p. 110         |
| ELPS 2.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | understand the general meaning, main point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar                                                                                                                                                                  |                |
| ELPS 2.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations                                                                                                                                                                                                            |                |
| ELPS 2.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs                                                                   |                |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: |                                                                                                                                                                                                                                                                                                                                                  |                |
| ELPS 3.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible                                                                                                                                          |                |
| ELPS 3.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication | p. 95, p. 142  |
| ELPS 3.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired                                                                                                                                                                            |                |
| ELPS 3.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency                                                                                                                                                                                                              | p. 23          |
| ELPS 3.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | share information in cooperative learning interactions                                                                                                                                                                                                                                                                                           |                |
| ELPS 3.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments                                       | p. 132         |
| ELPS 3.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics                                                                                                                                            |                |
| ELPS 3.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | narrate, describe, and explain with increasing specificity and detail as more English is acquired                                                                                                                                                                                                                                                | p. 109, p. 172 |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 5

### Unit 1

### Correlation—Teacher's Guide

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                  |                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| ELPS 3.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | adapt spoken language appropriately for formal and informal purposes                                                                                                                                                                                                                             |                               |
| ELPS 3.J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment                                                                                                                                   | p. 11, p. 50, p. 78, p. 132   |
| (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: |                                                                                                                                                                                                                                                                                                  |                               |
| ELPS 4.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words                                                        |                               |
| ELPS 4.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | recognize directionality of English reading such as left to right and top to bottom                                                                                                                                                                                                              |                               |
| ELPS 4.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials                                                                                                                   | p. 75                         |
| ELPS 4.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text                                                                                                               | p. 65, p. 93                  |
| ELPS 4.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned                                                                                                                                                           |                               |
| ELPS 4.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language      | p. 34, p. 93, p. 159, p. 160  |
| ELPS 4.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs                                                                  | p. 65, p. 110, p. 122, p. 158 |
| ELPS 4.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | read silently with increasing ease and comprehension for longer periods                                                                                                                                                                                                                          |                               |
| ELPS 4.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs | p. 132                        |



## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 5

| Unit 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                      | Correlation—Teacher's Guide                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| ELPS 4.J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs        | p. 65, p. 93                                                         |
| ELPS 4.K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs                                                                              |                                                                      |
| (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: |                                                                                                                                                                                                                                                                                                      |                                                                      |
| ELPS 5.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | learn relationships between sounds and letters of the English language to represent sounds when writing in English                                                                                                                                                                                   |                                                                      |
| ELPS 5.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | write using newly acquired basic vocabulary and content-based grade-level vocabulary                                                                                                                                                                                                                 | p. 104, p. 142                                                       |
| ELPS 5.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired                                                                                                                                           |                                                                      |
| ELPS 5.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired                                                                                                 |                                                                      |
| ELPS 5.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly |                                                                      |
| ELPS 5.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired                                                                                                     | p. 104, p. 119, p. 135                                               |
| ELPS 5.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired                                                                                                                                                              | p. 17, p. 69, p. 119, p. 123, p. 135, p. 142, p. 149, p. 178, p. 182 |

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**Bluebonnet  
Learning**  
K-5 Reading Language Arts

ENGLISH

# PERSONAL NARRATIVES

## GRADE 5 UNIT 1 | TEACHER GUIDE

EDITION 1

