

PERSONAL NARRATIVES



GRADE 4 UNIT 1 | TEACHER GUIDE

EDITION 1

Grade 4

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.

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Introduction

PERSONAL NARRATIVES

The first unit of Grade 4 instruction contains 14 daily 90-minute lessons focusing on reading, writing, language, and 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 their contributions become necessary for classmates' success in an activity.

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

WHY THE PERSONAL NARRATIVES UNIT IS IMPORTANT

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read three pieces, one personal narrative and two accounts based on the lives of influential Texans. Students will use these texts to identify elements of the genre and write personal narratives of their own throughout the unit. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Examining the genre in this way will help students build their knowledge of descriptive writing.

Some of the genre features are elements students may have studied in fiction-based units in earlier grades. This unit is unique, however, in that the authors of the narratives describe real events or experiences. Students make meaning from these texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences. Moreover, examining and utilizing the features of the genre in composing works about their own lives should help students write with increased focus and clarity, and reflect on, as well as make meaning from, their own experiences.

Lesson 2

This personal narrative is told from the perspective of Tomás Rivera, a famous author, poet, and educator who was raised in a family of migrant workers in Texas. Students will evaluate Tomas' and his friend's character traits and use what they learn later in the unit.

Lessons 3 & 4

In lessons 3 and 4 students will read the same excerpt from the perspective of Tomás Rivera. In Lesson 3, this text will be read aloud in chronological order (the first and last two paragraphs from the present first, then the memory from the middle paragraphs next). This will immerse students in the perspective of the author and their choices when sequencing a memory. In Lesson 4, students will re-read the text independently in the order it was written, with a focus on sensory details.

Lessons 5 & 6

In lessons 5 and 6 students will read from the perspective of Clara Driscoll, a Texan known as the “Savior of the Alamo” for her efforts to preserve it as a historical site. This text highlights the geographical regions of South Texas and the cattle drive tradition still celebrated in San Antonio. The text includes cause-and-effect details and dialogue between Clara and her father. It serves as a strong model for a personal narrative.

Lessons 7–13

Students will revisit fundamental personal narrative writing techniques as they read excerpts from the novel “Small Steps: The Year I Got Polio” by Peg Kehret. The connection between passages allow students to see how different writing strategies can be combined to create strong characters, a compelling plot, and hold a reader’s attention over a longer piece of writing. Personal narrative writing strategies in this work include: sensory details, characterization, similes and metaphors, and cause/effect relationships.

The text that students will be reading and discussing in this unit provides 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 Social Studies Skills 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–3 will already have pertinent background knowledge for this unit. Units in which students have been taught this relevant background knowledge are:

Nursery Rhymes and Fables (Kindergarten)

Fairy Tales and Folktales (Kindergarten)

Sharing Stories (Grade 1)

Fairy Tales and Tall Tales (Grade 2)

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

READER

The *Personal Narratives* Reader contains three personal narratives. Two historical figures, native to Texas, are the focus of the first two narratives of the unit. These narratives were fictionally crafted from each person's point of view, based on the historical time period and record of their lives. The third personal narrative that students will read spans 7 lessons, and are excerpts from a longer work. This text can also be found online or through your local library. These narratives provide the jumping-off point for many of the activities in the unit, including class discussions, close reading exercises, and explorations of literary devices and features of the genre. The Teacher Guide provides explicit direction as to what Reader material should be read with each lesson.

NOTE: Lessons 7–13 focus on excerpts from a longer work titled *Small Steps: The Year I Got Polio*. You may wish to have a discussion with students before beginning the reading that provides basic information about infectious diseases like measles and polio. The discussion would provide support for students who may be anxious or fearful of such diseases and a setting for them to express and communicate their feelings. Here are some basic talking points to guide the discussion:

- There have always been diseases that can be spread easily among people. Some are very common, like a cold, and most people do not get very sick. Others are more serious, and can make some people very sick.
- Some infectious diseases are caused by a virus that enters the body through the mouth, nose, or eyes. It's so small that it can't be seen. That's why it's so important to wash your hands often and try not to touch your mouth, nose, or eyes.
- Thanks to scientists, many serious infectious diseases, like measles and polio, almost do not exist anymore because of the vaccines and other treatments they have developed.



WRITING

TEKS 4.2.C

A primary goal of the unit is for students to write frequently and 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. In lessons nine through fifteen, students will use the writing process to publish a personal narrative of their own. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun and creative outlet.

Most of the writing assignments are connected to practicing skills, such as writing dialogue or practicing similes and metaphors, that students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions with their classmates. The unit also emphasizes planning and revision skills.

In Grade 4, 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 Blackline Master 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.

FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available in the digital version provided with the 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



TEKS 4.2.C Write legibly in cursive to complete assignments.

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 MATERIALS

Along with this Teacher Guide, you will need:

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

Teacher Resources

At the back of this Teacher Guide is a section titled "Teacher Resources," which includes the following:

- Dialogue Starter Pages to be used during Lesson 6
- Speaking and Listening Observational Checklist
- Glossary

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 digital version provided with the online materials.

Digital Components

A wide range of supplementary material is available online for digital display during instructional time. This includes passages to be used to model close reading, sentences and paragraphs demonstrating literary devices and elements of the personal narratives genre, and sentence frames to guide students in providing positive and specific feedback on their classmates' writing.

Whenever a lesson suggests you display materials, please choose the most convenient and effective method to reproduce and display the material. Some suggestions include projecting content, writing material on the board, and making classroom posters to be referenced multiple times over the course of the unit.

Digital components are available in the digital version provided with the online materials.

1

Introduction to Personal Narratives

PRIMARY FOCUS OF LESSON

Writing

Students write a paragraph about a memory of school.

 **TEKS 4.2.C; TEKS 4.12.A**

Speaking and Listening

 Students define personal narrative. **TEKS 4.1.A**

Reading

 Students infer information from six-word memories. **TEKS 4.6.F**

Writing

Students write six-word memories based on their paragraphs.

 **TEKS 4.2.C; TEKS 4.7.E**

FORMATIVE ASSESSMENT

Activity Page 1.1

A Memory Paragraph Write a memory paragraph.

 **TEKS 4.2.C; TEKS 4.12.A**

Activity Page 1.2

Defining Personal Narratives Synthesize class discussion of elements required in a personal narrative. **TEKS 4.1.A**



Activity Page 1.3

Reading Six-Word Memories List information you can infer from six-word memories and explain how you came to those conclusions. **TEKS 4.6.F**



Activity Page 1.4

Writing Six-Word Memories Condense memory paragraph into a six-word memory.

 **TEKS 4.2.C; TEKS 4.7.E**

 **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft; **TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 4.2.C** Write legibly in cursive to complete assignments.

LESSON AT A GLANCE

	Grouping	Time	Materials
Writing (35 min.)			
Brainstorm Memories	Independent	5 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> colored pens
Parts of a Paragraph	Whole Group	10 min.	
Writing a Memory Paragraph	Independent	20 min.	
Speaking and Listening (15 min.)			
Defining Personal Narratives	Whole Group	15 min.	<input type="checkbox"/> Activity Page 1.2
Reading (20 min.)			
Read and Discuss Six-Word Memories	Whole Group	20 min.	<input type="checkbox"/> Activity Page 1.3
Writing (20 min.)			
Memory Paragraph: Six-Word Memory	Independent	20 min.	<input type="checkbox"/> Activity Page 1.4

ADVANCE PREPARATION

Writing

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

Reading

- Read six-word memories ahead of class.

Universal Access

Writing

- Prepare sentence frames.

Speaking and Listening

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

Reading

- Prepare inference organizer.

VOCABULARY

Literary Vocabulary

personal narrative, n. an expressive literary piece written in the first person that centers on a particular event in the author’s life and may contain vivid description as well as personal commentary and observations

fiction, n. a made-up story

nonfiction, n. a true story

first person, adj. told from the narrator’s perspective; “I” is the narrator

Lesson 1: Introduction to Personal Narratives

Writing



Primary Focus: Students write a paragraph about a memory of school.

TEKS 4.2.C; TEKS 4.12.A

BRAINSTORM MEMORIES (5 MIN.)

- Tell students that in this unit they will read true stories written by the people who experienced them. These authors use writing to share their most interesting, important, exciting, or fun memories.
- Tell students they will also write true stories about things they've experienced. Today they'll begin by writing a paragraph about a memory they have about school.
- Tell them that as a teacher you are always very interested in your new students' experiences, so they can think of you as their audience for this writing, although it may be shared with the class.
- Tell students that they are expected to write legibly in cursive.
- Direct students to Activity Page 1.1. Read the directions and give students about five minutes to complete Item 1.
- **Note:** As seen with Activity Page 1.1 below, the Teacher Guide for this unit reproduces content from the activity pages in the student Activity Book. When appropriate, it also includes answers to questions contained on those pages.

Activity Page 1.1**Activity Page 1.1****A Memory Paragraph**

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

TEKS 4.12.A Compose literary texts such as personal narratives and poetry using genre characteristics and craft;
TEKS 4.12.C Write legibly in cursive to complete assignments.

1. Start by brainstorming some school memories on the following lines. Try to write at least five different ideas. Then circle the one you want to write about.
2. What makes a good paragraph?

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or central idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or central idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or central 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 central idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

Support

Offer students some suggestions for topics: students' first day of school ever, a time they felt very proud of themselves at school, something funny that happened in school last year.

3. Write a paragraph that includes:

- A. Topic Sentence: Start with a sentence introducing the memory.
- B. Supporting Sentences: Describe what happened, how you felt, how people reacted, and any other interesting details you remember.
- C. Concluding Sentence: End your paragraph by explaining why the memory is important.

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

A Memory Paragraph

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

Support

As students write, remind them of the parts of a paragraph. As appropriate, help students divide their writing into topic, supporting, and concluding sentences.

PARTS OF A PARAGRAPH (10 MIN.)

- Have a student read the description of a good paragraph in section 2 of Activity Page 1.1.

1. **Literal.** Ask students to name the three sections of a good paragraph, and as they identify them, write them on the board.
 - » A. Topic Sentence
 - » B. Supporting Sentences
 - » C. Concluding Sentence
- Tell students they will return to this model of writing throughout the unit.

- Model and work with the class to compose a paragraph about the first day of fourth grade using the first-person plural (“we”). Include an introductory sentence, two or three supporting sentences, and a concluding sentence. An example follows:

The first day of fourth grade is a day we will remember for a long time. We arrived in the classroom to find all our names on our desks and personal welcome notes from Ms. Beadle. Some of us were already friends, but there were some new students, too. We played a few games so that everybody got to know one another. Ms. Beadle gave us a preview of some of the reading and writing we will be doing this year, and the school day ended with a welcome-back assembly. Some of us were nervous about starting fourth grade, but by the end of the day, we were all excited!

- After writing the paragraph on the board, have students identify the three parts of the paragraph.

WRITING A MEMORY PARAGRAPH (20 MIN.)

- Give students 10 minutes to write their paragraph under Item 3 of Activity Page 1.1. Remind students to write their paragraph legibly in cursive.
- After 10 minutes, ask a few students to read their paragraphs aloud. Remind students that all of these paragraphs are examples of personal narratives.
- Evaluative.** Ask students what these paragraphs have in common and how they differ. Write answers on the board.
 - » Answers will vary but may include:
 - All use “I” sentences.
 - All describe feelings.
 - All take place in the past.
 - All are true stories.
 - The paragraphs describe different events.

Check for Understanding



Have students underline, in different colors, their introductory sentence, one or two supporting sentences, and their concluding sentence.

- Leave these notes on the board and move on to the next activity.

Challenge

Ask students what someone else might be able to learn from their memory, and encourage them to discuss it in their concluding sentence.



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Writing

Beginning

Have students draw pictures of a school memory. Then ask questions about the picture to help them write sentences about it.

Intermediate

Provide students with sentence frames for all parts of the paragraph. Suggested frames:

- The craziest thing that ever happened to me at school was when ____.
- First, ____.
- Then, ____.
- Finally, ____.
- I felt ____ when this happened.

Advanced/Advanced High

Provide sentence frames for introductory and concluding sentences only.

ELPS 1.C; ELPS 4.C

Lesson 1: Introduction to Personal Narratives

Speaking and Listening

15M

Support

Use examples of other reading students have done to illustrate fiction, nonfiction, and first person.

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Speaking and Listening Exchanging Information/Ideas

Beginning

Ask students yes/no and *wh*- questions (e.g., “Is a personal narrative true?”).

Intermediate

Provide detailed sentence frames to support students in describing personal narratives (e.g., “A personal narrative is a _____ story told by _____.”).

Advanced/Advanced High

Provide simple sentence frames to support students in describing personal narratives (e.g., “A personal narrative is _____.”).

ELPS 2.C; ELPS 3.C;
ELPS 5.B

Primary Focus: Students define personal narrative.

DEFINING PERSONAL NARRATIVES (15 MIN.)

TEKS 4.1.A



- Tell students to read what is written on the board and think of a question to ask you about it. Have a few students share their questions aloud. Write their questions on the board and review them after question # 3. Clarify any outstanding questions.
- Write *Personal Narrative* on the board.

1. **Evaluative.** What do you think of when you hear the word *personal*?
 - » Answers will vary but may include:
 - belongs to someone
 - unique to someone
 - mine
2. **Evaluative.** What do you think of when you hear the word *narrative*?
 - » Answers will vary but may include:
 - story
 - beginning, middle, end
 - telling what happened
 - a narrator
3. **Evaluative.** How might you combine these ideas to define *personal narrative*?
 - » For our class: a personal narrative is an expressive literary piece written in the first person that centers on a particular event in the author’s life and may contain vivid description as well as personal commentary and observations.

- Define the following vocabulary words:
 - fiction, n.** a made-up story
 - nonfiction, n.** a true story
 - first person, adj.** told from the narrator’s perspective; “I” is the narrator

- Repeat the definition of *personal narrative*, write it on the board and have students copy it at the top of Activity Page 1.2.
- Direct students to the second part of Activity Page 1.2 and have them list the characteristics of a personal narrative.

Activity Page 1.2



TEKS 4.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Defining Personal Narratives

Write the definition of *personal narrative* in the space below.

List three things that make an essay a personal narrative:

- » 1. It must be a literary piece.
- » 2. It must be in first person.
- » 3. It must be about an event that involved the narrator.



Check for Understanding

Ask students about other genres of writing (e.g., diary, biography, newspaper article, etc.) and whether or not they meet the definition of personal narratives.

Lesson 1: Introduction to Personal Narratives

Reading



Primary Focus: Students infer information from six-word memories.



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

TEKS 4.6.F

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

Activity Page 1.3

Reading Six-Word Memories

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

Activity Page 1.3



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

Then read the remaining memories. List all the details you can figure out, or infer, from the six-words the author has chosen. Be careful only to include



TEKS 4.6.F Make inferences and use evidence to support understanding.

inferences you can support with the text. Consider: where and when does the story take place? How does the narrator feel? Explain how you figured it out.

1. Snow angels, loving family, hot chocolate.
 - » The narrator is having fun on a winter day.
2. Snow falling, teeth chattering, keep warm.
 - » The narrator is very cold and is not having fun on a winter day.
3. Swallowed tooth, morning, dollar under pillow.
 - » The narrator lost a baby tooth and swallowed it, but still got money from the tooth fairy.
4. High swings, chain slacks, grass-stained knees.
 - » The narrator fell off the swings.
5. Wheels spin, pedals slip, hello gravel.
 - » The narrator fell off a bike.
6. Each year, more pie, happy holiday.
 - » The narrator likes pie. Pie is an important part of the narrator's holiday tradition.
7. Moon, lake, camp friends sharing stories.
 - » At night, at camp, the narrator sat by the lake and talked with friends.
8. Award ceremony, signed certificate, feeling proud.
 - » The narrator was awarded a certificate at a ceremony, so the narrator felt very proud.
9. My dog, tunneling through snow mountains.
 - » Either the dog is short, or there was a lot of snow or both. The dog likes snow and plays in it.

Support

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

Challenge

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

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

1. **Inferential.** Is the narrator a child or an adult? How can you tell?
 - » Probably a child, but could also be an adult.
2. **Evaluative.** What pictures do you have in your mind when you read this memory?
 - » Answers will vary.
3. **Inferential.** What is the same about these memories?
 - » They take place in winter.



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

- » The narrator talks about snow, cold weather.

5. **Inferential.** Do you think the narrators have the same feeling about the winter?

- » No, the first author likes it better. The second author talks about teeth chattering, needing to keep warm.

- Tell students that when you are writing, you can show or tell. Telling is saying something directly. An example might be something like, “It was winter.” Showing provides examples, or recreates a scene or setting that provides clues to draw conclusions. An example would be, “The icicles hung like crystals from the tree branch.” Telling may be more direct, but showing is often more interesting and gives more information.

- Tell students they will work on showing and telling in this lesson and following lessons.

- Read and discuss the next six-word memory (number 3).

1. **Evaluative.** Do you think the narrator is showing or telling?

- » Showing. She is using details, but not providing clear facts.

2. **Evaluative.** What is the narrator’s memory? If she wanted to “tell” the memory, how would she do that?

- » She swallowed her tooth, but the tooth fairy left her money anyway, under her pillow.

- Point out that if you choose your words well, you don’t have to use a lot of words to create a vivid image in your writing.

3. **Inferential.** What else can you figure out about the narrator from her story?

- » She is probably a kid when the story takes place because she lost a tooth and the tooth fairy came.

4. **Inferential.** Why do you think the narrator chose to tell that story?

- » It is surprising to get your tooth fairy money under your pillow. It is unusual to swallow a tooth.

- Read and discuss the next two six-word memories (numbers 4 and 5).

1. **Literal.** What happens in both of these stories?

- » The narrator has an accident and falls while playing.

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

- » The first narrator says “grass-stained knees.” The second says “hello gravel.”

Reading

Reading/Viewing Closely

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 2.C; ELPS 4.F

3. **Evaluative.** What is the difference between choosing “grass-stained knees” and “hello gravel” to tell us that the narrator fell down?
 - » One is more specific and dramatic; the second is a little funny.



Check for Understanding

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

Lesson 1: Introduction to Personal Narratives

Writing



Primary Focus: Students write six-word memories based on their paragraphs.

TEKS 4.2.C; TEKS 4.7.E

Activity Page 1.4



Support

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

Challenge

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

MEMORY PARAGRAPH: SIX-WORD MEMORY (20 MIN.)

- Direct students to Activity Page 1.4, review the instructions, and ask them to complete the activity. Students are expected to write legibly in cursive to complete assignments.

Activity Page 1.4

Writing Six-Word Memories

Flip back to Activity Page 1.1 and circle the most important words in the paragraph. When choosing your words, think about what is most important in the memory. Also think about what words are most specific or create the most immediate and interesting picture in your head. There may be a few more than six, but no more than ten. Write them below.

Now choose the six words from that list that can make a six-word memory that makes sense.

Six-word memory:

1. What facts, events, and details did you include from your longer paragraph?
2. Why did you choose to include these facts, events, and details?
3. What did you leave out? Why did you choose to leave it out?

TEKS 4.7.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 4.2.C** Write legibly in cursive to complete assignments.

4. What do you think a reader will be able to infer from your six-word memory?

- Ask a few students to share their six-word memories, and ask the class what they can infer from them, as they did with the memories on Activity Page 1.3.



Check for Understanding

After reading their six-word memories, have students read the sentence(s) from their paragraphs that the memories were based on.

[End Lesson](#)



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Beginning

Have students start with two words they wrote about their pictures in the EB support for the first writing segment; then add four more that describe these words.

Intermediate

Have students start with the first and last words they filled in the blanks in the EB support for the first writing segment.

Advanced/Advanced High
Suggest students choose one word from their introductory sentence, four from their detail sentences and one from their concluding sentence.

ELPS 1.A; ELPS 5.B

Character Traits

PRIMARY FOCUS OF LESSON

Reading

 Students evaluate details read to determine the key idea. **TEKS 4.6.G**

Students cite evidence from the text in describing character traits.

 **TEKS 4.6.F; TEKS 4.7.C**

Speaking and Listening

Students identify their peers' opinions and the evidence that supports them.

 **TEKS 4.1.A**

Writing

Students write an opinion paragraph describing what makes a good friend.

 **TEKS 4.2.C; TEKS 4.12.C**

FORMATIVE ASSESSMENT

Activity Page 2.1

“The Power of Words” Questions Answer reading questions. **TEKS 4.6.G**



Activity Page 2.2

Character Traits Chart Complete table of character traits with evidence from text. **TEKS 4.6.F**



Teacher Resource

Speaking and Listening Observational Checklist Follow assigned roles in discussion activities.



TEKS 4.1.A

Activity Page 2.4

“A Good Friend” Paragraph Write a paragraph describing what makes a good friend.



TEKS 4.2.C; TEKS 4.12.C

 **TEKS 4.1.A** Listen actively, ask relevant questions to clarify information and make pertinent comments; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.7.C** Use text evidence to support appropriate response; **TEKS 4.12.C** Compose argumentative texts, including opinion essays, using genre specific characteristics and craft.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (25 min.)			
"The Power of Words" Class Discussion	Whole Group	10 min.	<input type="checkbox"/> "The Power of Words" <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Digital Component 2.1
"The Power of Words" Reading	Independent	15 min.	
Reading (20 min.)			
Class Discussion	Whole Group	10 min.	<input type="checkbox"/> "The Power of Words" <input type="checkbox"/> Activity Page 2.2
Character Traits Chart	Independent	10 min.	
Speaking and Listening (25 min.)			
Identify Character Traits	Small Group	25 min.	<input type="checkbox"/> Activity Page 2.3
Writing (20 min.)			
"A Good Friend" Paragraph	Independent	20 min.	<input type="checkbox"/> Activity Page 2.4

ADVANCE PREPARATION

Speaking and Listening

- Prepare to divide students into groups of three.

Universal Access

Reading

- Prepare yes/no questions.
- Identify quotes from the text that show Tomás and Alfonso's character traits.
- Suggested quotes:
 - » Tomás—hardworking: “tired from working twelve hours a day”
 - » Tomás—intelligent: “I know how much you love to read. Maybe if you keep reading, you could write your own books one day,” said Alfonso.”
 - » Alfonso—positive: “Leaving is tough, and the work is hard. I can’t deny that. Still, I try to look on the bright side of things. I feel better when I think about the good more than the bad.”
 - » Alfonso—honest: “I found this book yesterday. It was just lying on the sidewalk after school, so I picked it up and turned it in to Mrs. Martinez.”

VOCABULARY

Core Vocabulary

exuberant, adj. full of energy and excitement

laboring, v. doing a difficult physical job

scorching, adj. having very high temperatures

migrant workers, n. people that move from one place to another for work

sullen, adj. a sad mood

sabio, adj. in Spanish, this word means wise, but it is used as a nickname for someone who is smart

grumbled, v. complained

dread, v. to fear

Literary Vocabulary

character trait, n. an adjective that describes a character

Lesson 2: Character Traits

Reading

25M

Primary Focus: Students evaluate details read to determine the key idea. **TEKS 4.6.G****“THE POWER OF WORDS” CLASS DISCUSSION (10 MIN.)**

- You may wish to preview the Core Vocabulary words with the students before the reading.
- Direct students to the narrative, “The Power of Words”, and read the first paragraph to them to set the background for the reading. Use Digital Component 2.1 to give some background to this text that is not provided in the short introduction.

Digital Component 2.1 Tomás Rivera

Tomás Rivera was a famous author, poet, and educator. He was born and raised in Texas in a family of migrant workers who traveled often to work on farms. He grew up to be a teacher, a college professor, and the author of many books that showed what life was like in the Hispanic community in the 1940s and 1950s. While not written by him, these tales imagine what life may have been like for Tomás over the years.

Digital Component 2.1

- Have students read the second paragraph silently. If some students need extra support, pull a small group of students to support or complete this section as a Read-Aloud.

Words can be powerful. I have learned throughout my life that words can be life-changing. As a child, I heard words, I spoke words, and I read words. As I grew older, I put the words in my head onto paper. My words became books. When I was a teacher and professor, my words became teachings to others. When I think back to when I first discovered the power of words, one memory always comes to mind.

Activity Page 2.1

- Direct students to Activity Page 2.1. Tell students to write the class’s answers on their activity page.

 **TEKS 4.6.G** Evaluate details read to determine key ideas.

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STUDENTS**



Reading
Exchanging
Information/Ideas

Reading
Exchanging Information/
Ideas

Beginning

Ask yes/no questions to help students determine a key idea of the text (e.g., “Does the author think that words have power?”).

Intermediate

Help students determine a key idea of the text by asking them to explain the title. Do words have power? What was the power in the words that Alfonso spoke?

Advanced/Advanced High
Help students determine a key idea of the text by asking them how and why Tomás changed his attitude by the end of the text.

ELPS 4.F; ELPS 4.I

Activity Page 2.1

“The Power of Words” Questions

Discuss questions 1–3 with your teacher and class. Write down the class’s answers below. Afterwards, finish reading “The Power of Words” and answer questions 4, 5, and 6.

1. What is the key idea in the first paragraph of “The Power of Words”? You may use your own words to describe it, or you may locate details in the paragraph that describe it.
 - » Words have the power to change lives.
2. What words, phrases, or examples from the text helped you answer question 1? These phrases and examples are the evidence that supports the key idea.
 - » Answers may vary, but students should use evidence from the text. Possible student answer: “In the text, it stated, ‘Words can be powerful. I have learned throughout my life that words can be life-changing.’ This helped me to know that Tomás believed in the power of words to change lives, and he wanted to share that message through this memory.”
3. Based on the first paragraph, what do you think the rest of the essay’s key idea will be?
 - » Possible student answer: “I think that the text will be about a time when a person shared words that changed the way Tomás thought or felt about a situation and how that had an impact on his life.”
4. Now that you have read the whole essay, what do you think is the key idea in “The Power of Words”?
 - » Our words have the powerful ability to shape the lives of those around us.
5. Based on the text, what are the most likely reasons Tomás Rivera opens his narrative by stating that words are powerful?
Select **TWO** correct answers.
 - » Tomás believes that actions speak louder than words.
 - » Tomás believes the kind words of a friend had a big impact on him.
 - » Tomás believes that only well-spoken people will be successful.
 - » Tomás believes it is important to use accurate vocabulary to communicate.
 - » Tomás believes that good friends are encouraging with their words.
 - » Tomás believes that correct spelling and grammar are important.
 - » **Correct Answers:** Tomás believes the kind words of a friend had a big impact on him; Tomás believes that good friends are encouraging with their words.

6. What words, phrases, or examples from the text helped you answer question 5?

Remember, these phrases and examples are the evidence that supports the key idea.

- » Answers may vary but may include: "After Alfonso gave me the book, I felt more hopeful about working in the fields that summer;" "Alfonso had a way of knowing just what to say."

Support

Read a few paragraphs of the narrative aloud in a small group or one-on-one based upon student need.

Challenge

Ask students to explain the difference between showing and telling as discussed in Lesson 1.

- » Telling is very straightforward and says something directly; showing tells a story or provides examples.

If time allows, ask students to find examples of showing or telling in "The Power of Words."

"THE POWER OF WORDS" READING (15 MIN.)

- Have students read the rest of "The Power of Words" and complete questions 4, 5, and 6 on Activity Page 2.1 independently.

Check for Understanding



Explain how to determine a key idea of a personal narrative.

Lesson 2: Character Traits

Reading

20M

Primary Focus: Students cite evidence from the text in describing character traits.



TEKS 4.6.F; TEKS 4.7.C

CLASS DISCUSSION (10 MIN.)

1. **Inferential.** Ask students to describe Tomás and write answers on the board.

- » Answers will vary but might include:
 - hardworking
 - intelligent
 - loyal

2. **Literal.** What part of speech are words we use to describe things?

- » adjectives
- Tell students that adjectives used to describe someone's personality are called "character traits," and the words they used to describe Tomás are character traits.
- 3. **Literal.** The author does not write "Tomás is hardworking" anywhere in the essay. What evidence from the text supports each character trait?
(Answers may vary depending on character traits chosen.)



TEKS 4.6.F Make inferences and use evidence to support understanding; **TEKS 4.7.C** Use text evidence to support an appropriate response.

Support

Read a few paragraphs of the narrative aloud from the point when Alfonso gives Tomás the book and Tomás's reaction to receiving the book from his friend.

Challenge

Ask students to discuss if there is a character trait that both Tomás and Alfonso have in common. What is it and what text evidence supports this?

- » Hardworking: "tired from working twelve hours a day"
- » Intelligent: "'I know how much you love to read. Maybe if you keep reading, you could write your own books one day,' said Alfonso."
- » Loyal: "Every summer, my whole family packed up our things and headed north to the Midwest. We would work all summer to tend the fruits and vegetables there."

4. **Literal.** How would you describe Alfonso? What character traits does he have?

- » positive
- » honest

5. **Literal.** What evidence do you have from the text?

- » Positive: "Leaving is tough, and the work is hard. I can't deny that. Still, I try to look on the bright side of things. I feel better when I think about the good more than the bad."
- » Honest: "I found this book yesterday. It was just lying on the sidewalk after school, so I picked it up and turned it in to Mrs. Martinez."

6. **Evaluative.** What is the difference between the evidence for Tomás being hard-working and Alfonso being encouraging?

- » Answers may vary but might include:

The evidence for Tomás is more complicated because we are inside his head, which means that his feelings are shown more. We only see Alfonso through Tomás's interactions with him.

- Remind students that these two kinds of evidence are "telling" and "showing."

7. **Literal.** What is the "telling" evidence that Tomás is eager to learn?

- » Answers may vary, but students should use supporting evidence from the text, such as, "I saw books and learning as my **refuge** from the hard work."

8. **Literal.** What is the showing evidence?

- » Answers may vary but could include "I realized that the dread I felt about summer was being replaced with anticipation."

9. **Evaluative.** Who is a more important character in this essay, Tomás or Alfonso?

- » Answers may vary, but students should use text evidence about each of the characters to support their answers..



Check for Understanding

Ask students to define "character traits" and to share how a reader should identify character traits when reading.

CHARACTER TRAITS CHART (10 MIN.)

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

Activity Page 2.2

Character Traits Chart

Read “The Power of Words” and infer character traits that describe the characters in the story. Then, include evidence from the text to support your inference. Multiple traits may be listed to describe the same character.

Character	Character Trait	Evidence from Text
Tomás	hardworking	“tired from working twelve hours a day”
Tomás	intelligent	“I know how much you love to read. Maybe if you keep reading, you could write your own books one day.”
Alfonso	positive	“Leaving is tough, and the work is hard. I can’t deny that. Still, I try to look on the bright side of things. I feel better when I think about the good more than the bad.”
Alfonso	honest	“I found this book yesterday. It was just lying on the sidewalk after school, so I picked it up and turned it in to Mrs. Martinez.”

Activity Page 2.2



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Reading
Exchanging
Information/Ideas

Beginning

Ask yes/no questions to help students determine a central idea of the text (e.g., “Does the author think that words have power?”).

Intermediate

Ask yes/no questions to help students determine a central idea of the text (e.g., “Does the author think that words have power?”).

Advanced/Advanced High

Help students determine a central idea of the text by asking them how and why Tomás changed his attitude by the end of the text.

ELPS 4.F; ELPS 4.I

Lesson 2: Character Traits

Speaking and Listening



Primary Focus: Students identify their peers' opinions and the evidence that supports them. **TEKS 4.1.A**

IDENTIFY CHARACTER TRAITS (25 MIN.)

- Divide students into groups of three. Tell them that they will share true stories about a time when someone was a good friend to them. Give students a few minutes to think of stories.

TEKS 4.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Activity Page 2.3



Challenge

In groups that are working well, allow students to add a question period where listeners may ask one on-topic question about the story.

EMERGENT
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STUDENTS



Speaking and Listening Listening Actively

Beginning

Join a group and have the speaker pause after sentences that show a character trait. Then ask questions to help the listener identify the trait (e.g., “Was Alfonso being encouraging when he spoke with his friend?”)

Intermediate

After the speaker has finished, ask questions to help the listeners identify character traits.

Advanced/Advanced High

Have students share what they wrote in their charts after each speaker.

**ELPS 1.B; ELPS 3.D;
ELPS 3.F; ELPS 4.1**

- Read aloud the rules for group discussion and instructions for the activity on Activity Page 2.3.
- Go over the first line of the chart and explain to students that they have been filled out as if Tomás Rivera, narrator of “The Power of Words,” were a member of the group.
- Model the exercise by sharing a personal experience. For example, you may say, “One time at the library I dropped a stack of books. My friend, Carly, was a good friend to me. She helped me pick up the books and return them to their correct place. It made me feel supported.”
- Record your personal example on the chart as another example for students.

Rules for Group Discussion

- One student speaks at a time.
- Allow everyone a chance to share their opinions.
- Be respectful of others’ opinions.
- Stay on task.

Take turns sharing a story about a time when someone else was a good friend to you, including what happened and how you felt. While one group member talks, the other group members should listen closely and record character traits that the friend showed and a description of how the speaker felt.

The first line have been filled out as an example as if Tomás Rivera, narrator of “The Power of Words,” were a member of your group.

Repeat until each group member has had a chance to share a story.

Trait	Evidence	Makes Friends Feel
Positive	His friend Alfonso made him feel better about having to travel and work all summer.	Encouraged

- As students discuss, circulate and comment on both the stories and their listening and turn-taking.

- Conclude with a final group discussion, asking students in each of the three groups to turn to their neighbor on their right and ask them a question about one of the stories. The student should respond to the question. Once each person has asked a question and shared a response, allow the group to share and make comments regarding details of the stories they heard.



Check for Understanding

Have students describe how their group followed (or did not follow) the Rules for Group Discussion.



EMERGENT
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STUDENTS

Speaking and Listening
Listening Actively

Beginning

Join a group and have the speaker pause after sentences that show a character trait. Then ask questions to help the listeners identify the trait (e.g., “Was Henry being timid when he stood up to the bully?”).

Intermediate

After the speaker has finished, ask questions to help the listeners identify character traits.

Advanced/Advanced High

Have students share what they wrote in their charts after each speaker.

**ELPS 1.B; ELPS 3.D;
ELPS 3.F; ELPS 4.I**



Lesson 2: Character Traits

Writing

 **Primary Focus:** Students write an opinion paragraph describing what makes a good friend. **TEKS 4.2.C; TEKS 4.12.C**

“A GOOD FRIEND” PARAGRAPH (20 MIN.)

- Tell students to take five minutes to add two more traits they think are important in a good friend to the chart in Activity Page 2.3, including examples from their lives. After they have finished, tell them to go through their charts and put a star next to the trait they think is the most important.
- Once students have completed their charts, read the prompt in Activity Page 2.4 together; then have students write their paragraphs. Students should write legibly in cursive to complete the assignment.

Activity Page 2.4

“A Good Friend” Paragraph

What makes a great friend?

You have selected the most important character trait in a good friend. Now write a paragraph explaining why you chose it. Provide a real-life example of friends showing this trait. Explain how having a friend with this trait makes you feel and why you think it is the most important trait.



 **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.12.C** Compose argumentative texts, including opinion essays, using genre specific characteristics and craft.

Challenge

Ask students to think about the whole essay in terms of the three parts of a paragraph. What is the topic sentence for the whole essay? The supporting sentences? The concluding sentence?

Support

Remind students of the list of character traits that Alfonso or Tomás displayed in "The Power of Words." Ask them why any of those traits are important. Ask them to think of examples of people in their lives who display the same traits.

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Writing

Beginning

Provide level-appropriate sentence frames (e.g., "A good friend should be _____. I know my friends are because _____. This makes me feel _____.").

Intermediate

Provide level-appropriate sentence frames (e.g., "A good friend should be _____. Having friends who are ____ makes me feel _____.").

Advanced/Advanced High

Provide level-appropriate sentence frames (e.g., "A good friend should be _____.").

ELPS 5.B; ELPS 5.F

Remember the sections of a good paragraph from Activity Page 1.1. Your paragraph should include:

1. A topic sentence that introduces the most important character trait in a good friend.
2. Supporting sentences that describe examples of friends showing this trait.
3. A concluding sentence summing up why you think it is the most important character trait for a good friend.

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



Check for Understanding

Ask students what trait they chose and how the importance of that trait is shown in their narratives. .

End Lesson

3

Sensory Details

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students work in groups to ask relevant questions and make pertinent comments about sensory details.

 **TEKS 4.1.A; TEKS 4.1.D**

Reading

Students study the imagery in a text by identifying its sensory details.

 **TEKS 4.6.F; TEKS 4.7.C; TEKS 4.7.D**

Writing

 Students plan a paragraph using sensory details. **TEKS 4.2.C; TEKS 4.11.A**

FORMATIVE ASSESSMENT

Activity Page 3.2

Sensory Details Locate and record sensory details in the first four paragraphs of “Sun and Spinach.”

 **TEKS 4.7.C**

Activity Page 3.3

Writing about Cause and Effect Plan a paragraph about a memorable food experience using sensory

 **details. TEKS 4.2.C; TEKS 4.11.A**

 **TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.1.D** Work collaboratively with others to develop a plan of shared responsibilities; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.7.D** Retell, paraphrase or summarize texts in ways that maintain meaning and logical order; **TEKS 4.11.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
Speaking and Listening (30 min.)			
Words for Sensory Details	Whole Group/ Small Group	15 min.	<input type="checkbox"/> Digital Component 3.1 <input type="checkbox"/> Activity Page 3.1
Sensory Questions	Small Group	15 min.	
Reading (40 min.)			
Read Aloud: "Sun and Spinach"	Whole Group	20 min.	<input type="checkbox"/> "Sun and Spinach" <input type="checkbox"/> Digital Component 3.2 <input type="checkbox"/> Activity Page 3.2
Identify Sensory Details	Partner	20 min.	
Writing (20 min.)			
Describe Food	Independent	15 min.	<input type="checkbox"/> Activity Page 3.3
Guess the Food	Small Group	5 min.	

ADVANCE PREPARATION

Speaking and Listening

- Prepare to divide students into small groups of three to four students.
- Prepare to display Digital Component 3.1 or draw on chart paper.

Reading

- Prepare to pair students with partners to complete Activity Page 3.2.

Writing

- Write some sample personal narrative topics and foods on the board or chart paper.

Universal Access

Speaking and Listening

- Prepare yes/no and short-answer questions.

Reading

- Prepare word banks.

Writing

- Prepare word banks.
- Prepare sentence starters.

VOCABULARY

Core Vocabulary

fulfillment, n. the achievement of something hoped for

shimmered, v. shined with a light that seemed to move

stench, n. a strong and terrible smell

cloudy, adj. unclear

sunstroke, n. a life threatening physical response due to lack of hydration and excessive exposure to heat

ethic, n. set of moral principles

Lesson 3: Sensory Details

Speaking and Listening



Primary Focus: Students work in groups to ask relevant questions and make pertinent comments about sensory details.



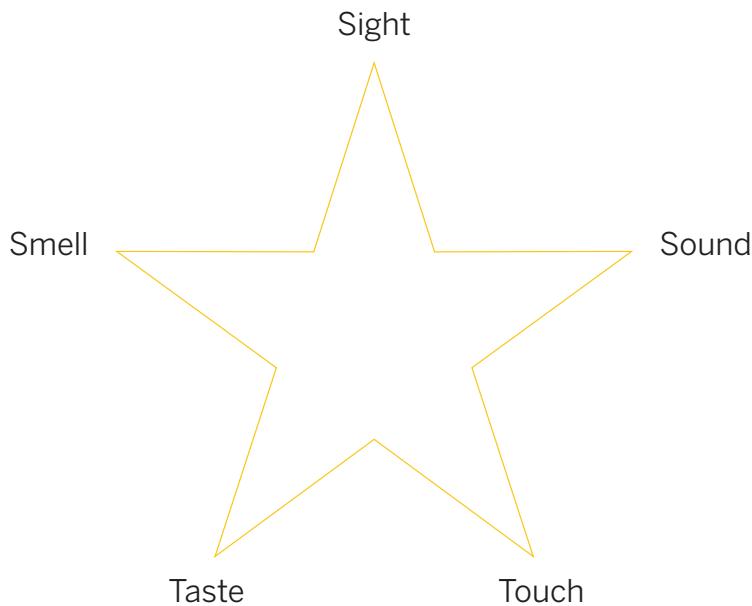
TEKS 4.1.A; TEKS 4.1.D

WORDS FOR SENSORY DETAILS (15 MIN.)

- Tell students that today they are going to practice identifying a kind of imagery called sensory details. Explain that they will continue to study sensory language in their Poetry unit, but today they will identify sensory details in reading and use them as support in their own writing.
- Display Digital Component 3.1.

Digital Component 3.1 - Sensory Details Anchor Chart

Sensory Details: words or phrases that writers use to describe or appeal to the five senses



 **TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.1.D** Work collaboratively with others to develop a plan of shared responsibilities.

- Read the definition of sensory details to students. Point to your eyes, ears, nose, mouth, and hands as you tell students what the five senses are: sight, sound, smell, taste, and touch
 1. **Literal.** What word do you see in the word sensory?
 - » sense
 2. **Inferential.** What do you think we mean by sensory details in a personal narrative?
 - » details that describe what the narrator saw, heard, felt, tasted, or smelled
 3. **Evaluative.** Why do you think authors use sensory language in their personal narrative writing?
 - » to show and not just tell the story; to help the reader visualize the story and understand the author's experiences

Activity Page 3.1



- Have students take out Activity Page 3.1. Divide students into small groups of three to four students. Instruct students to work with their group to draw a symbol that represents each of the five senses (such as an eye for sight, an ear for sound, a nose for smell, etc.). Then, they should brainstorm a list of words or phrases that could be used to describe or appeal to each of the senses (such as *glistening* for sight, *booming* for sound, *potent* for smell, *bitter* for taste, and *slippery* for touch).
- Each student is expected to write words and phrases to complete Activity Page 3.1, but they should work together to brainstorm ideas.
- Give students a few minutes to work with their small groups to complete Activity Page 3.1. If time allows, ask a few volunteers to share examples of sensory details.

Activity Page 3.1

Sensory details are words or phrases that writers use to describe or appeal to the five senses: sight, smell, sound, taste, and touch.

In the chart below, draw a symbol to represent each of the five senses. Then, write a list of words or phrases that you could use to describe each of the five senses. Write as many words as you can for each sense.

Support

Play the questioning game as a class to monitor student questioning.

Challenge

Have the student choose an object that is not within the classroom, and have the other students in the group ask questions about the object in order to guess what it is.



EMERGENT BILINGUAL STUDENTS

Speaking and Listening Sensory Language

Beginning

Ask yes/no or short-answer questions about sensory details during the game.

Intermediate

After reading one sense out loud (e.g., sight), pause to allow the students time to think about the words they use to describe it. When students share one word, encourage them to consider the opposite.

Advanced/Advanced High

Have students follow along as you model how to ask questions using sensory details.

ELPS 2.I



Check for Understanding

Have students name an object that another student in their group chose during the sensory questions game and describe it using their own sensory details.

Lesson 3: Cause and Effect

Reading



Primary Focus: Students study the imagery in a text by identifying its sensory details. **TEKS 4.6.F; TEKS 4.7.C; TEKS 4.7.D**

- Explain that in today's personal narrative, "Sun and Spinach," some parts are not written in chronological order. That means it is not written in the order in which the events happened. This is because the opening and closing paragraphs feature Tomás Rivera thinking back to earlier moments of his life, while the middle paragraphs feature events that Rivera recalls from his childhood.
- Tell students that in today's read-aloud, they will hear the first two paragraphs and final paragraph first. Explain that the purpose of this is to reorganize the text in chronological order, grouping the events of the present first. Tomorrow, they will reread the text in the order in which it is written.

TEKS 4.6.F Make inferences and use evidence to support understanding; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.7.D** Retell, paraphrase or summarize texts in ways that maintain meaning and logical order

READ-ALOUD: “SUN AND SPINACH” (20 MIN.)

- Read the first two paragraphs of text out loud.

The heat of the Texas sun beat down. It warmed the skin of my hands and face as I walked towards Crystal City middle school in my fresh, crisp, button-down shirt. It wouldn't be my first time entering an eighth-grade classroom, but it would be my first time entering as a teacher. My stomach fluttered and my heart beat rapidly. I hoped the students would like me. For years, I dreamed I could instill a love of reading in young people. I loved to learn about the world through books. I hoped to share this love of learning with my students. While the students were my primary motivation, in the back of my mind I wanted this new career to bring me the joy and fulfillment I knew it could.

Heat shimmered up from the dusty road as I made the long walk toward the school. My bag was stuffed with my favorite blue pen, some lined paper, and three teaching books from the library. I pulled out a handkerchief and wiped the sweat that was rolling down my forehead. I was hot and tired from walking. My shoulders began to slouch. When I looked to my right, I saw the familiar deep green field of spinach leaves. I thought to myself how odd it was that I was walking past the very spinach fields where I had labored as a boy.

Literal. Describe the setting of the story.

- » The story takes place in Crystal City, Texas, on a road near a middle school. It is very hot and sunny.

Literal. How does the author appeal to the reader's sense of touch?

- » “The heat ... beat down. It warmed the skin of my face and hands”; “My stomach fluttered and my heart beat rapidly”; “... wiped the sweat that was rolling down my forehead.”

- Read the last paragraph of the text.

I heard the chatter of students in front of the school. I was still a bit nervous for my first day, yet the spinach fields reminded me that I had come so far. Before I knew it, I had arrived at the school. As I put my hand on the wide double doors at the school entrance, I grasped the handle firmly to keep from trembling, empowered to take the next step.

Support

Draw a timeline that can serve as a visual representation of the sequence of events of this text, since it will be read out of order.

Inferential. How do Tomás Rivera's feelings about his first day of teaching change from the beginning to the end of the text?

- » At first, he feels excited, but very nervous. In the end, he feels less nervous and more empowered.

Evaluative. How does the author show and tell this change from the first to last paragraphs?

- » The author appeals to the reader's senses to show he is nervous and uncomfortable. The author also says that Rivera feels "empowered to take the next step."
- Explain to students that you will now read the middle paragraphs of the text. Tell students to pay close attention to the way the author appeals to the reader's senses while they read about the past.

Vivid memories took the place of the nervous excitement that filled my mind. I pictured the brown dirt covering my hands as I plucked emerald-colored leaves during the harvest. I could practically smell the earthy scent of the fields and the familiar stench of digging

deep down into the dirt. It was both good and unpleasant at the same time. I remembered the rough, gritty feel of the dried dirt at the bottom of my shovel and the "clink" sound when I pushed the shovel into the ground and hit a rock. I could almost feel the smooth softness of the ripe spinach leaves.

It was impossible to think about that time without thinking about the intense Texas heat. It seemed like the sweat rolling down my face would never end. The hot sun made me as thirsty as a dry sponge. I tried to distract myself by praying and singing songs. Yet, my thoughts continuously drifted back to a desire for shade and a cool glass of water. One day I suffered a sunstroke. My memory of it is cloudy, but I remember my mother telling me a story to pass the time while I recovered.

Evaluative. How does the author appeal to the reader's sense of smell?

- » The author describes the earthy scent of the fields: "*familiar stench of digging deep down into the dirt*"; "*It was both good and unpleasant at the same time*."

Inferential. What do the sensory details in the text tell us about Tomás Rivera's memories of working in the spinach fields?

- » He remembers his time in the spinach fields vividly; it was very hard work in the hot sun.

Inferential. What does the narrator's description of his time working in the spinach fields tell the reader about life as a migrant worker?

- » It is hard labor; it is very hot and sunny; the workers get dirty working the fields.

Support

Remind students that the narrator uses sensory details to describe their experience in the fields. Have them look for descriptions of the work and the crops.

The fields reminded me of where I came from. I clutched my bag, and I thought about how I might still be working in the fields if it weren't for the educational opportunities that I had. My parents' and my grandfather's dedication to my education was what allowed me to get to where I am today. Through all of their hard work, they encouraged me to learn as much as I could. Even though my parents never got a formal education, they did everything they could to help me learn. My father found lots of books for me to read by asking neighbors and searching the dump. My grandfather always took me to the library. They wanted me to have an education so that I could pursue a career that I loved.

I was inspired by my parents' strong work ethic, and I wanted to follow my passion. My love for reading and writing took me to Southwest Texas State University. There, I decided to become a teacher. I hoped my future students would see that they could be successful in

school, in spite of the challenges they faced outside of it. During my college years I studied hard and read a lot. I even continued to work on farms in the summer while I earned my degree. Thinking about the past and my journey here, I straightened my spine and lifted my head. That very day, I was following my dreams of becoming a teacher and a writer.

Literal. How did Tomás Rivera's family influence his education?

- » His parents and his grandfather were dedicated to his education; his father found books for him to read; his grandfather took him to the library.

Inferential. Based on the details in the personal narrative, what character traits does Tomás Rivera possess?

- » He is a hard worker; he is determined and does not give up easily; he is a good student.
- Ask students to turn to a partner. Instruct students to work with their partner to summarize "Sun and Spinach."

Challenge

Ask students how his experience as a migrant worker seems to make the narrator feel. Have them support their answers with a quote from the text.

Activity Page 3.2



Support

Remind students that the narrator uses sensory details to describe their experience in the fields.

Have them look for descriptions of the work and the crops.

IDENTIFY SENSORY DETAILS (20 MIN.)

- Assign partners, and have students work in pairs to complete Activity Page 3.2.

Activity Page 3.2

Find the sensory details in the third and fourth paragraphs of “Sun and Spinach,” and write them in the “Sensory Details” column. Some examples have been provided.

Sense	Sensory Details
Sight	emerald-colored leaves
Touch	smooth softness
Smell	
Sound	



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STUDENTS

Reading
Reading/Viewing Closely



Lesson 3: Sensory Details

Writing

Primary Focus: Students plan a paragraph using sensory details.

TEKS 4.2.C; TEKS 4.11.A

DESCRIBE FOOD (15 MIN.)

- Tell students that in the next lesson they will write personal narratives about a memorable eating experience involving a particular food and will now brainstorm topics for the narratives as a class. Tell them that although they will be writing about a true experience, their brainstorming ideas do not have to reflect an experience that actually happened to them.
- Some sample topics and foods (these may be adjusted or personalized):
 - Topic: The first time I ate my favorite food
Food: Shrimp and grits
 - Topic: The first time I ate my least favorite food
Food: Steamed Brussels sprouts
 - Topic: A time that eating something made me sick
Food: Candy
 - Topic: The first food I cooked or prepared for myself
Food: Peanut butter and jelly sandwich
 - Topic: The best or worst meal I ever ate at a restaurant
Food: Burrito
 - Topic: A very messy eating experience
Food: Feeding spaghetti and meatballs to my little sister
- Direct students to Activity Page 3.3, and review the instructions with the class.
- Students are expected to write legibly in cursive to complete assignments.

Beginning

Offer students a word bank, organized by sense, from which they choose words found in the text (eg., sight: blue, yellow, green; touch: soft, bumpy, firm; taste: bitter, spicy, sweet).

Intermediate

Offer a general word bank (not organized by sense) of the same words from which students choose words from the text.

Advanced/Advanced High
Ask students short-answer questions to support identifying sensory details (e.g., “What color is the skin of the guava? What is its texture?”).

ELPS 4.D

Activity Page 3.3



TEKS 4.2.C Write legibly in cursive to complete assignments; TEKS 4.11.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 3.3

Writing with Sensory Details

In the next lesson, you will write personal narratives about a memorable eating experience involving a particular food. Today, you will brainstorm possible topics and the foods that go along with them. Then you will warm up by using sensory details to describe the food.

1. Start by brainstorming ideas for topics for the essay you will write in the next lesson. Your ideas may include some of the topics of the class or they may be new ideas. Make sure each topic involves a specific food.
 - A. Topic:
Food:
 - B. Topic:
Food:
 - C. Topic:
Food:
 - D. Topic:
Food:
2. Choose sensory details that describe one of the foods you listed on the previous page. For sound, you might describe the noise the food makes while it cooks (e.g., hot dogs on a grill sizzle and soda fizzes when it is first opened) or the sound it makes when you bite into it (apples crunch). Try to come up with more than one detail for some of the senses. For example, when describing what a food looks like, you might describe its size, shape, and color.

Sense	Sensory Details
Sight	
Smell	
Sound	
Taste	
Touch	

GUESS THE FOOD (5 MIN.)

- Divide students into small groups to read their sensory details aloud. After they read, have their peers guess the food they wrote about.



Check for Understanding

Have students explain their guesses. Why, for example, did they guess that their classmate was describing orange soda? What sensory details matched the food?

End Lesson

Support

Direct students to the spinach chart on Activity Page 3.2 for examples of sensory details describing food.

Challenge

Have students try to come up with several foods that share some of the sensory details being presented. For example, carrots and apples both crunch when you bite into them.



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STUDENTS

Writing

Beginning

Have students start by drawing the food they have chosen. Then assist them in selecting details in their drawings that they can describe with words.

Intermediate

Provide an adjective word bank (e.g., round, bumpy, sweet, sour, bitter, salty, fruity, cold, hot, smooth, crunchy, sharp, crisp, sizzling, smooth, mushy, creamy) to support writing sensory details.

Advanced/Advanced High

Provide sentence starters (e.g., The shape of ___ is ___; ___ smells like ___.) to support writing sensory details.

ELPS 1.C; ELPS 5.B

4

Sequencing a Memory

PRIMARY FOCUS OF LESSON

Reading

TEXAS Students describe the events of “Sun and Spinach.” **TEKS 4.6.F; TEKS 4.7.D**

Speaking and Listening

TEXAS Students present a memory to a partner. **TEKS 4.1.C**

Writing

TEXAS Students outline a sequence of events. **TEKS 4.2.C; TEKS 4.11.A; TEKS 4.12.A**

FORMATIVE ASSESSMENT

Activity Page 4.1 “Sun and Spinach” Comprehension Questions

Answer comprehension questions about “Sun and

TEXAS Spinach.” **TEKS 4.6.F; TEKS 4.7.D**

Teacher Resources

Speaking and Listening Observational Checklist

Follow assigned roles in discussion activities.

TEXAS **TEKS 4.1.C**

Activity Page 4.3

Planning

Organize events and details to prepare for longer food writing. **TEKS 4.2.C; TEKS 4.11.A; TEKS 4.12.A**

TEXAS **TEKS 4.1.C** Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.D** Retell, paraphrase or summarize texts in ways that maintain meaning and logical order; **TEKS 4.11.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 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (35 min.)			
Guided Reading Questions	Whole Group	20 min.	<input type="checkbox"/> Activity Pages 4.1, 3.2
Comprehension Questions	Independent	15 min.	
Speaking and Listening (35 min.)			
Organize Events for Food Narrative	Independent	15 min.	<input type="checkbox"/> Activity Page 4.2
Share Food Narrative Events	Partner	20 min.	
Writing (20 min.)			
Outline Events	Independent	20 min.	<input type="checkbox"/> Activity Page 4.3 <input type="checkbox"/> Digital Component 4.1

ADVANCE PREPARATION

Reading

- Assign pairs for partner reading.

Speaking and Listening

- Prepare to divide students into pairs.

Writing

- Prepare to display Digital Component 4.1 Multipart Question.

Universal Access

Speaking and Listening

- Prepare short-answer questions. (e.g., Where were you? What food were you eating? Was anyone else there?)
- Prepare sentence starters. (e.g., This story takes place ____; I remember this experience because ____.)

Reading

- Prepare yes/no and short-answer questions. (e.g., Where is the narrator walking? Is the narrator working in the spinach fields right now, at this point in the story? Is the narrator thinking back to memories from his childhood?)

Writing

- Write examples of imagery on the board or chart paper. (e.g., white, fluffy cloud; glistening, crystal blue water)

VOCABULARY

Literary Vocabulary

sequencing, v. arranging the important parts of a story in order

Lesson 4: Sequencing a Memory

Reading



Primary Focus: Students describe the events of “Sun and Spinach.”

TEKS 4.6.F; TEKS 4.7.D

GUIDED READING QUESTIONS (20 MIN.)

- Remind students that during Lesson 3 they listened to the beginning and end of “Sun and Spinach” before reading the description of the narrator’s memories. Tell them that they will now read the whole essay in the order in which it was written, looking at each paragraph carefully to see what the narrator is saying and how he is saying it. Explain that these details can help them understand the narrator’s perspective, or particular way of thinking about the topic.
- Tell students that in “Sun and Spinach,” the narrator describes a memory from his childhood.
- Ask students to tell a partner about a memory that is important to them and why it is important in their life.
- Ask students, if they were an author, how would they write about an important memory as a story? Would they put it in chronological, time, order? Or another way? What details might they include?
- Optionally, review the Core Vocabulary Words from Lesson 3 with students before the reading.
- Ask a student to read the first paragraph of “Sun and Spinach” aloud while the class follows along.

1. **Literal.** What happens in the first paragraph?
 - » The narrator is walking towards the middle school. He is nervous to begin his first day as a teacher.
2. **Inferential.** How does the narrator seem to be feeling in the first paragraph? How do you know?
 - » He is nervous because the text says his “stomach fluttered” and his “heart beat rapidly”; he is hopeful because the text says “I hoped the students would like me ” and “I wanted this new career to bring me the joy and fulfillment I knew it could.”

 **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.D** Retell, paraphrase or summarize texts in ways that maintain meaning and logical order.

- Have a student read the second paragraph aloud.
 1. **Literal.** What happens in the second paragraph?
 - » The narrator noticed that he was walking past the same spinach fields where he had labored as a boy.
 - Have a student read the third paragraph aloud.
- 1. **Literal.** What happens in the third paragraph?
 - » The narrator describes vivid memories of working in the spinach fields, including the look and feel of the dirt and spinach leaves, the smell of the dirt, and the sounds that the tools made.
- 2. **Literal.** Where does this paragraph take place?
 - » in the spinach fields
- 3. **Inferential.** Does it take place in the past, present, or future?
 - » past
- 4. **Inferential.** Based on what he says, do you think the narrator is experienced at working in the spinach fields? How do you know?
 - » Yes. He remembers lots of small details from working in the fields, such as the smell and feel of the dirt and the sounds that the tools made.
- Have a student read the fourth paragraph aloud.
 1. **Literal.** What does the narrator describe in this paragraph?
 - » The narrator describes his experience of being hot while working in the spinach fields and suffering a sunstroke.
 2. **Evaluative.** Why does the author use the simile “as thirsty as a dry sponge?”
 - » The author wants to emphasize how hot the narrator felt and how thirsty he was when he worked in the spinach fields.
- Assign partners, and have students read the next two paragraphs in pairs.
 1. **Literal.** What does the narrator describe in these two paragraphs?
 - » The narrator describes how his family supported his education and explains how his educational opportunities helped him to achieve his dreams of becoming a teacher and a writer.
 2. **Literal.** When did the events that the narrator describes in these paragraphs take place?
 - » In the past, throughout his childhood and young adulthood; before his first day of teaching

3. **Inferential.** What is the author's perspective or way of thinking about education?

- » Education is very important, and a good education is something that should be valued and appreciated; education opens up opportunities to help people achieve their dreams.

4. **Inferential.** Why do you think the narrator says, "I hoped my future students would see that they could be successful in school, in spite of the challenges they faced outside of it"?

- » He is thinking about what kind of teacher he wants to be; he overcame challenges to be successful in school, and he wants to help his students do the same.

- Read the last paragraph aloud, and ask students to follow along.

1. **Literal.** Where and when does this paragraph take place?

- » in front of the school; in the present, on the narrator's first day of teaching, as he is entering the school.

2. **Inferential.** How did the narrator's experience of passing the spinach field change his feelings as he entered his first day of teaching?

- » The spinach fields reminded him of where he came from and how hard he had worked to achieve his dreams; he was proud and encouraged as he started his career in teaching.

3. **Inferential.** How did the narrator's memory of working in the spinach fields impact his values or beliefs about what is important in life?

- » Possible answers include: He learned the value of hard work; he learned that support from family is important; he learned the value of education; he values giving back to others to help them overcome challenges as he did.

COMPREHENSION QUESTIONS (15 MIN.)

- When they have finished reading, ask students to turn to a partner to discuss how the author's choice to write the text out of chronological order impacts the story.
 - » The story shows how the narrator's memories of working in the spinach fields had an important impact on his life.
- Have students complete Activity Page 4.1.



EMERGENT
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Reading
Reading/Viewing Closely

Beginning

Ask yes/no and short-answer questions about the text, so students understand the author is walking to school and remembering their childhood.

Intermediate

Have students draw or list the sequence of events in today's text.

Advanced/Advanced High

Have students draw the scene in the first two paragraphs compared to a scene in the middle paragraphs so as to understand the shifts in time and place in the essay.

ELPS 1.C; ELPS 4.G

Support

Pull a small group or allow students to work in partners to complete Activity Page 4.1.

Challenge

Explain what the quote in question 3 tells the reader about the narrator's feelings about the spinach fields.

» The narrator feels like the time working in the spinach fields was both good and unpleasant at the same time. He thinks there were good things and bad things about this time in his life.

Activity Page 4.1

“Sun and Spinach” Comprehension Questions

Answer the following questions about “Sun and Spinach.” Refer back to the text, and include evidence for your answer.

1. List the sequence of events that describe Tomás Rivera’s memories of working in the spinach fields in paragraph 3.
 - » Dirt covered his hands as he picked spinach leaves. He could smell the earthy scent of the dirt. He remembered the sound the shovel made as he dug into the dirt and hit a rock.
2. List the sequence of events that describe Tomás Rivera’s path of education in paragraphs 5 and 6.
 - » His father and grandfather helped him access books. He went to Southwest Texas State University to become a teacher. He studied and worked hard. He continued to work in the fields. He became a teacher.
3. The author writes, “It was both good and unpleasant at the same time.” What does “it” refer to?
 - » the earthy scent of the dirt in the spinach field
4. The setting in the beginning and end of this personal narrative is in the present, but the setting in the middle paragraphs is in the past. Why did the author choose to write it this way?
 - » The author wanted to describe the narrator’s memories in detail; the author wanted to show why the narrator’s memories of working in the spinach fields had an important impact on his life in the present.



Check for Understanding

Ask students to summarize the events of “Sun and Spinach” in logical order in one sentence.

- » The narrator passes the spinach field where he used to work while walking to his first day of teaching, and his memories of working in the fields remind him of how far he has come in achieving his dreams.

Lesson 4: Sequencing a Memory

Speaking and Listening

35M

Primary Focus: Students present a memory to a partner.

TEKS 4.1.C

ORGANIZE EVENTS FOR A FOOD NARRATIVE (15 MIN.)

- Remind students that in Lesson 3, they used sensory details to describe a food and brainstormed memorable food experiences to write about.
- Tell them that today they will write about that food experience.
- Direct students to Activity Page 4.2, and instruct them to complete parts A and B independently.
- When they have finished, divide them into pairs, read the instructions for part C aloud, and make sure students understand them. Then direct them to complete parts C and D.

SHARE FOOD NARRATIVE EVENTS (20 MIN.)

Activity Page 4.2

Food Narrative Events

- Choose one of the topics from your brainstorming on Activity Page 3.3. Then list the events that make up the food experience. These events can include what you or others thought, said, and did.
- Why was this experience memorable? For example, was the food especially good? Especially bad? Especially messy?
- How will you organize your narrative to show why your experience was memorable? Will you write your entire narrative in the past or perhaps switch between past and present like in “Sun and Spinach”?
- In this section, you will work with a partner. Each partner should take a turn being speaker and listener.

As a speaker, describe your experience to your partner. Use the list of events in part A as a guide, but feel free to add more details.

Activity Page 4.2



EMERGENT
BILINGUAL
LEARNERS

Speaking and Listening Presenting

Beginning

Ask students short-answer questions to help develop their narratives (e.g., “Where were you? What food were you eating? Was anyone else there?”). For the listening and commenting portion, place students in groups of three to work on responding to stories.

Intermediate

Have students ask each other short-answer questions to develop their narratives..

Advanced/Advanced High
Provide sentence starters to help students develop their narratives (e.g., This story takes place ____; I remember this experience because ____.).

ELPS 2.G; ELPS 3.F;

ELPS 3.G



TEKS 4.1.C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.

Support

Have students, before describing their experiences, review the food sensory details they wrote on Activity Page 3.3.

Challenge

Ask students if the way they think about the food experience today is different than the way they thought about it as it was happening.

As a listener, use the left-hand column to write down the details of your partner's experience that you find most interesting, memorable, or funny. In the right-hand column, write down parts of the experience you would like to know more about.

Details I liked	I would like to know more about

E. After you both have had a chance to be speaker and listener, share your notes with each other. Record your partner's feedback here:

Details my listening partner liked	My listening partner wants to know more about



Check for Understanding

Have student listeners explain why they liked the details they chose in sections D and E of Activity Page 4.2.

Lesson 4: Sequencing a Memory

Writing



Primary Focus: Students outline a sequence of events.

TEXS 4.2.C; TEKS 4.11.A; TEKS 4.12.A

OUTLINE EVENTS (20 MIN.)

- Tell students that in the next lesson they will complete a longer piece of writing about the food experience they just described to a partner and that the chart on Activity Page 4.3 will help prepare them to write it.
- Remind students that when sharing their sensory details out loud that relate to the sense of touch, it is best practice to keep their hands to themselves.
- Explain that, before writing, students will practice how to include imagery in personal narratives through a Multipart Question. Display the Multipart Question (Digital Component 4.1). Read the question before asking students to identify the correct answer from the drop-down menu for Part A. Repeat for Part B.

» Correct Answers:

Part A: C

Part B: D

Digital Component 4.1

Multipart Question

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

Part A

Maggie wants to include imagery in her personal narrative about her trip to Lost Maples State Natural Area. Which choice would be best for the first event in her story?

- A. Have you ever been to a state park? When my parents told me that we were going to go to Lost Maples State Natural Area over fall break, I wasn't exactly excited. My mom told me I was in for a surprise. I wasn't so sure.
- B. After our long invigorating hike through the woods, we rested at a worn wooden picnic table and gulped cool refreshing water from our water bottles.

Support

Remind students that one way to organize a piece of writing is chronologically, and they can list events in the order in which they occurred.

Support

Have students include a vocabulary word from the previous four lessons in their paragraph.

TEXS 4.2.C Write legibly in cursive to complete assignments; TEKS 4.11.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 4.12.A Compose literary texts such as personal narratives and poetry using genre characteristics and craft.



Writing

Beginning

Have students begin by writing verbs and adjectives to describe actions and details. Then support them in working those words into full sentences.

Intermediate

If students are writing about the same food they described in Lesson 4, have them review Activity Page 3.3.

Advanced/Advanced High

Have students share their event sequences with a peer for suggestions of details that could be added.

ELPS 5.B

We were too winded to speak, but the smiles on our faces said enough.

- C. When we drove into the parking lot, I could already tell that this was not the usual landscape of stores and roads in my part of Texas. The trees slowly danced in the wind, displaying the beautiful bright colors I'd seen in pictures of fall in other places.
- D. We stopped along the way to admire the beautiful red, orange, yellow, and fading green leaves that surrounded us and littered the sun-speckled path, crunching beneath our steps. Nearby, a brook softly babbled to the rocks around it.

Part B

Which reason explains why your answer from Part A is the best choice?

- A. It has the most imagery of all the choices.
- B. It introduces the story in an engaging way.
- C. It is the first thing Maggie should have her audience read.
- D. It describes the first event of her trip and uses imagery.

» Correct answers:

Part A: C

Part B: D

- Direct students to Activity Page 4.3, and review the directions.
- Students are expected to write legibly in cursive to complete assignments.

Activity Page 4.3

Planning

Revise and organize your list of events from Activity Page 4.2. Use the sensory details on Activity Page 3.3 to help you with the “Details” column. Organize the order of events in your narrative to show why your memory is important to you. You may include details from your past and present life to show this.

Event	Details (what did you see, hear, smell, touch, and taste?)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

- Tell students that in the next lesson they will write their detailed food memory.



Check for Understanding

Display Digital Component 4.1 and instruct students to answer the multipart question.

End Lesson

Activity Page 4.3



5

Cause and Effect

PRIMARY FOCUS OF LESSON

Reading

Students explain how the author's use of a cause-and-effect structure

- demonstrates how and why a person in the text changed. **TEKS 4.10.B**

Writing

Students write a paragraph about someone who influenced them using cause-

- and-effect structure. **TEKS 4.2.C; TEKS 4.12.A**

Speaking and Listening

Students make predictions based on listening to classmates' cause-and-effect

- narratives. **TEKS 4.1.A; TEKS 4.6.C**

FORMATIVE ASSESSMENT

Activity Page 5.1**Reading for Cause and Effect** Locate examples of

- cause and effect in the reading. **TEKS 4.10.B**

Activity Page 5.3**Writing About Cause and Effect** Write a paragraph

using cause-and-effect structure.

- **TEKS 4.1.A; TEKS 4.2.C; TEKS 4.6.C**

Activity Page 5.4**Predicting Effect** Predict effect from evidence in a

- paragraph. **TEKS 4.12.A**



TEKS 4.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.2.C**

Write legibly in cursive to complete assignments; **TEKS 4.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 4.10.B** Explain how the use of text structure contributes to the author's purpose; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (35 min.)			
Discuss the Text	Whole Group	15 min.	<input type="checkbox"/> "Clara Driscoll: Lessons I Learned on a Cattle Drive" <input type="checkbox"/> Digital Components 5.1, 5.2 <input type="checkbox"/> Activity Page 5.1
Introduce Cause and Effect	Whole Group	10 min.	
Cause and Effect in the Text	Partner	10 min.	
Writing (35 min.)			
Brainstorming	Independent	15 min.	<input type="checkbox"/> Activity Pages 5.2, 5.3
Writing About Cause and Effect	Independent	20 min.	
Speaking and Listening (20 min.)			
Predicting Effects	Partner	20 min.	<input type="checkbox"/> Activity Page 5.4

ADVANCE PREPARATION

Reading

- Prepare students to reference familiar fairy tales or fables when discussing cause and effect for the Check for Understanding.
- Prepare to display Digital Components 5.1 and 5.2 to show students a representation of cattle herding and food wagons, which would be similar to Clara Driscoll's experiences.

Writing

- Prepare some “cause” sentences for the Check for Understanding.

Universal Access

Reading

- Prepare yes/no and short-answer questions.
- Prepare sentence frames.

Writing

- Prepare sentence frames.

Speaking and Listening

- As necessary, make copies of students’ narratives.

VOCABULARY

Core Vocabulary

preserve, v. maintain; protect

hazy, adj. misty; foggy

unwavering, adj. constant; steady

cattleman, n. a person who tends to cattle

remnants, n. remains; leftovers

unimaginable, adj. unthinkable; incredible

perspective, n. outlook; viewpoint

Literary Vocabulary

text structure, n. the way authors organize the text

cause, v. make happen; **n.** the reason that something happens

effect, n. something that results when something else happens

Lesson 5: Cause and Effect

Reading



Primary Focus: Students explain how the author's use of a cause-and-effect structure demonstrates how and why a person in the text changed.

TEKS 4.10.B

DISCUSS THE TEXT (15 MIN.)

- Preview the Core Vocabulary Words with students before the reading.
- Ask students if they have heard of Clara Driscoll. Allow students who know something about her to share with the class.
- Read the below biographical introduction to Clara Driscoll aloud to the class.

Excerpt from "Clara Driscoll: Lessons I Learned on a Cattle Drive":

*Clara Driscoll was born in St. Mary's, Texas, in 1881 and spent most of her life in the Lone Star State. She was a businesswoman who was involved in giving back to her community. At the age of twenty-two, she joined a women's society called the Daughters of the Republic and advanced their efforts to preserve the Alamo. She paid to **preserve** it, earning her the title "Savior of the Alamo." Though not written by her, this personal narrative is inspired by her dedication to Texas history, and imagines her life as a child and the events that may have shaped the woman she became.*

- Direct students' attention to Digital Components 5.1 and 5.2. Explain to students that these images portray cowboys herding and a food wagon. These images would be very similar to Clara Driscoll's experiences.

TEKS 4.10.B Explain how the use of text structure contributes to the author's purpose.

Digital Component 5.1



Digital Component 5.2



- Explain to students that Clara Driscoll grew up in the late 1800s in Texas. During this time, land attracted many settlers to Texas. Settlers were drawn to Texas because they wanted to grow their crops in the rich soil and open space.
- Have students read a portion of “Clara Driscoll: Lessons I Learned on a Cattle Drive” in pairs, starting with the sentence beginning with “The red dirt billowed out into a **hazy** dust cloud...” and finishing with the sentence “His memory still lives with me.”

1. **Literal.** What are *character traits*?
 - » adjectives used to describe someone’s personality
2. **Inferential.** Direct students’ attention to Digital Component 5.1, the image of a cowboy tending to a herd of cattle. Based on the image, what can you infer about Clara Driscoll’s character traits?
 - » Clara Driscoll is hardworking.
3. **Inferential.** What are some of the character traits you’d use to describe Clara Driscoll’s father? Use text evidence to support your answer.
 - » Clara Driscoll’s father:
 - protective - “He made [Clara] feel safe” (paragraph 2).
 - playful - He was playful and silly with Clara evident when he “winked at [Clara] because he said the same thing every morning on a cattle drive.”
 - passionate - A love for his family as noted when he discussed Clara’s grandaddy and said, “His memory still lives with me.”
4. **Inferential.** What character trait describes Clara Driscoll at the beginning versus the end of this reading portion? What caused her to change?
 - » In the beginning, Clara was carefree and naive as noted by her casual comment, “I guess they had to find somewhere else to live.” In the end, Clara was pensive

Support

Using the answers to question 2, offer students a character trait, and have them find support for it in the text. Alternatively, point out evidence, and ask students to identify what character trait might suggest it.

as evident from the text, “I ventured a question: ‘Daddy, what happens to our memories when we move?’” Clara Driscoll changed because she heard the memories of her grandaddy and father. Their passion for Texas inspired her to think about her own memories and connection to Texas.

INTRODUCE CAUSE AND EFFECT (10 MIN.)

- Tell students that a text’s structure refers to the basic way a story or essay is organized. Explain that authors select a text structure for a specific purpose.
- Tell students there are many ways to structure a story. One is chronologically—that is, in the order events happen. This is a very common way, and even when a piece of writing uses another structure for its central ideas, it is often told in chronological order. Cause and Effect is another common text structure. Texts written with cause and effect structure are written in an order that emphasizes how some events cause other events to happen. This often creates a series of connected events.

1. **Evaluative.** What do you think cause and effect means? It might help to think about what each word means.

- » Cause and effect explains the relationship between two events when the first event results in the second event happening. The first event is the cause, and the second event, which resulted from the cause, is the effect.

2. **Evaluative.** What might be an author’s purpose for using a cause-and-effect structure in their writing?

- » Answers will vary but could include that it is to emphasize how an event started and how it ended. The cause and effect could show how a character, or their relationships, changed.

3. **Inferential.** Think back to “Sun and Spinach.” What are some causes and effects in that narrative?

- » Possible answers:

Cause: Narrator’s parents’ and grandfather’s dedication to his education. Effect: Narrator became a teacher.

Cause: Narrator had a love for reading and writing. Effect: Narrator attended Southwest Texas State University.

- Point out to students that the effect in the last example is that a character (the narrator) changes. Personal narratives are often structured around a change in character. Sometimes, the narrator changes; other times, the narrator sees another character change.

- Tell students that in a cause-and-effect structured piece of writing, the cause is usually the main event.

Challenge

Based on what you have read about Clara's early life, how do you think she felt when she heard it was going to be torn down to build a hotel? Write a paragraph or discuss with a classmate.

Activity Page 5.1



CAUSE AND EFFECT IN THE TEXT (10 MIN.)

- Direct students to Activity Page 5.1. Ask them to work with partners to reread Clara Driscoll's essay and complete the chart identifying causes and effects. Remind students that the main event and how characters change are good clues to finding cause and effect.

Activity Page 5.1 - Reading for Cause and Effect

Find examples of cause and effect in "Clara Driscoll: Lessons I Learned on a Cattle Drive."

Cause	Effect

1. **Evaluative.** How does the author use chronology to structure the passage?

- » The story uses chronology to describe the events of the cattle drive Clara was on with her father. It also uses chronology to give details about the history of Clara's family in Texas.

2. **Evaluative.** What other structure does the author use? How?

- » Cause-and-effect structure. Clara's father shares his memories and the memories of her grandaddy, which causes Clara to think about her memories and passion for Texas.

3. **Literal.** What causes and effects did you identify in the text?

- » One possible answer: Clara begins by seeing a farmhouse with a missing roof and smoke-stained walls, which causes her to inquire what happens to memories once people move.



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Reading
Understanding
Text Structure

Beginning

Ask yes/no and short-answer questions to support students in completing Activity Page 5.1.

Intermediate

Provide sentence frames to assist in identifying character changes in the chapter.

Advanced/Advanced High

Support students in identifying the change in Clara by having them describe her at the beginning and end of the assigned reading. Then ask students to identify any differences.

ELPS 4.F; ELPS 4.J

Check for Understanding



Ask students to talk with a partner about how the author's use of cause and effect in "Clara Driscoll: Lessons I Learned on a Cattle Drive" helps to show how a character changed.

Lesson 5: Cause and Effect

Writing



Support

Direct students to their Lesson 1 memory narratives for inspirations for a topic.

Challenge

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

Activity Page 5.2



Primary Focus: Students write a paragraph about someone who influenced them

using cause-and-effect structure. **TEKS 4.2.C; TEKS 4.12.A**

BRAINSTORMING (15 MIN.)

- Tell students they will now apply what they learned about cause-and-effect structure to writing about a memory of their own.
- Remind students that they were able to see how Clara Driscoll changed over a long period of time in the text. Explain that today they will write about how someone influenced them or how they influenced someone else. Tell students that the goal of this exercise is to help them to detect cause and effect in their own lives so they can write a personal narrative about it.
- Direct students to Activity Page 5.2, and read the directions together. Guide students to complete one example as a class if needed. Give them five minutes to complete it individually.

Activity Page 5.2 - Brainstorming

Clara Driscoll's family memories made her dedicated to giving back to her community. Using cause-and-effect structure, write examples of how someone influenced you or how you influenced someone else. List these experiences in the chart below.

Person	Influence

TEKS 4.2.C Write legibly in cursive to complete assignments; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

WRITING ABOUT CAUSE AND EFFECT (20 MIN.)

- Tell students they will now write a personal narrative using cause and effect to tell their true story. Review the instructions to Activity Page 5.3 together. Students are expected to write legibly in cursive.

Activity Page 5.3 - Writing About Cause and Effect

Directions: Choose one of the experiences from Activity Page 5.2, and draft a paragraph describing the person who influenced you and how they did it (or who you influenced and how you did it).

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

Cause (what the first person did):

Effect (how the second person was influenced):

What happened:

Activity Page 5.3





Writing

Beginning

Provide students with basic sentence frames (e.g., I used to think ___ but changed my mind.).

Intermediate

Provide more detailed sentence frames (e.g., I used to think ___ but changed my mind by ___. After that, I realized ___.).

Advanced/Advanced High

Observe students' progress on prewriting exercises; offer Beginning or Intermediate sentence starters if necessary.

ELPS 5.C

Paragraph:

- **Circulate the room to support students as they write their narratives.**



Check for Understanding

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

Lesson 5: Cause and Effect

Speaking and Listening



Primary Focus: Students make predictions based on listening to classmates' cause-and-effect narratives. **TEKS 4.1.A; TEKS 4.6.C**

PREDICTING EFFECTS (20 MIN.)

- Divide students into pairs and direct them to Activity Page 5.4. Tell them they will identify the cause and predict the effect in their peers' writing. Once the reader understands the cause, it is easier to think about what the logical effect of the cause could be and to make a relevant prediction. Understanding the genre, or type of text, can help an audience predict the outcome of the story. For example, a fairy tale is likely to end with the hero conquering the villain.

Activity Page 5.4 - Predicting Effect

When you write using cause-and-effect structure, your reader may be able to predict the effect as the cause is explained.

Try this with your paragraphs. Read the part of your paragraph that describes "cause" to your partner, but do not read the part that describes "effect."

After you both have read the 'cause' part of the paragraph, try to predict your partner's ending by looking over the statements about your partner's paragraph and listing your evidence.

- I believe _____ will be influenced by:

Activity Page 5.4



TEKS 4.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Support

Read one paragraph aloud, and identify the cause. Then ask students to explain the effect.

Challenge

Have a few students share their effects with the class, and have students suggest and explain what the cause might have been.

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Speaking and Listening

Listening Actively

Beginning

Sit with partners, and ask yes/no questions after the cause sections of narratives have been read aloud (e.g., Who do you think caused a change in the narrative?).

Intermediate

If students are having difficulty predicting the effect in their partner's narrative, provide them with a copy to read.

Advanced/Advanced High

Allow students to read along, via a copy or a projection, with the cause section of their partner's narrative.

ELPS 2.C; ELPS 2.I;

ELPS 4.J

2. The evidence in the paragraph for this is:

After making your predictions, share your last sentence with your partner. Did your partner predict the effect you wrote about? Did your partner predict another effect that is also true?

- Tell students that cause and effect is a structure that is often used in narrative writing. When approaching any new piece of writing, identifying causes and effects is a good planning tool.



Check for Understanding

Have some students share their partner's cause and effect.

End Lesson

6

Dialogue

PRIMARY FOCUS OF LESSON

Language

Students determine the meaning of unit-specific and academic vocabulary. **TEKS 4.7.F**

Reading

Students describe character traits and support their descriptions with quotes from the text. **TEKS 4.6.F; TEKS 4.7.C**

Language

Students punctuate dialogue. **TEKS 4.11.D.x**

Writing

Students write a narrative that includes dialogue.

TEKS 4.2.C; TEKS 4.11.D.x; TEKS 4.12.A

FORMATIVE ASSESSMENT

New Vocabulary

Demonstrate understanding of academic and unit-

specific words. **TEKS 4.7.F**

Activity Page 6.2

Character Traits Identify character traits and find support for them in “Clara Driscoll: Lessons I Learned on a Cattle Drive.”

TEKS 4.6.F; TEKS 4.7.C

Activity Page 6.4

Punctuating Dialogue Insert punctuation in dialogue.

TEKS 4.11.D.x

Food Narrative Write a two-paragraph narrative.

Activity Page 6.6

TEKS 4.2.C; TEKS 4.12.A

TEKS 4.7.F Respond using newly acquired vocabulary as appropriate; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.11.D.x** Edit drafts using standard English conventions, including: punctuation marks including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (10 min.)			
Vocabulary Presentations	Small Group/ Whole Group	10 min.	<input type="checkbox"/> "Clara Driscoll: Lessons I Learned on a Cattle Drive" <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> large paper <input type="checkbox"/> colored crayons or markers
Reading (30 min.)			
Independent Reading	Independent	10 min.	<input type="checkbox"/> Activity Page 6.2 <input type="checkbox"/> Digital Component 6.1
Character Traits in "Clara Driscoll: Lessons I Learned on a Cattle Drive"	Whole Group/ Small Group	20 min.	
Language (25 min.)			
Punctuating Dialogue	Whole Group	10 min.	<input type="checkbox"/> Digital Component 6.2 <input type="checkbox"/> Activity Pages 6.3, 6.4
Dialogue Telephone Game	Small Group	15 min.	<input type="checkbox"/> Dialogue Starter Pages in Teacher Resources
Writing (25 min.)			
Write Dialogue for Food Narrative	Independent	10 min.	<input type="checkbox"/> Activity Pages 4.2, 4.3, 6.5, 6.6
Write Food Narrative	Independent	15 min.	

ADVANCE PREPARATION

Reading

- Prepare to display Digital Component 6.1 Short Constructed Response Reading Question.

First Language Segment

- Prepare to break the class into groups of three or four.

Second Language Segment

- Prepare to break the class into groups of five for the Telephone Game.

Universal Access

Reading

- Prepare sentence frames.
 - The cause, or why it happened, is ____.
 - ____ is the cause because ____.
 - The effect, or what happened, is ____.
 - ____ is the effect because ____.
- Prepare yes/no and short-answer questions.
 - Is Clara afraid to talk about her memories?
 - Is Grandaddy embarrassed about his past?
 - Is Father nervous to talk about his memories with Clara?
- Prepare expanded glossary.
 - Example words: service, honor, experiences, and legacies.

Language

- Prepare word bank of speaking verbs for students to use instead of said.

VOCABULARY

Core Vocabulary

descended, v. dropped; passed down through family

exceptional, adj. extraordinary; special

haggard, adj. tired; drained

legacy, n. long-lasting impact of certain events in the past

Literary Vocabulary

dialogue, n. conversation

10M



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Speaking and Listening

Information/Ideas

Beginning

Students figure out whether the word is a noun or a verb.

Intermediate

Have students draw the meaning of their words in addition to redefining them.

Advanced/Advanced High

Support students by giving them sentence frames for expressing their new definitions in small groups.

ELPS 3.B

Activity Page 6.1



Lesson 6: Dialogue

Language

Primary Focus: Students determine the meaning of unit-specific and academic vocabulary. **TEKS 4.7.F**

VOCABULARY PRESENTATIONS (10 MIN.)

- Break the class into groups of three or four and assign each group one of the day's core vocabulary words. Tell students to read their word's definition and part of speech.
- Direct students to work in their groups to create their own definition for their assigned word. Tell students to write their word's definition down on Activity Page 6.1.

Activity Page 6.1 - New Vocabulary

1. My group's vocabulary word:

Part of speech:

Definition:

 **TEKS 4.7.F** Respond using newly acquired vocabulary as appropriate.

- Then, direct students to prepare a presentation that shows the definition of their vocabulary word. Groups that are assigned verbs should prepare a movement demonstration of their vocabulary word. Groups that are assigned a noun should draw a picture of their word on the board or a large piece of paper.
- Have groups present their movement or drawing to the class.



Check for Understanding

Ask students why the noun groups were asked to draw their word and the verb groups were asked to prepare a movement.

Lesson 6: Dialogue

Reading



Primary Focus: Students describe character traits and support their descriptions with quotes from the text. **TEKS 4.6.F; TEKS 4.7.C**

INDEPENDENT READING (10 MIN.)

- Tell students that they will read the rest of “Clara Driscoll: Lessons I Learned on a Cattle Drive” and determine each character’s traits.
- Remind students that “Clara Driscoll: Lessons I Learned on a Cattle Drive” includes a cause-and-effect structure.

1. **Literal.** What does *cause and effect* mean?

- » Cause and effect: something happens and that causes something to change
- Explain to students that the cause-and-effect structure can emphasize a character’s growth and change over time. This can be evident through a character’s traits at the beginning of a story versus their traits at the end of a story.

2. **Literal.** What are *character traits*?

- » Character trait: the attribute of a person shown through what they say, think, feel, and do
- Remind students of the character traits of Tomas Rivera discussed in Lesson 2.
- Have students read “Clara Driscoll: Lessons I Learned on a Cattle Drive” independently, starting with the sentence beginning with “That evening, I thought about...” and ending with the sentence “I would remember, always.”

CHARACTER TRAITS IN “CLARA DRISCOLL: LESSONS I LEARNED ON A CATTLE DRIVE” (20 MIN.)

- Direct students to Activity Page 6.2 and have them complete it in their previously created vocabulary presentation groups.
- Explain to students that they will determine character traits for Father, Grandaddy, and the narrator (Clara).

TEKS 4.6.F Make inferences and use evidence to support understanding; **TEKS 4.7.C** Use text evidence to support an appropriate response.

Activity Page 6.2



Challenge

How did Clara's childhood experiences set the foundation for her future work of preserving the famous Alamo site?

Activity Page 6.2 - Character Traits

As a group, read the selected portion of "Clara Driscoll: Lessons I Learned on a Cattle Drive" and complete the following exercise.

Character	Character Traits or Description	Support from the Text
Father		
Grandaddy		
Clara		

- Tell students that there are not necessarily right or wrong answers to these questions. They should just make sure they can find support in the text for the character traits they assign.
- After students have finished Activity Page 6.2, review answers as a class.

SHORT CONSTRUCTED RESPONSE

- Display the Short Constructed Response Reading Question (Digital Component 6.1).
- Explain to students that they will answer the short constructed response question. Read the prompt to students. While reading, circle key direction words.
- Guide students through the criteria needed to meet expectations.
- Model responding to the prompt, or ask students to write a response in partners or small groups. Then ask volunteers to share their responses. As students share, identify elements of the scoring guidelines in their response and reteach as necessary.



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Reading

Reading/Viewing Closely

Beginning

Offer sentence frames to support students in identifying cause and effect. Sentence frames can include: The cause, or why it happened, is _____. ____ is the cause because _____. The effect, or what happened, is _____. ____ is the effect because _____.

Intermediate

Ask yes/no or short-answer questions to support students in identifying character traits. For example, you may ask, “Is Clara afraid to talk about her memories?”, “Is Grandaddy embarrassed about his past?”, or “Is Father nervous to talk about his memories with Clara?”

Advanced/Advanced High
Offer an expanded glossary of potentially challenging words. Example words: *service, honor, experiences, and legacies*.

ELPS 4.C; ELPS 4.J

Lesson 6: Dialogue

Language



Primary Focus: Students punctuate dialogue.

TEKS 4.11.D.x

PUNCTUATING DIALOGUE (10 MIN.)

- Tell students that today they will have a chance to write some dialogue for their food narratives, but first they will review some basic rules of capitalization, punctuation, and paragraphs for dialogue.
- Display Digital Component 6.2, Examples of Dialogue in “Clara Driscoll: Lessons I Learned on a Cattle Drive.”

Digital Component 6.2 - Examples of Dialogue in “Clara Driscoll: Lessons I Learned on a Cattle Drive”

- I asked, “Daddy, will you tell me more about my grandfather and the memories you have of him?”
- “I would love nothing more,” Daddy replied.
- “He sounds like an exceptional man. I am so glad you have those memories,” I said softly.
- “Do I have memories living inside of me?” I questioned.

1. **Literal.** Which part of the first quote from the text is dialogue?

» “Daddy, will you tell me more about my grandfather and the memories you have of him?”

2. **Literal.** How do we know that?

» Those words are in quotation marks.

- Tell students that the part of the sentence that is not in quotation marks is known as the “tag.”

TEKS 4.11.D.x Edit drafts using standard English conventions, including: punctuation marks including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

3. **Literal.** What are the four tags in the digital component?

- » 1. I asked
- 2. Daddy replied
- 3. I said softly
- 4. I questioned

4. **Literal.** What information do we find in the tag?

- » who spoke (Father or Clara) and how they spoke (e.g., asked, replied, said, or questioned)
- Direct students to Activity Page 6.3. Review the rules of punctuation together.

Activity Page 6.3 - Dialogue Punctuation: Five Easy Rules

Activity Page 6.3



1. Quotation marks are placed before the first word of the dialogue and after the punctuation mark that ends the dialogue.

Example:

“I would love nothing more,” Daddy replied.

Daddy replied, “I would love nothing more.”

2. When the tag follows the dialogue, it ends in a period. When the tag precedes the dialogue, it ends in a comma.

Example:

“I would love nothing more,” Daddy replied.

Daddy replied, “I would love nothing more.”

3. The punctuation that ends a line of dialogue is written inside the quotation marks.

Example:

“Do I have memories living inside of me?” I questioned.

I questioned, “Do I have memories living inside of me?”

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

Example:

Correct: “I would love nothing more,” Daddy replied.

Incorrect: “I would love nothing more.” Daddy replied.

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

Example:

My daddy called out to a passing cattleman, "John, did you pack those pans?"

"No, Mr. Driscoll. I'm sorry, sir."

"Well now, Travis, you see any pans?" Daddy called to another cattleman.

"No, sir, not a pan in sight."

- Direct students to Activity Page 6.4 and have them complete the activity independently.

Activity Page 6.4



Support

Tell students to begin punctuating the sentences by inserting quotation marks, and to then add the other punctuation.

Challenge

Have students write "split" dialogue, in which the tag falls between two sets of quotation marks (e.g., "I would love nothing more," Daddy replied, "than to play basketball with you.").

Activity Page 6.4 -Punctuating Dialogue

Insert quotation marks, commas, periods, and question marks in the correct locations in these sentences. Use Activity Page 6.3 as a guide.

1. I understand you are very upset said the mayor

2. Wait for me Emma called

3. Geraldine opened the door and asked May I come in

4. Please stop staring at me said Pierre



Check for Understanding

Speak a sentence and then quote yourself in writing on the board. For example, say, “Good work, everyone,” and then write: The teacher said, “Good work, everyone.” Have students say a sentence aloud, then quote themselves in writing.

DIALOGUE TELEPHONE GAME (15 MIN.)

- Break the class into groups of five. Give each group different dialogue starter pages that list two characters and a line of dialogue. The dialogue pages can be found in the Teacher Resources section of the Teacher Guide.

Teacher Resources

Dialogue Starter Page 1

- » Character 1: Mayor Jackson
- » Character 2: Mrs. Sanchez

“I understand you are very upset,” said the mayor.

Dialogue Starter Page 2

- » Character 1: Anton, age 9
- » Character 2: Emma, age 4 (Anton’s sister)

“Wait for me,” Emma called. “I want to come.”

Dialogue Starter Page 3

- » Character 1: Geraldine, the friendly neighbor
- » Harry, the father who lives next to Geraldine

Geraldine knocked. As Harry opened the door, Geraldine whispered, “Good morning.

Dialogue Starter Page 4

- » Character 1: Fred, the amazing talking dog
- » Character 2: Pierre, the less-amazing talking pigeon

“Stop staring at me!” said Pierre.

Dialogue Starter Page 5

- » Character 1: Principal Malcolm
- » Character 2: Mr. Li, the gym teacher

“I locked the door,” said Mr. Li, “but I’m not sure where I left the key.”

Support

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

Challenge

Tell students to write an original sentence that includes dialogue.

- Instruct students to read the character list and first line of dialogue to themselves, and then write the second character's response, following the five simple rules. Then, at your signal, they should pass their page to the right and add a line of dialogue to the page they receive.
- Have students continue to pass the pages at your signal until everyone in the group has written a line of dialogue on each starter page.
- After groups have finished rotating through the five starter pages, give them several minutes to review their dialogues and choose one to share with the class.

Lesson 6: Dialogue

Writing



Primary Focus: Students write a narrative that includes dialogue.

TEXS 4.2.C; TEKS 4.11.Dx; TEKS 4.12.A

WRITE DIALOGUE FOR FOOD NARRATIVE (10 MIN.)

- Tell students that now they are going to write dialogue to include in their food narrative.
- Brainstorm the contexts in which people might have spoken as part of the food experience students will write about. Possibilities include:
 - Dialogue spoken while serving the food
 - Dialogue commenting on how the food tastes
 - Dialogue spoken while cooking the food
 - Dialogue spoken before, during, or after a meal
- Direct students to write two lines of dialogue that relate to their food memory on Activity Page 6.5.

Activity Page 6.5 - Speech and Dialogue

Activity Page 6.5



Including dialogue in a personal narrative is a great way to show character traits. Write two lines of speech that relate to your food memory.

1. _____

Support

Tell students that, although they may not remember the exact words spoken during their food experience, they can use their best guess.

Challenge

Have students try writing sentences in which the tag comes before, after, and in the middle of the dialogue.

TEXS 4.2.C Write legibly in cursive to complete assignments; TEKS 4.11.Dx Edit drafts using standard English conventions, including: punctuation marks including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; TEKS 4.12.A Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

2. _____

WRITE FOOD NARRATIVE (15 MIN.)

- Tell students that, now that they have organized and brainstormed the events and details to make a complete food narrative, it is time to put them all together in two paragraphs. Direct them to Activity Page 6.6 and review the instructions.

Activity Page 6.6

Food Narrative

Direct students to choose one of the food experiences as a main event and then follow the outline below. Students are expected to write legibly in cursive.

Paragraph 1

1. Topic sentence to introduce the memory
2. Events and supporting details leading up to the main event

Paragraph 2

1. Main event
2. Final events and supporting details
3. Concluding sentence explaining why you remember this experience



Check for Understanding

As students begin to write, circulate and ask them to explain how the dialogue they selected helps to convey the importance of their memory.

End Lesson



EMERGENT
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Writing

Writing

Beginning

Allow students to write part of their narrative as a storyboard or comic strip. Have them include dialogue as a caption or dialogue bubble.

Intermediate

Support students in organizing and writing narratives by providing a graphic organizer with rows including “introductory sentence,” “main event,” “events,” “sensory details,” and “food.”

Advanced/Advanced High

After writing, have students work with peers to ensure that the dialogue in their narratives follows the rules listed on Activity Page 6.3.

ELPS 1.C; ELPS 5.G

Chronology and Transition Words

PRIMARY FOCUS OF LESSON

Reading

TEXAS Students refer to a text in explaining what a text says. **TEKS 4.7.C**

Reading

TEXAS Students describe the chronology of a personal narrative. **TEKS 4.9.D.iii**

Writing

Students use transition words in planning a chronological narrative.

TEXAS **TEKS 4.2.C; 4.11.A; TEKS 4.12.A**

FORMATIVE ASSESSMENT

Activity Page 7.1 **“Introduction to Polio”** Answer reading questions

TEXAS about “Introduction to Polio.” **TEKS 4.7.C**

Activity Page 7.2 **“The Diagnosis” Timeline** Mark events from

TEXAS “The Diagnosis” on a timeline. **TEKS 4.9.D.iii**

Activity Page 7.5 **Transition Words in List of Events** Write list of

events in students’ personal narrative using transition

TEXAS words. **TEKS 4.11.A; TEKS 4.12.A**

TEXAS **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast; **TEKS 4.11.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 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft. **TEKS 4.2.C** Write legibly in cursive to complete assignments.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (30 min.)			
Review Vocabulary	Partner	10 min.	<input type="checkbox"/> <i>Small Steps: The Year I Got Polio</i> <input type="checkbox"/> Activity Page 7.1
Read "Introduction to Polio"	Independent	20 min.	
Reading (25 min.)			
Partner Work on Timelines	Partner	20 min.	<input type="checkbox"/> <i>Small Steps: The Year I Got Polio</i> <input type="checkbox"/> Activity Page 7.2 <input type="checkbox"/> large paper for timeline
Class Timeline	Whole Group	5 min.	
Writing (35 min.)			
Introduce Transition Words	Whole Group	10 min.	<input type="checkbox"/> Activity Pages 7.3, 7.4, 7.5 <input type="checkbox"/> Digital Components 7.1
Brainstorm Narrative Topics	Independent	5 min.	
Transition Words in List of Events	Independent	20 min.	

ADVANCE PREPARATION

Reading

- This lesson introduces excerpts from *Small Steps: The Year I Got Polio*. You may wish to have a discussion with students before beginning the reading that provides basic information about infectious diseases like measles and polio. The discussion would provide support for students who may be anxious or fearful of such diseases and a setting for them to express and communicate their feelings. Please see the Unit Introduction for talking points.
- Divide the class into pairs.

Second Reading Segment

- Create class timeline on large paper mirroring Activity Page 7.2.

Universal Access

First Reading Segment

- Prepare expanded glossary.

Second Reading Segment

- Prepare timeline on which more events are filled in than on Activity Page 7.2.
- Prepare expanded glossary.

Writing

- Prepare transition word organizer.

VOCABULARY

Core Vocabulary

virus, n. a tiny creature that infects a living organism with a disease

contagious, adj. capable of being passed from one person to another

vaccine, n. a substance given to protect a person from a disease

crippled, adj. disabled, unable to walk normally

Homecoming, n. fall celebration at many American high schools and colleges

float, n. a decorated sculpture or scene in a parade

buckled, v. bent or collapsed

limp, adj. wilted, not firm

woozy, adj. dizzy, weak

spasm, n. violent muscle contraction

spinal tap, n. a medical test taking fluid from around the spinal cord

diagnosis, n. the act of finding a specific disease or other cause of an illness

contaminate, v. to infect

glisten, v. to shine

isolation ward, n. section of a hospital where infectious patients stay

Literary Vocabulary

chronological, adj. organized in order of time, the order in which something happened

Start Lesson

Lesson 7: Chronology and Transition Words

Reading



Primary Focus: Students refer to a text in explaining what a text says.

TEKS 4.7.C

REVIEW VOCABULARY (10 MIN.)

- Write the vocabulary words, which are from the first selection from *Small Steps* (“The Diagnosis (Part 1)”), on the board. Assign partners and have pairs copy the definitions from their glossary onto the board. One can read while the other writes.
- Then ask the remaining students to read the definitions aloud before moving on to the first activity. Tell students this vocabulary includes words from both texts they will read today.

Challenge

Have students assigned words with multiple definitions look up their words in a dictionary and include multiple definitions on the board. Have other students circle the definition the author is using.

READ “INTRODUCTION TO POLIO” (20 MIN.)

- Please see Advance Preparation and the Unit Introduction for information about having a class discussion about infectious diseases.
- Tell students that for the rest of this unit they will read excerpts from Peg Kehret’s personal narrative *Small Steps: The Year I Got Polio*.
- Tell students that the book is about Kehret’s battle with and recovery from a disease called polio.
- Tell them that to prepare for reading the narrative, they will read an introductory article about polio.
- Direct students to Activity Page 7.1. Read the directions and have students complete the work independently. Remind them to read the questions prior to reading “Introduction to Polio.”

Activity Page 7.1



TEKS 4.7.C Use text evidence to support an appropriate response.

Activity Page 7.1

Introduction to Polio

Read the questions below and then keep them in mind as you read “Introduction to Polio,” which you’ll find on this activity page after the questions. After reading the entire article, answer the questions.

- Explain to students that scholars today use BC and AD to date historic events.

1. What is polio?

- » a disease caused by a virus

2. What are the symptoms of polio?

- » fever, sore throat, nausea, headache, tiredness, muscle weakness, and paralysis

3. What is the most important year in the history of polio? Why do you think it is the most important?

- » Possible answers:

- 1954, because it is the year the vaccine was tested widely

- 1921, when Franklin Delano Roosevelt came down with polio

- 1934, when a polio victim was elected President of the United States

- 1953, the year Dr. Salk’s vaccine was ready

4. How did communities try to prevent polio epidemics before the vaccine was developed?

- » by closing swimming pools, keeping children out of public places, keeping children indoors, making children wear gloves

5. Why did Dr. Salk and Dr. Sabin share their research?

- » to make distributing the vaccine as fast and inexpensive as possible

6. Is Polio still a risk in the United States today?

- » No. Polio has been eliminated in the United States.

Support

Tell students that most of them probably received polio vaccinations as part of their routine physicals in order to attend school and summer camp.

Challenge

Ask students if they have encountered polio in other lessons about history or historical stories they have read.



Beginning

Read “Introduction to Polio” aloud to students as they follow along. After each paragraph, pause to have students summarize it in their own words.

Intermediate

Have students read “Introduction to Polio” with a partner and an expanded glossary of potentially challenging words (e.g., nausea, physician, Great Depression, etc.).

Advanced/Advanced High

Provide students with a dictionary to support their reading “Introduction to Polio.”

ELPS 1.E; ELPS 4.F;

ELPS 4.G; ELPS 4.I

Introduction to Polio

Polio is a serious and contagious illness caused by a virus. The polio virus spreads through contact with bodily waste or less commonly, being coughed or sneezed on. Most people infected with the virus have no symptoms. For others it results in flu-like symptoms such as fever, sore throat, nausea, headache, and tiredness. But when the polio virus affects the brain and spinal cord it is very serious and can cause severe symptoms, including muscle weakness and paralysis, which may be temporary or permanent. While polio can infect anyone, it mostly affects children.

Stories and drawings from as early as the year 1500 BC suggest that people have gotten sick with polio for a long time. In 1789 AD British physician Michael Underwood published the first description in medical literature, and in 1840 a German doctor named it: “infantile paralysis.”

Polio epidemics increased in the late 1800s, and polio epidemics occurred regularly in the United States throughout the first half of the 20th century. Because polio is so contagious, these epidemics were very frightening, and communities treated the threat very seriously. Swimming pools closed, and children were not allowed in other public gathering places, such as movie theaters. In the summer, when polio epidemics were most likely to occur, some parents kept their children indoors or made them wear gloves.

One of the most famous polio patients was Franklin Delano Roosevelt. In 1921, when he was 39 years old and already an important and well-known politician, he developed polio. While he recovered, and worked hard on rehabilitation, his legs were permanently paralyzed. Even so, he was elected president in 1932 and led the United States through the Great Depression and much of World War II. During his presidency he created the National Foundation for Infantile Paralysis, later called the March of Dimes, which raised money to help polio patients and to research a vaccine or cure for polio.

The March of Dimes funded research by two main scientists. Dr. Jonas Salk and Dr. Albert Sabin were both working on inventing vaccines, but using different approaches. Dr. Salk’s vaccine was ready first in 1953. He was so sure of his vaccine that he started by testing it on himself and his family. Some of his lab workers also chose to have it tested on themselves. The results were promising. No one got sick, and everyone developed polio antibodies.

In 1954 Dr. Salk and his researchers vaccinated almost two million healthy school children. A year later the results were in: the vaccine worked! Over the next two years polio rates in the United States fell over 80%. Soon after, in 1959, Dr. Albert Sabin's version of the vaccine was also proven effective.

Both Dr. Salk and Dr. Sabin chose to make the details of their research and how to manufacture their vaccines public. If they had chosen to keep it secret, they might have made a lot of money selling their vaccines, but they decided it was important to share so that the vaccines could be produced and distributed as quickly and inexpensively as possible.

Today, thanks to vaccination, polio has been eliminated in the Western hemisphere, which includes the United States, Mexico, Canada, South and Central America, and parts of Europe. While polio is still present in a few countries, including Pakistan, Afghanistan, and Nigeria, programs dedicated to vaccination are working hard to wipe out polio worldwide.



Check for Understanding

Draw a timeline on the board of important dates related to polio and its vaccine. Have students come to the board to fill in the events that match the dates.

Lesson 7: Chronology and Transition Words

Reading



Primary Focus: Students describe the chronology of a personal narrative.



TEKS 4.9.D.iii

PARTNER WORK ON TIMELINES (20 MIN.)

- Tell students that *Small Steps* is a personal narrative that is organized mostly chronologically. That means it is told in the order in which it happened.
- Direct students to Activity Page 7.2 and review the instructions.
- As a class, read “The Diagnosis (Part 1)” from *Small Steps*.
- As you read, have students identify the events in each paragraph and record them on Activity Page 7.2. Also record the events on a class timeline or a large piece of paper. Consider keeping the class timeline up and adding events as you continue reading *Small Steps*.
- After reading and recording the events of “The Diagnosis (Part 1)” as a class, divide students into pairs and instruct them to read “The Diagnosis (Part 2)” and to record the rest of the events on the Activity Page 7.2 timeline.
- Tell students they will be returning to Activity Page 7.2 to add more events as they continue reading *Small Steps*.

Support

Remind students that they have used timelines in units in previous grades.

Challenge

Ask students which of the narratives they read was not organized chronologically.

- » “Sun and Spinach” began in the present, then flashed back to the author’s childhood, and then continued in the present.

Activity Page 7.2



TEKS 4.9.D.iii Recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast.



Reading Reading/Viewing Closely

Beginning

Read the second part of the chapter with students in a small group. Have them fill in timeline events after every paragraph or two. Encourage students to pick one word from the glossary to use in their timelines.

Intermediate

Provide students with timelines on which more events are filled in than on Activity Page 7.2. Encourage students to pick one word from the glossary to use in their timelines.

Advanced/Advanced High

Provide students with an expanded glossary of potentially challenging words (e.g., mallet, contaminated, glistened, etc.).

ELPS 1.E; ELPS 4.F; ELPS 4.G

Challenge

Have students bring in one or two historical or social events that occurred in 1949–1950 and create a shadow timeline about what was going on in the world while Peg was dealing with polio.

Challenge

Ask students to find pictures in books or in locally approved resources of life in 1949–1950. What might Peg have worn, played with, read, and eaten in her daily life?

Activity Page 7.2

The Diagnosis Timeline

As you read *Small Steps*, record events on the timeline below. If there is a clue in the text about when it takes place, record that word as well.

Some time-related information may cover the entire story. If so, write it in the space above the timeline.

We have marked space on the timeline indicating where chapters begin and end. The chapters are also structured in chronological order.

The Diagnosis (Part 1)

- *sore throat and headache*, “two days earlier”
- *in chorus, distracted by twitching muscle*, “before lunch”
- *began with vomit (midnight)*
- collapsed after chorus, “bell rang”
- went home for lunch
- hands shook while picking up milk
- went to bed, fell asleep
- woke up with a stiff neck, “three hours later”
- Mother takes temperature, 102 degrees
- went back to sleep

The Diagnosis (Part 2)

- Dr. Wright came back, temp 102 (before breakfast)
- go to hospital, receive diagnosis of polio
- drove home to pack
- got to Sheltering Arms, fell asleep (later that morning)
- woke up paralyzed

An Oxygen Tent and a Chocolate Milkshake

Star Patient Surprises Everyone (Part 1)

Star Patient Surprises Everyone (Part 2)

The Great Accordion Concert

Good-bye, Silver; Hello, Sticks

Back to School

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

CLASS TIMELINE (5 MIN.)

- Review answers with class and invite students to the front of the room to record the rest of the events on a class timeline.



Check for Understanding

Ask students about cause and effect with respect to the events on the timeline. (e.g., high fever >> calling the doctor >> hospital stay).

Lesson 7: Chronology and Transition Words

Writing



Primary Focus: Students use transition words in planning a chronological

)narrative. **TEKS 4.2.C; 4.11.A; TEKS 4.12.A**

INTRODUCE TRANSITION WORDS (10 MIN.)

- Direct students to Activity Page 7.3 and review the instructions. Have students complete item 1 independently.
- After students have completed item 1, review the paragraph. Then, as a whole class, brainstorm a list of transitional words and phrases. Write appropriate suggestions on the board and have students copy them onto Activity Page 7.3 under item 2.

Activity Page 7.3



Activity Page 7.3

Transition Words

Transition words and phrases are what you use in writing to connect one idea to the next.

In a personal narrative, the ideas that are connected might be events or moments. For example, in *Small Steps* phrases like “two days earlier” and “three days later” are transition phrases that help the story move smoothly from event to event.

 **TEKS 4.11.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 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft; **TEKS 4.2.C** Write legibly in cursive to complete assignments.

Support

Consider making a poster of transition words and phrases for your classroom.

Challenge

Have students read a newspaper or magazine article and underline all the transition words and phrases in it.

Sometimes transition words or phrases relate to time (e.g., *the next day, afterwards*).

1. Reread the following paragraph from “Clara Driscoll: Lessons I Learned on a Cattle Drive” and underline what you think are the transitional words and phrases. Look for words that create a sequence, or connect the ideas in sentence to the previous sentence.
2. Transition Word Bank

A. Transition Words and Phrases Related to Time

- » first/at first/in the first place (also works for second, third etc.)
- to begin with
- secondly, thirdly
- before/after
- eventually
- next
- then
- finally
- in the end
- at last
- earlier/later

B. Transition Words and Phrases Not Related to Time

- » and
- such as
- for example
- but
- however
- since
- as long as
- so
- therefore



Check for Understanding

Have students describe their day so far using several transitional words or phrases.

BRAINSTORM NARRATIVE TOPICS (5 MIN.)

- Tell students they will now work on writing a personal narrative from a memory.
- Ask students the following questions to help them select a memory to write about. Students are expected to write legibly in cursive.

1. **Literal.** What have the personal narratives we've read so far been about?
 - » a new friend doing something kind
 - the story of the narrator's birth
 - a childhood memory about learning something new
 - an illness
2. **Evaluative.** What are other topics or types of memories that would make a good personal narrative?
 - » Some suggested answers:
 - vacations or field trips
 - the first time you did something
 - going somewhere new
 - traditions
 - the last time you did something
 - a special holiday
 - meeting important people in your life
 - a time you learned to do something
 - a time you helped someone else
 - a time someone helped you



Activity Page 7.4

Brainstorm Narrative Topics

Brainstorm three possible memories to write about for your personal narrative and some of the events and details you would include. Remember that it must be a true story that happened to you.

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Which memory is the most interesting to you? Which includes the most details? Circle the one you will write about.

TRANSITION WORDS IN LIST OF EVENTS (20 MIN.)

- Have students recap the three major parts of a good paragraph.
- Project and discuss the Good Paragraph chart that follows, explaining how the same principles students used in writing a single paragraph will apply to their multi-paragraph writing.

► Digital Component 7.1

Central idea/topic sentence	Introduce situation in memory/first paragraph
Supporting sentences	Events and details in supporting paragraph (or paragraphs)
Concluding sentence	Connect your memory to the present with a concluding paragraph explaining why your memory is important to you.

- Direct students to Activity Page 7.5. Use “Clara Driscoll: Lessons I Learned on a Cattle Drive” as an example narrative and ask the class to help you write a list of events with transitional words on the board.

- Then have students complete the activity themselves using their memory from Activity Page 7.4.

Activity Page 7.5

Transition Words in List of Events

1. As a class, read the events of “Clara Driscoll: Lessons I Learned on a Cattle Drive” and underline the transition words.

“Clara Driscoll: Lessons I Learned on a Cattle Drive” (the whole essay)

- A. First, Clara describes her memories from going on cattle drives with her father.
- B. Next, Clara and her father pass an old farmhouse that had burned down.
- C. The next day, Clara and her father have breakfast on the cattle drive.
- D. Later, Clara asks her father what happens to our memories when we move, and he teaches her that “memories live inside of us.”
- E. In the end, Clara’s father teaches her about her grandfather and his legacy.
- F. Also, Clara’s father teaches her that her memories will always be with her, and she reflects on how her experiences make her who she is.

2. Now make a list of events for the memory you chose to write about on Activity Page 7.4. List them in chronological order. Describe each event in one complete sentence and use a transitional word in each sentence. You will have time in future classes to add more sentences and details to describe your event. Try to include at least five events, but feel free to write as many as you can.

 - A.
 - B.
 - C.
 - D.
 - E.
 - F.
 - G.
 - H.

- Tell students that they will continue to add events to the *Small Steps* timeline as they read further in Peg’s story. They will also take their own lists of events and develop them into longer personal narrative essays in the next lessons.

End Lesson

Activity Page 7.5



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Writing

Beginning

Support students 1:1 or in small groups to select a memory topic that lends itself to writing a detailed narrative that is straightforward and chronological.

Intermediate

Provide an organizer and assist students in dividing transition words into categories (e.g., time: next, then; contrast: but, however; examples: such as; cause and effect: because, since).

Advanced/Advanced High

Have students share their sentences with a peer to check that transition words advance the narrative and connect the ideas.

ELPS 3.E; ELPS 5.B

8

Supporting Sentences

PRIMARY FOCUS OF LESSON

Reading

Students identify details that demonstrate the narrator's feelings.

**TEKS 4.6.F****Reading**

Students compare facts from primary and secondary sources.

**TEKS 4.13.D; TEKS 4.6.H****Writing**

Students complete planning their personal narratives.

**TEKS 4.2.C; TEKS 4.11.A; TEKS 4.12.A**

FORMATIVE ASSESSMENT

Activity Page 8.2

Feelings and Emotions in “The Diagnosis” Identify details that describe feelings expressed in the text “The Diagnosis” and writing that supports them.

**TEKS 4.6.F****Activity Page 8.3**

Firsthand and Secondhand Accounts Contrast types of support in primary and secondary sources about polio. **TEKS 4.13.D; TEKS 4.6.H**

**Activity Page 8.4**

Narrative Details Organize details to support events for personal narrative writing.

**TEKS 4.2.C; TEKS 4.11.A; TEKS 4.12.A**

TEKS 4.6.F Make inferences and use evidence to support understanding; **TEKS 4.13.D** Identify primary and secondary sources; **TEKS 4.6.H** Synthesize information to create new understandings; **TEKS 4.11.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 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft; **TEKS 4.2.C** Write legibly in cursive to complete assignments.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (35 min.)			
Review Vocabulary	Independent	10 min.	<input type="checkbox"/> <i>Small Steps: The Year I Got Polio</i> <input type="checkbox"/> Activity Pages 8.1, 8.2 <input type="checkbox"/> paper
Describing Feelings and Emotions	Whole Group	25 min.	
Reading (25 min.)			
Primary and Secondary Sources	Whole Group	10 min.	<input type="checkbox"/> Digital Component 8.1 <input type="checkbox"/> <i>Small Steps: The Year I Got Polio</i> <input type="checkbox"/> Activity Page 8.3
Using Primary and Secondary Sources	Independent	15 min.	
Writing (30 min.)			
Review Types of Details	Whole Group	10 min.	<input type="checkbox"/> Activity Page 8.4
Link Details to Events	Independent	20 min.	

ADVANCE PREPARATION

Reading

- Prepare to divide class into pairs to work on Activity Page 8.2.
- Today's chapter focuses on the narrator's feelings and emotions after being diagnosed with polio. You may wish to follow up with a brief discussion about students' own feelings about infectious diseases.

Universal Access

Reading

- Prepare word bank.

Lesson 8: Supporting Sentences

Reading



Primary Focus: Students identify details that demonstrate the narrator's feelings.

**REVIEW VOCABULARY (10 MIN.)**

- Tell students that they will continue reading “The Diagnosis” today, but that first they will practice using vocabulary they already encountered in the chapter.

Activity Page 8.1**Activity Page 8.1****Vocabulary Practice**

Word bank:

limp woozy spinal tap diagnosis

contaminate glisten isolation

Choose the best word from the word bank above to fill in the blanks. Use the glossary and find the way the words are used in “The Diagnosis” if you need help.

1. The shiny glaze made the cake glisten at the candlelight dinner.
2. Because she was afraid of heights, going to the top of the Ferris wheel made her lightheaded and woozy.
3. The nurse passed the doctor the equipment to perform the spinal tap.
4. Without a diagnosis, it was difficult for the doctor to know what treatment to recommend.
5. The farmer had to put the sick pig in isolation because she was afraid it might contaminate the rest of the animals.
6. Without water, the cut flowers quickly grew limp and droopy.

Challenge

Ask students to write their own sentences using vocabulary words from the word bank.

Support

Allow students to see how the words are used in context in the reading.



TEKS 4.6.F Make inferences and use evidence to support understanding.

DESCRIBING FEELINGS AND EMOTIONS (25 MIN.)

- Review the fundamentals of a personal narrative using the discussion questions below.

1. **Literal.** What is the definition of *personal narrative*?
 - » a true story told in the first person by someone who was involved in the events of being described.
2. **Literal.** What does it mean when we say something is written in the first person?
 - » It means the narrator writes from their own viewpoint and uses pronouns such as I and me.
3. **Inferential.** Why does that narrator of a personal narrative often know exactly how the main character feels?
 - » because the narrator is often the main character
4. **Evaluative.** Draw a t-chart on the board. In one column write happy, angry, excited. In the second column write headache, feverish, shivering. Ask students the difference between the feelings in the two columns.
 - » The feelings in the first column are emotions. The feelings in the second column are physical.

- Have students take out a piece of paper and write “E” on one side and “P” on the other. Tell them you will read out some feelings and they should raise the paper showing an “E” if they think it is an emotional feeling and “P” if they think it is a physical feeling.

1. The cut on my finger stung.
 - » (P)
2. I felt lonely.
 - » (E)
3. I was nervous.
 - » (E)
4. My back was sore.
 - » (P)
5. I was burning up.
 - » (P)

- Direct students to Activity Page 8.2 and divide them into pairs. Tell them to reread part 1 and part 2 of “The Diagnosis” and complete the chart.

Challenge

Ask students if they can think of feelings that are emotional and physical.

» eg., butterflies in your stomach; goosebumps; feeling tired or energetic

Activity Page 8.2



Activity Page 8.2

Feelings and Emotions in “The Diagnosis”

In a personal narrative, the narrator’s feelings are important details that make the narrative more interesting and informative.

Reread part 1 and part 2 of “The Diagnosis” aloud with your partner, switching between each paragraph. Pay particular attention to how the narrator describes the way she feels.

In the left-hand column of the chart below, list the narrator’s feelings. At least one of these should be physical, and one emotional. Remember: “my head hurt” is physical. “I felt frightened” is emotional.

List your supporting evidence in the right-hand column. Supporting evidence may be a quote from the text or a description of what is happening in the text in your own words. If you use exact words from the text, remember to put them in quotation marks.

Narrator’s feeling	Evidence
» <i>impatient</i>	<i>she keeps looking at the clock</i>
» “ <i>weak</i> ”	<i>she collapses</i>
» <i>disappointed</i>	<i>she wants to go to the parade, but she is sick</i>
» “ <i>wobbly</i> ”	<i>glad to sit down</i>
» <i>tired</i>	<i>fell asleep right away</i>
» <i>indifferent</i>	<i>“I was too woozy from pain . . .to care.”</i>
» <i>panicked, upset</i>	<i>cried; did not want to go to hospital</i>



Check for Understanding

Ask students to identify some of the feelings of the narrator of “The Diagnosis” (e.g., impatient, weak, disappointed, wobbly) and ask them whether the feelings are emotional or physical.

Support

If students are having trouble getting started, ask them to look for the word *feel* or *felt* in the text to begin.

Challenge

If students use a general feeling like unhappy, ask them to be more specific: not just tired—exhausted; not just unhappy—panicked, terrified.



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Reading
Reading/Viewing Closely

Beginning

Read “The Diagnosis” with students. After every paragraph or two, review the reading to locate feelings and add them to chart.

Intermediate

Provide a word bank containing adjectives from the text that do and do not describe feelings. Have students select feeling words from the word bank to complete Activity Page 8.2.

Advanced/Advanced High
Tell students to read with expression. Have listening partners make note of particularly expressive reading as a clue to feeling.

ELPS 4.C

Support

Tell students that primary sources are often written as narratives, while secondary sources are often written as informational text. However, some secondary sources, such as *The Power of Words* and *Sun and Spinach*, can be written as narratives, also. In these secondary sources, the author gathered information from other sources, then wrote the narratives from the perspective of the person who actually experienced the events.

Activity Page 8.3



Lesson 8: Supporting Sentences

Reading



Primary Focus: Students compare facts from primary and secondary sources.

TEKS 4.13.D; TEKS 4.6.H

PRIMARY AND SECONDARY SOURCES (10 MIN.)

- Display Digital Component 8.1 and have students read the definitions aloud.

Digital Component 8.1

primary source, n. version of a story or event written or told by a person who actually experienced it; also called firsthand accounts

secondary source, n. version of a story or event written or told by a person who did not experience it, but gathered information from books, from people who did experience it, or from other sources; also called secondhand accounts

- Ask students the following questions to help explore their understanding of primary and secondary sources.
 - Literal.** Of the two texts you read yesterday, “The Diagnosis” and “Introduction to Polio,” was either one a primary source?
 - » “The Diagnosis”
 - Literal.** Was either one a secondary source?
 - » “Introduction to Polio”
- Ask students to consider the following texts to determine whether they would be primary or secondary: a biography of Sam Houston (secondary), the autobiography of Helen Keller (primary), a history textbook (secondary), a letter written by Juan Ponce de León (primary). Prompt students to name texts they have read that fall into these categories.
- Direct students to Activity Page 8.3. Tell them that both “Introduction to Polio” and “The Diagnosis” introduce and provide evidence of facts about polio, but they do it in very different ways. Tell them they will compare the kind of evidence each piece of writing uses.



TEKS 4.13.D Identify primary and secondary sources; **TEKS 4.6.H** Synthesize information to create new understanding.

Activity Page 8.3

Firsthand and Secondhand Accounts

1. Reread “Introduction to Polio” on Activity Page 7.1 and “The Diagnosis” from *Small Steps*. Describe how the two readings support each of the facts about polio listed in the first columns.

Fact about Polio	Support and details in “Introduction to Polio”	Support and details in “The Diagnosis”
One symptom of polio is flu-like symptoms.	<i>“For others it results in flu-like symptoms such as fever, sore throat, nausea, headache, and tiredness.”</i>	<i>Peg’s throat and head hurt, she feels feverish, and she sleeps a lot.</i>
Polio can cause muscle weakness and paralysis.	<i>“when the polio virus affects the brain and spinal cord, it can cause severe symptoms including muscle weakness and paralysis.” President Roosevelt’s legs were permanently paralyzed as a result of polio.</i>	<i>Peg’s muscles twitch, she collapses, she has a stiff neck. Her legs do not respond to the doctor’s rubber mallet. She falls asleep and wakes up paralyzed.</i>
Polio is highly contagious, so people with polio must be kept away from those they might infect.	<i>“Because polio is so contagious [...] communities treated the threat very seriously.” Pools were closed. Children were banned from public places.</i>	<i>Peg is sent to the isolation ward of a polio hospital. Her grandfather cries when she leaves. She feels frightened, and her parents have to wave at her through the window.</i>

2. What is different about the way the primary source and the secondary source support the central ideas?

- » The primary source includes details about one person’s experience. It has very specific examples, including feelings. The secondary source has many examples; it is more straightforward and broad.

Challenge

What are the downsides of a primary source?

- » A primary source only expresses one person’s experience, so it might not include information about the history of the subject or how it affected people in different ways.

Challenge

What about the downsides of learning only from secondary sources?

» A secondary source might not show the reader the specific details about how the subject or issue affects an individual person's life.

**EMERGENT
BILINGUAL
STUDENTS**



Reading Evaluating Language Choices

Beginning

Help students understand the difference between primary and secondary by referring to examples of texts written in their native languages.

Intermediate

Have students work in small groups to act out "The Diagnosis" and identify moments that provide details about polio facts.

Advanced/Advanced High

Have students read "The Diagnosis" for references to polio facts. Read "Introduction to Polio" aloud and have students raise their hands when they hear references to any of the facts.

ELPS 4.F

USING PRIMARY AND SECONDARY SOURCES (15 MIN.)

- Review and discuss students' answers on Activity Page 8.3.

1. **Evaluative.** If you want to learn more about a topic, the way we are learning about polio, why might you choose a primary source over a secondary source?
 - » strong perspective from the narrator; ability to know what the narrator felt; sometimes more interesting; can go deeper into feelings and a single experience
2. **Evaluative.** When would you choose a secondary source over a primary source?
 - » When you want examples from many events, times, and places. Secondary sources can help you understand the big picture, or how something affects many different people.

- Tell students that as they read further in *Small Steps*, they should track the details the narrator includes and how they provide different kinds of evidence for facts presented in "Introduction to Polio."



Check for Understanding

Ask students about other books or articles they read in class or on their own. Are they primary or secondary sources? How do they know?

Lesson 8: Supporting Sentences

Writing



Primary Focus: Students complete planning their personal narratives.

TEKS 4.2.C; 4.11.A; TEKS 4.12.A

REVIEW TYPES OF DETAILS (10 MIN.)

1. **Evaluative.** Remind students that in previous lessons they learned about many kinds of details. Ask them to list what sorts of things make a good detail, and put the list on the board.
 - » Possible answers:
 1. what something looks like
 2. what something feels like to the touch
 3. what something sounds like
 4. what something smells or tastes like
 5. a physical action
 6. a quote of what someone said/dialogue
 7. how someone felt physically or emotionally
- Direct students to Activity Page 8.4 and have them copy the types of details under item 1. Students are expected to write legibly in cursive to complete assignments.
- Ask students for examples of details from the personal narratives they have read or written.

Activity Page 8.4



Support

Tell students to think back to their food memory. What kind of details did they include?

TEKS 4.11.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 4.12.A Compose literary texts such as personal narratives and poetry using genre characteristics and craft; TEKS 4.2.C Write legibly in cursive to complete assignments.

Challenge

Have students think of occasions when they might use a secondary source to research a personal narrative.

» Possible answer: researching the history of somewhere you visited, including that information in a narrative about the visit.

LINK DETAILS TO EVENTS (20 MIN.)

Activity Page 8.4

Narrative Details

Remember that your personal narratives are primary sources.

One of the benefits of primary sources are the interesting and colorful personal and emotional details you can provide. Today you will work on organizing those details for your personal narrative essay.

1. List some types of descriptive details.
 - » Possible answers:
 1. what something looks like
 2. what something feels like to the touch
 3. what something sounds like
 4. what something smells or tastes like
 5. a physical action
 6. a quote of what someone said/dialogue
 7. how someone felt physically or emotionally

2. On Activity Page 7.5, you listed the events of your narrative in chronological order. Today you will add the details that support those events.

First fill in the top row with the events you listed in Activity Page 7.5. You may revise or combine some events if you wish.

Then work column by column listing the details you could add to each event. You do not need to fill in every box in every column. For each event, choose the details and supporting evidence that will best help the reader understand what the event was like and why it was important.

Event	Major characters and the trait(s) displayed	Physical actions not already listed in the event	Important objects and details about them	Other sensory or descriptive details	Narrator's feelings	Dialogue or quotes

Support

For the “narrator’s feelings” row, remind students that they are the narrators.



EMERGENT BILINGUAL STUDENTS

Writing

Selecting Language Resources

Beginning

Have students choose one or two events to describe in detail.

Intermediate

Have students work in pairs, with one describing their events and the other writing down verbs and adjectives that the first uses.

Advanced/Advanced High

To help them come up with details, have students brainstorm verbs and adjectives they associate with settings, actions, and characters in their narratives.

ELPS 5.B

- If students do not have time to complete their chart ask them to complete it for homework.
- Tell students that this chart will help them to create a longer piece of personal narrative writing over the coming lessons. They should feel free to go back and add information to this chart whenever they wish. The more complete and detailed the chart the better and easier their writing process will be.



Check for Understanding

Have students share an example of an event and the details they used to describe it.

[End Lesson](#)

Action!

PRIMARY FOCUS OF LESSON

Reading

TEXAS Students infer character traits from actions. **TEKS 4.6.F**

Speaking and Listening

Students listen to one another's narratives and provide constructive and specific feedback. **TEKS 4.1.A**

Writing

TEXAS Students draft introductions to their personal narratives. **TEKS 4.2.C; TEKS 4.12.A**

FORMATIVE ASSESSMENT

Activity Page 9.1

Character Traits Complete character traits and support chart for “An Oxygen Tent and a Chocolate Milkshake.”

TEXAS **TEKS 4.6.F**

Teacher Resources

Speaking and Listening Observational Checklist

Follow assigned roles in discussions and activities.

TEXAS **TEKS 4.1.A**

Activity Page 9.3

Writing an Introduction Write an introduction to

TEXAS personal narrative. **TEKS 4.2.C; TEKS 4.12.A**

TEXAS **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft; **TEKS 4.2.C** Write legibly in cursive to complete assignments.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (30 min.)			
Review Character Traits	Whole Group	5 min.	<input type="checkbox"/> <i>Small Steps: The Year I Got Polio</i> <input type="checkbox"/> Activity Pages 7.2, 8.4, 9.1
Reading	Independent	15 min.	
Character Traits Organizer	Independent	10 min.	
Speaking and Listening (30 min.)			
Personal Memories	Partner	30 min.	<input type="checkbox"/> Activity Page 9.2
Writing (30 min.)			
Introduction	Whole Group	10 min.	<input type="checkbox"/> Activity Page 9.3
Writing an Introduction	Independent	20 min.	

ADVANCE PREPARATION

Reading

- Prepare to break the class into small groups for reading discussion questions.

Speaking and Listening

- Prepare to divide the class into pairs.

Universal Access

Reading

- Prepare short answer questions.

Speaking and Listening

- Prepare the organizer for the listener to fill in while listening to the partner's narrative.

Writing

- Prepare sentence starters.

VOCABULARY

Core Vocabulary

paralysis, n. being unable to move

phlegm, n. mucus manufactured in the respiratory passages, especially the lungs and the throat

mucus, n. thick, slimy liquid manufactured in the respiratory passages, especially the lungs and the throat

bulbar polio, n. polio that affects the brain

coaxed, v. persuaded, asked nicely

iron lung, n. machine that helps polio patients breathe

nourishment, n. food and other substances that help the body grow, heal, and thrive

Lesson 9: Action!

Reading



Primary Focus: Students infer character traits from actions.



TEKS 4.6.F

Support

Remind students that they learned about character traits in Lesson 3 when they read about Thomas Rivera. Ask them about Lily's character traits.

REVIEW CHARACTER TRAITS (5 MIN.)

1. **Literal.** What is a character trait?
» a description of someone's personality
2. **Evaluative.** What are some of the ways you can identify a character trait when you are reading?
» through things the characters say and do; sometimes the narrator tells you
3. **Evaluative.** How are character traits different from the feelings you found evidence for in the previous lesson?
» Feelings often happen in a moment, while character traits often stick with a person for a long time.

READING (15 MIN.)

- You may wish to preview the Core Vocabulary words before the reading.
- Tell students to read "An Oxygen Tent and a Chocolate Milkshake" independently, thinking about what happens in the piece of writing, and what character traits the actions of the characters show.



TEKS 4.6.F Make inferences and use evidence to support understanding.

Activity Page 7.2



Activity Page 9.1



EMERGENT
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Reading
Reading/Viewing Closely

Beginning

Provide students with characters' actions (column 3) and have them infer traits.

Intermediate

Ask yes/no and short-answer questions to support students in associating actions with character traits (e.g., “Is the first nurse impatient with Peg?”).

Advanced/Advanced High

Have students focus on the traits of Mother and Father, both in the current chapter and in “The Diagnosis.”

ELPS 4.G; ELPS 4.J

1. **Literal.** What are the events in this chapter?

- » Several days after she is admitted to the hospital, Peg has trouble sipping soda and becomes afraid to drink.
- » Eight days after her diagnosis, Peg's mother and father decide to get her a chocolate milkshake, and she drinks it.
- » An hour later her temperature drops.

- Record the events on the class timeline and have students copy them onto Activity Page 7.2.
- Direct students to Activity Page 9.1 and have them complete it independently.

CHARACTER TRAITS ORGANIZER (10 MIN.)

Activity Page 9.1

Character Traits in “An Oxygen Tent and a Chocolate Milkshake”

Complete the chart below, describing as many traits as you can for each character.

Character	Trait	Evidence
First Nurse	patient	<i>She helps Peg drink even though Peg is very slow and it is difficult.</i>
Second Nurse	strict	<i>She tries to prevent Peg's parents from giving her the milkshake; she cheered with them.</i>
Mother	resourceful, brave	<i>When Peg won't eat or drink, she decides to ignore the rules and ask her what she wants; she gives Peg the milkshake.</i>
Dad	brave, determined, understanding	<i>He stands up to the nurse; he says “we know you have to follow the rules.”</i>

- Place students in small groups to go over Activity Page 9.1.
- Refer students back to the list of good details they created yesterday on Activity Page 8.4.

1. **Evaluative.** What kinds of details did the narrator use in this chapter to show character traits?

- » physical action, dialogue

- Tell students that action and dialogue are great ways to introduce characters.

Activity Page 8.4



Check for Understanding

Ask students how actions show character in a well-known text, such as the fable of "Tortoise and the Hare."

Challenge

Ask students what they would have done in this situation if they were Peg's parents. What if they were the nurse?



Lesson 9: Action!

Speaking and Listening

Primary Focus: Students listen to one another's narratives and provide constructive and specific feedback. **TEKS 4.1.A**

PERSONAL MEMORIES (30 MIN.)

- Tell students that to prepare to write their personal narrative essays, they are going to tell the story of their personal narratives out loud.
- Direct students to Activity Page 9.2, and review the instructions. Divide the class into pairs and have partners choose to start as either the speaker or the listener. Tell them they will have a chance to be both.

Activity Page 9.2

Challenge

What character traits do you see in the narrator so far? What is your evidence?

- » Some traits might be: brave for writing about a scary time; generous for sharing her story.

Sharing Narratives

In this activity you will prepare to write your personal narrative by telling your personal narrative story to your partner. Use the planning chart you completed on Activity Page 8.4 as guidance to tell the story. You do not need to use the exact words or all of the details you included in the chart, but you should follow the basic events in order.

After you tell your story, you will have the chance to ask your partner questions about what they heard, and your partner will have the chance to ask you questions about your narrative.

Activity Page 9.2



TEKS 4.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Support

Remind students that two important rules for group work are taking turns when speaking and staying on topic.

Challenge

Allow students to develop their own questions about their essays to ask the listener as the second question.

Challenge

Have students practice sharing their narratives with a peer, then performing it for a larger group.

1. Begin by deciding who will be the first speaker and who will be the first listener.

The speaker should choose two questions from Question Bank A to ask the listener after their narrative. If you are the speaker, circle the questions.

Question Bank A—to ask your partner about your essay:

- A. What events were confusing or unclear?
- B. What words didn't you understand?
- C. Were there any details or settings you could not picture?
- D. What was the most interesting event?
- E. What was your favorite detail?
- F. What character did you want to know more about?

2. Next, the speaker should tell their narrative and ask the questions they chose.

3. The listener should answer the questions and the speaker should write down the listener's answers below.

Listener's Answer to Question 1:

Listener's Answer to Question 2:

4. The listener should now choose two questions from Question Bank B to ask the speaker about their narrative. If you are the listener, fill in the blanks of the chosen questions and then circle them.

Question Bank B—to ask about your partner's narrative:

- A. Could you explain _____?
- B. What happened before/after _____?
- C. What did _____ say/do when _____ happened?
- D. What did you think/feel when _____ happened?
- E. What did _____ look like?
- F. What did _____ sound like?
- G. What did _____ feel like?
- H. What did _____ smell/taste like?

5. The listener should now ask their two questions. The speaker should answer out loud and then write down the answers below.

Speaker's Answer to Question 1:

Speaker's Answer to Question 2:

6. Repeat 1–5 with the roles reversed.

- When students have finished the activity page, ask them to return to their planning charts and add any details or facts that the discussion brought up.



Check for Understanding

Have students share the questions they asked about their partners' narratives and why they chose those questions.

Lesson 9: Action!

Writing



Primary Focus: Students draft introductions to their personal narratives.



TEKS 4.2.C; TEKS 4.12.A

INTRODUCTION (10 MIN.)

- Tell students that today they will begin to write their personal narratives. Remind them that they will do this over the next six lessons, and they will have time to revise at the end.

- Literal.** Based on our discussions of a good paragraph, what is a topic sentence?
 - It introduces the topic or central idea of the paragraph. The topic sentence often tells what the paragraph will be about.

 **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft;
TEKS 4.2.C Write legibly in cursive to complete assignments.



**EMERGENT
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STUDENTS**

Speaking and Listening
Exchanging
Information/Ideas

Beginning

As they listen to their partners' narratives, have students write down a sentence or phrase they like. Have them share the sentence or phrase with the speaker and explain why they liked it.

Intermediate

Provide students with an organizer to complete while listening to their partners' narrative. Boxes might include topic, characters, time, and place.

Advanced/Advanced High

As necessary for listeners to complete their questions, have the speakers tell their narratives more than once.

ELPS 3.G

- Remind students that in Lesson 8, they learned that for a longer essay the introduction does the job of a topic sentence and tells the reader what the personal narrative will be about.

2. **Evaluative.** What might you include in an introduction?

» Possible answers:

- description of anything important that happened before your narrative began
- introduction to your characters
- introduction to your setting
- first event of the narrative

Activity Page 9.3



Support

Have students reread the first paragraphs of “Clara Driscoll: Lessons I Learned on a Cattle Drive” and “The Diagnosis” for two examples of an introductory paragraph.

Support

If students are not sure how to begin, have them think about how they began telling the narrative to their partners.

Challenge

Ask students to write three possible first sentences to capture their reader’s attention. One version might be in the form of a six-word memory. One might be an exciting line of dialogue.

WRITING AN INTRODUCTION (20 MIN.)

- Direct students to Activity Page 9.3 and review the instructions. Students are expected to write legibly in cursive to complete assignments.

Activity Page 9.3

Writing an Introduction

In your introduction you should set up the situation and provide any other information your readers will need, such as who certain characters are (if it won’t be explained later in the narrative), anything important that happened before the story took place, and where the story begins. You may also include the first event and supporting details from your planning chart on Activity Page 8.4.

As you write, think about drawing your reader into your story—what details or facts about the situation will make your reader want to read more?

1. **Planning**

- Where and when does the narrative take place?
- Who was there?
- What were you thinking and feeling?

2. Write your introduction in the space that follows.

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



Check for Understanding

Ask students about books or articles they are reading or have recently read. What information was included in the first paragraph?

End Lesson



EMERGENT
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STUDENTS

Writing

Beginning

Have students tell you their narratives, then ask questions to support them in selecting information to include in their introductory paragraphs.

Intermediate

Prepare sentence starters to support students in writing their introductions (e.g., "I was _____ years old.;" "_____ was with me at _____.;" "Before this time, I _____.").

Advanced/Advanced High

Suggest students use a line of dialogue or an emotion they felt as the first sentence of their narratives.

ELPS 5.B

10

Similes and Metaphors

PRIMARY FOCUS OF LESSON

Language

 Students identify and explain similes and metaphors. **TEKS 4.10.D**

Reading

Students interpret and analyze a simile or metaphor from the text.

 **TEKS 4.6.F; TEKS 4.10.D**

Writing

Students include similes or metaphors in their personal narratives.

 **TEKS 4.2.C; TEKS 4.12.A**

FORMATIVE ASSESSMENT

Activity Page 10.1

Introduction to Similes and Metaphors Explain and  create similes and metaphors. **TEKS 4.10.D**

Activity Page 10.2

Similes and Metaphors in Small Steps Identify and explain simile and metaphor in “Star Patient Surprises  Everyone.” **TEKS 4.6.F; TEKS 4.10.D**

Activity Page 10.4

Writing Similes and Metaphors Write similes and metaphors to include in personal narrative writing.  **TEKS 4.2.C; TEKS 4.12.A**



TEKS 4.10.D Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft; **TEKS 4.2.C** Write legibly in cursive to complete assignments.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (40 min.)			
Introduce Similes and Metaphors	Whole Group	25 min.	<input type="checkbox"/> Activity Pages 10.1 and 7.2 <input type="checkbox"/> Digital Component 10.1
Simile Bee	Small Group	15 min.	
Reading (25 min.)			
"Star Patient Surprises Everyone"	Small Group	10 min.	<input type="checkbox"/> <i>Small Steps: The Year I Got Polio</i> <input type="checkbox"/> Activity Pages 10.2, 10.3
Similes and Metaphors	Independent	15 min.	
Writing (25 min.)			
Write Similes and Metaphors	Independent	10 min.	<input type="checkbox"/> Activity Pages 8.4, 10.4, 10.5
Write a Body Paragraph	Independent	15 min.	

ADVANCE PREPARATION

Language

- Prepare to break the class into groups of three or four.

Reading

- Prepare to record the events of today's reading on the class timeline and have students copy them onto Activity Page 7.2.

Universal Access

Language

- Prepare short-answer questions.

Writing

- Review personal narrative introductions that students wrote on Activity Page 9.3.

VOCABULARY

Core Vocabulary

jubilantly, adv. joyfully

heralded, n. announced

Literary Vocabulary

simile, n. a literary device that compares things using *like* or *as*

metaphor, n. a literary device that compares things like a simile, but without using *like* or *as*



Lesson 10: Similes and Metaphors

Language

Primary Focus: Students identify and explain similes and metaphors.



TEKS 4.10.D

INTRODUCE SIMILES AND METAPHORS (25 MIN.)

- Tell students that the next few lessons will focus on writing interesting and informative details.
- Remind students that they have already worked on using sensory language. Tell them another way to make descriptive language vivid is to use similes and metaphors.
- Display Digital Component 10.1. Go through the list of similes and ask students to explain what is being compared and to explain the comparison. Do the same for the list of metaphors.

► Digital Component 10.1

simile, n. a literary device that compares things using *like* or *as*

metaphor, n. a literary device that compares things without using *like* or *as*

Similes

The flower is as pretty as a picture.

The carpenter is as strong as an ox.

The bed is as hard as a rock.

The baker works like a dog.

My brother and I fight like cats and dogs.

When I'm sick, I eat like a bird.

The puppy sleeps like a log.

The teacher is as sharp as a tack.

Metaphors

The responsibility of keeping track of the money was a weight on her shoulders.

The toddler was a hurricane in the playroom.

The sound of the rain was footsteps on the roof.



TEKS 4.10.D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

Activity Page 10.1



Support

Begin with the second noun (what the thing is being compared to) and work backwards. How would they describe it? What parts of that description also apply to the first noun?

EMERGENT BILINGUAL STUDENTS



Language
Selecting Language
Resources

Beginning

Have students draw the metaphors in rows 1–4 and explain their drawings to come up with the words to fill into the chart.

Intermediate

Ask yes/no or short-answer questions to help students complete Activity Page 10.1 (e.g., “What else, besides a rocket, is fast?”).

Advanced/Advanced High
Ask students completing rows 10 and 11 what they might compare the cheese on a pizza (or the cafeteria) to, then have them formulate the comparisons as similes.

ELPS 1.H; ELPS 5.G

- Direct students to Activity Page 10.1. Review the instructions and have students complete the page independently.

Activity Page 10.1

Introduction to Similes and Metaphors

simile, n. a literary device that compares things using *like* or *as*

metaphor, n. a literary device that compares things like a simile but without using *like* or *as*

Now that you've practiced explaining similes and metaphors, work on some yourself. Complete the chart below. For items 2–4, explain the similes and metaphors.

For items 5–9, fill in the blanks to complete the similes and metaphors and explain your choices. For items 10–11, complete the comparison in the middle column; then write the simile or metaphor. Row 1 has been completed as an example.

Simile or metaphor	What is being compared?	What does the simile or metaphor mean?
1. the laundry piles were a mountain around my bed	laundry and a mountain	the laundry piles were tall, like mountains
2. the kitten's fur was like velvet	<i>fur and velvet</i>	<i>the fur was very soft, like velvet</i>
3. the chocolate and peanut butter were a symphony of flavor	<i>eating chocolate and peanut butter and a symphony</i>	<i>eating chocolate and peanut butter is fun and enjoyable</i>
4. “my blue skirt popped up and down as if jumping beans lived in my leg” (from <i>Small Steps</i> , Ch 1)	<i>the movement of her skirt and of jumping beans</i>	<i>her skirt was twitching</i>
5. the rocket is as fast as _____		
6. the process is as slow as _____		
7. the cheese is as hot as _____		
8. the snow is as cold as _____		
9. the concert is as crowded as _____		
10.	<i>the cheese on top of pizza and _____</i>	
11.	<i>the cafeteria at lunch time and _____</i>	

SIMILE BEE (15 MIN.)

- Divide students into groups of three or four. Give them five minutes to write down as many common similes, such as “pretty as a picture” or “stiff as a board,” as they can.
- Ask each group to share and explain one simile from their list. Ask if any other group has the same simile. If not, give the first group a point. Continue around the room until all the similes are recorded. (You can spread this activity out throughout a day or over several days.)



Check for Understanding

Tell students that when you work with them you’re “walking on sunshine” and that teaching them “is like a dream come true.” Have them analyze the similes and metaphors in your sentences.

Lesson 10: Similes and Metaphors

Reading



Primary Focus: Students interpret and analyze a simile or metaphor from the text.



TEKS 4.6.F; TEKS 4.10.D

“STAR PATIENT SURPRISES EVERYONE” (10 MIN.)

- You may wish to preview the Core Vocabulary before the reading.
- In this chapter, Peg and Tommy enjoy a radio program called “The Lone Ranger” about a fictional masked former Texas Ranger who fought outlaws in the Old West along with his friend Tonto. Tonto is a Spanish word, which is not very nice to call someone, but in the show it is a Native American word that means “wild one.” Tonto called the Lone Ranger “Kemo Sabe”, which is a phrase you will read today. It’s a term of endearment that means “good friend.”
- Divide the class into groups of five to read, “Star Patient Surprises Everyone (Part1),” from *Small Steps*.
- Assign students the roles of Narrator Peg, Young Peg, Tommy, Nurse, and Dr. Bevis. Tell students that they should read the dialogue of the character they’ve been assigned. The text that is not in dialogue should be read by Narrator Peg.
- Tell students to look for one simile and one metaphor in the reading.



TEKS 4.6.F Make inferences and use evidence to support understanding; **TEKS 4.10.D** Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

Challenge

Ask students to write and explain two more similes or metaphors from scratch, determining both what to compare and the simile or metaphor that does it.

Challenge

Ask students to record similes and metaphors they encounter in their reading, in signs and advertisements, and in conversations. Record them on a “simile and metaphor” wall.

Support

Nurse and Tommy have fewer lines, so for purposes of differentiation, consider assigning those parts to students for whom reading aloud is challenging.

Support

Record the events on the class timeline and remind students to copy them onto Activity Page 7.2.

Challenge

Tell students to think about what their character is feeling emotionally and to try to express that feeling as they read.

Activity Page 10.2



Support

Remind students to look for the words *like* and *as* to locate a simile.

SIMILES AND METAPHORS (15 MIN.)

- Once they have finished reading, have students complete Activity Page 10.2 individually.

Activity Page 10.2

Similes and Metaphors in *Small Steps*

Answer the following questions about a simile and metaphor in *Small Steps*.

- A. Identify a simile in the reading.
 - » "My legs were like cooked spaghetti."
- B. What is being compared?
 - » Peg's legs and cooked spaghetti
- C. Explain the simile.
 - » Her legs are wobbly and weak and can't support her, the same way spaghetti is flexible.
- A. Identify a metaphor in the reading.
 - » "It was Christmas and my birthday and the Fourth of July, all at the same time."
- B. What is being compared?
 - » moving her hand and holidays
- C. Explain the metaphor.
 - » Moving her hand after being paralyzed is very exciting, like the most exciting holidays all added up

- Once students have finished Activity Page 10.2, ask one group to read the text aloud to the class (through Dr. Bevis's line "she is going to be thrilled"), taking the same roles they took earlier.
- Discuss with students what sticks with them most about the passage. What are the most interesting and vivid details? How do they help the reader understand the narrator's experience?
- Evaluative.** What words or phrases help the reader understand what an exciting experience this was for the narrator?
 - » Possible answers:
 - the verb *yelled*
 - words in upper-case letters with two exclamation points
 - Peg feeling as though she could start running around the hospital
 - the word *jubilantly*

2. **Evaluative.** What words or phrases help the reader understand how excited Tommy and Dr. Bevis were?

» Possible answers:

Tommy's dialogue and the verb *shrieked*
the verb *bounding*

- Direct students to Activity Page 10.3 and ask them to answer the first two questions independently.
- Ask several students to share their answers. Add the main event(s) to the *Small Steps* class timeline.
- Have students complete question 3 in their groups. Encourage each group to come up with two to three details.

Activity Page 10.3

Activity Page 10.3



EMERGENT
BILINGUAL
STUDENTS

Reading
Reading/Viewing Closely

Beginning

Provide the *Small Steps* simile and metaphor to students and support them in describing what is being compared.

Intermediate

Support students in finding memorable details in the text (Activity Page 10.3, question 1) by having them focus on finding memorable dialogue and describing how it defines character.

Advanced/Advanced High
Tell students to look for a simile and a metaphor that are related to Peg's limbs.

ELPS 1.H; ELPS 4.F

Small Steps Reading Questions

1. **Inferential.** What is the main event of the first half of "Star Patient Surprises Everyone (Part 1)"?

» Peg moves her hand.

2. **Literal.** How do the characters react to this event?

» Everyone is very excited and happy.

3. **Evaluative.** What are some of the details that help you imagine the main event and understand the reactions to it? Include the quote, the kind of detail it is, and what it tells you.

detail:

kind of detail:

tells me:

» Possible answers:

detail: "I wiggled my fingers jubilantly."

kind of detail: a physical action

tells me: Peg moved her hand and is excited.

detail: "This is terrific!"

kind of detail: a quote of what someone said

tells me: Dr. Bevis is happy.

detail: "Hooray!" shrieked Tommy."

kind of detail: a quote of what someone said, the way something sounded

tells me: Tommy is happy for Peg.

Support

Remind students types of descriptive details:

- what something looks like
- what something feels like
 - what something sounds like
 - what something smells or tastes like
 - physical action
- a quote of what someone said/dialogue

Activity Page 8.4



Activity Page 10.4



Check for Understanding



Ask students to rewrite one of the details they recorded in Activity Page 10.3 as a simile or a metaphor (e.g., “Peg wiggled her fingers like waving five tiny flags.”)

Lesson 10: Similes and Metaphors

Writing



Primary Focus: Students include descriptions and similes or metaphors in their personal narratives. **TEKS 4.2.C; TEKS 4.12.A**

WRITE SIMILES AND METAPHORS (10 MIN.)

- Ask students to look at the personal narrative planner they completed on Activity Page 8.4.
- Tell them that today they will pick up where they left off in the previous lesson. The portion of the narrative they write today should include at least half of the remaining events.

WRITE A BODY PARAGRAPH (15 MIN.)

- Tell students that before continuing to write their personal narratives, they will warm up by writing some similes and metaphors related to their personal narrative.
- Direct them to Activity Page 10.4. Students are expected to write legibly in cursive to complete assignments.

TEKS 4.12.A Compose literary texts such as personal narratives and poetry using genre characteristics and craft;
TEKS 4.2.C Write legibly in cursive to complete assignments.

Activity Page 10.4

Writing Similes and Metaphors

Look at your planning chart on Activity Page 8.4. Choose a few actions or objects to describe using similes and metaphors, and write them below. You may write multiple similes or metaphors to describe one object or moment if you choose.

Similes and Metaphors

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

- Have some students share their similes and metaphors.
- Direct students to Activity Page 10.5 to continue writing the personal narratives they began during Lesson 9.

Activity Page 10.5

Write a Body Paragraph

Continue writing your personal narrative, using the events and details in your personal narrative planner (Activity Page 8.4) as a guide.

As you write, think about how to develop your events using specific details, such as description and dialogue, to help the reader really imagine what your experience was like.

Include in your narrative at least one of the similes or metaphors you brainstormed earlier.

My Personal Narrative

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

Activity Page 10.5



Support

If students are stuck, ask them to choose the next event on their chart and write about it in detail.

Challenge

Have students include one of their similes or metaphors in their narrative.

Activity Page 9.3



EMERGENT BILINGUAL STUDENTS



Writing

Beginning

Allow students to draw pictures of one or two of their events and then support them in writing full-sentence captions that include a descriptive adjective.

Intermediate

If possible, review students' introductions (Activity Page 9.3) and have them tell you what events they will include in today's writing.

Advanced/Advanced High

Before they begin writing, have students share with a peer the events and details they plan on including in today's paragraph.

ELPS 5.G

Check for Understanding



Before they begin writing, have students summarize the introductions they wrote on Activity Page 9.3 and explain how today's writing connects to their introductions.

- Congratulate students on completing half of their personal narrative essay. Tell them that writing interesting and provocative details is important both for clearly expressing themselves and for drawing their readers into the narrative. They will continue to work on improving the details they write throughout this unit.

End Lesson

11

Using Detail in Writing

PRIMARY FOCUS OF LESSON

Reading

Students identify different types of detail in “Star Patient Surprises Everyone,” analyzing how the text conveys meaning through cause and effect relationships and use of descriptive words. **TEKS 4.9.D.iii**

Writing

Students draft the second body paragraph of their personal narratives and include an example of cause and effect. **TEKS 4.2.C; TEKS 4.12.A**

Language

Students replace nondescript verbs with vital verbs that show detail and action. **TEKS 4.11.C**

FORMATIVE ASSESSMENT

Activity Page 11.1

Diving into Textual Detail Explain the use of descriptive words and cause and effect relationships in “Star Patient Surprises Everyone.” **TEKS 4.9.D.iii**

Activity Page 11.2

Writing with Cause and Effect Write second body paragraph of personal narrative, including an example of cause and effect. **TEKS 4.2.C; TEKS 4.12.A**

Activity Page 11.3

Vital Verbs Replace general verbs with vital verbs that are more interesting and specific. **TEKS 4.11.C**



TEKS 4.9.D.iii Recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.2.C** Write legibly in cursive to complete assignments.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (35 min.)			
Review Cause and Effect	Whole Group	5 min.	<input type="checkbox"/> <i>Small Steps: The Year I Got Polio</i> <input type="checkbox"/> Activity Page 11.1
Partner Read	Partner	10 min.	
Discussion	Whole Group	10 min.	
Close Reading	Independent	10 min.	
Writing (20 min.)			
Writing with Cause and Effect	Independent	20 min.	<input type="checkbox"/> Activity Pages 8.4, 11.2
Language (35 min.)			
Adding Detail with Verbs	Whole Group	10 min.	<input type="checkbox"/> <i>Small Steps: The Year I Got Polio</i> <input type="checkbox"/> Activity Page 11.3
Vital Verbs	Independent	25 min.	

ADVANCE PREPARATION

Reading

- Prepare to arrange students into pairs for the partner read.

Language

- Prepare to display the sentence, “My eyes sprang open.”
- Prepare to arrange students into small groups.

Universal Access

Reading

- Prepare a list of plot points from *Small Steps: The Year I Got Polio*.

Writing

- Prepare a word bank of vital verbs for students to use in Part I of Activity Page 11.3.

VOCABULARY

Core Vocabulary

diagnosed, v. identified an illness

respiratory, adj. related to breathing

excruciating, adj. extremely painful

gunnysack, n. a bag made of rough cloth



Lesson 11: Using Detail in Writing

Reading

Primary Focus: Students identify different types of detail in “Star Patient Surprises Everyone,” analyzing how the text conveys meaning through cause and effect relationships and use of descriptive words. **TEKS 4.9.D.iii**

REVIEW CAUSE AND EFFECT (5 MIN.)

- Remind students that when they read “Clara Driscoll: Lessons I Learned on a Cattle Drive,” they learned about cause and effect.
- Ask students to respond to each of the following oral prompts by identifying which is the cause and which is the effect:

 1. **Inferential.** The flowers bloomed after all the rain.
 - » The flowers blooming is an effect. The rain is a cause.
 2. **Inferential.** Junior earned a special treat by cleaning his room without being asked.
 - » Cleaning the room is a cause. Earning a treat is an effect.
 3. **Inferential.** After Maria stubbed her toe, it ached for several hours.
 - » Stubbing the toe is a cause. The painful toe is an effect.
 4. **Inferential.** The librarian piled the books too high, and they all tumbled down.
 - » Piling the books too high is a cause. The books tumbling down is an effect.
 5. **Inferential.** I have trouble concentrating if I don’t eat a good breakfast before school.
 - » Not eating a good breakfast is a cause. Difficulty concentrating is an effect.

- Explain that by describing this cause and effect relationship in her personal narrative, the author provides extra details about the way she and her father interacted. This helps readers understand these characters better.

Support

Review the definitions of cause and effect with students. Remind them that a cause makes something happen, while an effect is something that changes because of a cause.

 **TEKS 4.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast.

PARTNER READ (10 MIN.)

- Direct students to *Small Steps: The Year I Got Polio*, Chapter 7: “Star Patient Surprises Everyone” (Part 2).
- You may wish to preview the Core Vocabulary before the reading.
- Ask students to read the chapter in pairs. As with previous units, you may pair students in a number of ways.
- Tell students that today’s text mentions that Peg had a teddy bear which was burned. Polio patients’ belongings were burned to avoid contamination.
- Remind students that today, thanks to vaccination, polio has been eliminated in the Western hemisphere, which includes the United States, Mexico, Canada, South and Central America, and parts of Europe.
- Explain that both students will silently read the conversation between Peg and Dr. Bevis through the phrase “anyone could have polio and not realize it.”
- After both students have read the conversation silently, they will divide up the roles of Dr. Bevis and Peg, and read the conversation aloud up to the same point.
- Tell students that as they read, they should try to identify Peg’s two main questions for Dr. Bevis.
- Explain that in writing, cause and effect can be used to show a big character change. It can also be used to help share information or break down puzzles and mysteries. In the reading today it is used in both ways to offer readers extra detail about the events and people described.

Challenge

Encourage students to look for good detail words that help them figure out character’s feelings and traits. Encourage students to use those words to read aloud with feeling and expression.

DISCUSSION (10 MIN.)

- Once students have finished the reading, facilitate a class discussion using the following questions:
 1. **Evaluative.** What words or phrases helped you know how to read with feeling and expression?
 - » Answers will vary, but students may refer to the words like “delighted” and “unbelievable.”
 2. **Literal.** What are Peg’s two questions?
 - » Peg wonders why she got well when others didn’t and why she got polio in the first place when other people in her town did not get it.



Check for Understanding

Ask students to identify what connects these questions.

- » They are both about cause and effect.

- Explain that Peg wants to know what caused her recovery, or improvement.

3. **Inferential.** According to Dr. Bevis, what causes helped lead to Peg's improvement?

- » Answers include that Peg's parents took her to the hospital immediately, she got oxygen quickly, and she did not have a severe case of polio.

4. **Literal.** Peg also wonders how she got polio when no one else in her town did. Is Peg getting polio a cause or an effect in her question?

- » an effect

- Explain to students that understanding the causes and effects in a narrative or series of events can help us see the relationship between those events. This helps readers know more detail about what is happening in the narrative, just as it helped Peg understand what was happening to her.

Support

Remind students that the cause comes before the effect chronologically.

CLOSE READING (10 MIN.)

- Direct students to finish reading the selection individually.
- When students complete the reading, direct them to Activity Page 11.1. Review the instructions, then have them complete the activity individually.

Activity Page 11.1



**EMERGENT
BILINGUAL
STUDENTS**



Reading
Reading/Viewing Closely

Beginning

Provide students with plot points (Peg gets sick, her parents take her to the hospital, she gets oxygen, she gets better) and facilitate a discussion in which they put them in chronological order. Then ask students to identify causes (which come first) and effects (which come later).

Intermediate

Allow students to determine chronological order of events in pairs.

Advanced/Advanced High

Encourage students to determine chronological order of events prior to determining cause and effect.

ELPS 4.F; ELPS 4.J

Challenge

Ask students to name other examples from literature or movies where an experience changes a character's perspective on what is most important.

Activity Page 11.1

Diving into Textual Detail

Part 1: Cause and Effect

In *Small Steps* author/narrator Peg Kehret uses cause and effect to help her readers understand the details of her journey through polio. Cause and effect can help us understand her emotional journey as well as her physical journey. Answer these questions to help track the causes and effects.

1. Think back to the beginning of *Small Steps*. What did Peg care about most at the beginning of Chapter 1?
 - » Homecoming parade
2. How has Peg changed since the beginning of *Small Steps*?
 - » She now feels closer to her hospital friend than her school friends, and she no longer worries about things like clothes and basketball.
3. What makes Peg realize that this change has taken place?
 - » She gets letters from her friends about their concerns, and she realizes that she has different concerns than they do.
4. What is the cause of this change in Peg?
 - » She has been so sick that now all she cares about is walking again and going home and doing simple things.
5. What is the effect Peg describes at the end of “Star Patient Surprises Everyone”?
 - » She feels very far away from her friends and their worries.

Part 2: Descriptive Words

The passage you read in this lesson also uses good descriptive words to show details about what Peg and others felt or experienced. Answer the following questions to identify the strong descriptive words Peg uses in her narrative.

1. After Peg received the mailbag, what happened to the letters?
 - » The letters “tumbled” out of the bag.
2. Peg says that in one letter, a “girl complained that her new haircut was too short.” What does the word *complained* reveal about the girl’s feelings?
 - » It shows that she did not like the haircut.

3. In the next-to-last paragraph, Peg lists things she misses. Which thing does she describe most descriptively? Give a reason for your choice.

- » Students may conclude that Peg describes fudge most descriptively, as she explains how she would lick the pan.



Support

If students struggle to locate a cause and effect in their narratives, ask them to determine something that changed. Then ask them to think about what caused that change.



Lesson 11: Using Detail in Writing

Writing

Primary Focus: Students draft the second body paragraph of their personal narratives and include an example of cause and effect. **TEKS 4.2.C; TEKS 4.12.A**

WRITING WITH CAUSE AND EFFECT (20 MIN.)

- Direct students to Activity Page 11.2. Review the directions and have students complete the activity independently. Students are expected to write legibly in cursive to complete assignments.

Activity Page 11.2

Writing with Cause and Effect

Today you will finish telling the story of your personal narrative. The paragraph you write should include the final events in your personal narrative planning chart on Activity Page 8.4. Illustrate those events by adding supporting facts and details. Write your paragraph legibly in cursive.

So far in this lesson, you've learned about several kinds of details you might add. Today, focus on adding detail through explaining cause and effect. Use cause and effect to show how at least one character responds to a situation.

Writing Prep

1. The cause I will write about today is:
2. The effect of that cause is:

In the space that follows, write a paragraph completing the story of your memory. Include your cause and effect in the paragraph.

If you finish with time remaining, read over your work and list two ideas for how you might improve it.

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



EMERGENT
BILINGUAL
STUDENTS

Writing
Understanding Text
Structure

Beginning

Provide 1:1 support to students. Direct them to Activity Page 8.4 and assist them in numbering the events in chronological order, then in determining the cause/effect relationships that exist between them.

Intermediate

Allow students to work in groups to arrange the events in their narratives chronologically and determine cause/effect relationships.

Advanced/Advanced High
Encourage students to arrange the events in their narratives chronologically and determine cause/effect relationships.

ELPS 1.C; ELPS 4.J

 **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft;
TEKS 4.2.C Write legibly in cursive to complete assignments.

Challenge

Ask students to identify a turning point in their narratives. When does the effect really happen? How can they highlight that in their writing?



Check for Understanding

Ask students to underline the cause and circle the effect in their paragraphs.

- Tell students that even though they have completed telling the events of their narratives, their essays are not finished yet. In the next lesson, they will work on writing conclusions, and they will also have several sessions to polish and revise their narratives. Before that, though, they will work on improving what they have drafted so far.

Lesson 11: Using Detail in Writing Language



Primary Focus: Students replace nondescript verbs with vital verbs that show detail and action. **TEKS 4.11.C**

ADDING DETAIL WITH VERBS (10 MIN.)

- Tell students that when Peg first regained movement, she was very surprised. She said that when it happened, her “eyes sprang open.”
- Display the sentence “My eyes sprang open.”
 1. **Literal.** What is the verb in this sentence?
 - » sprang
 2. **Literal.** What happens in this sentence? What is the author saying she did?
 - » Peg opens her eyes.
 3. **Evaluative.** What is the difference between saying “my eyes sprang open” and “I opened my eyes”?
 - » The verb “sprang” is more dramatic and exciting than “opened.”

Support

Define *sprang* as the past-tense form of the word *spring*, which, in this case, means to move suddenly. Show students a picture of a spring or use a real spring to show how it moves suddenly.



TEKS 4.11.C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

4. **Inferential.** What does using “sprang” tell us about the narrator’s feelings in the moment?

» She is surprised and excited because moving is a big deal.

- Tell students that verbs that show drama and excitement while helping readers visualize the action or understand more detail about what was really happening are great verbs to include in their writing. Sometimes these verbs are called strong verbs or vital verbs.
- Explain that the word *vital* means a few different things, including “lively” and “important.”

5. Why would “sprang” be a more vital verb than “opened”?

» Answers will vary, but students should recognize that it is more active and descriptive than “opened.” It suggests that Peg opened her eyes suddenly and excitedly.



Check for Understanding

Have five students move across the room one at a time, telling each to do it differently than the previous student. As each student moves, say, “They moved across the room.” Then ask the class to name a vital verb that better describes the student’s action.

Support

Allow students to use a thesaurus to help locate more specific verbs.

VITAL VERBS (25 MIN.)

- Direct students to Activity Page 11.3. Read the directions for Part 1 and complete the first sentence together. Then ask students to finish Part 1.
- Have students share their favorite sentences in small groups. Answers will vary, but some samples follow.
- Direct students to Part 2. Review the instructions and have students complete it individually.

Activity Page 11.3



EMERGENT
BILINGUAL
STUDENTS



Reading
Reading/Viewing Closely

Beginning

Provide individual support to help students select answers from Part I from a bank of descriptive verbs.

Intermediate

Allow student groups to select answers from Part I from a bank of descriptive verbs.

Advanced/Advanced High

Allow students to select answers from Part I from a bank of descriptive verbs.

ELPS 4.D

Activity Page 11.3

Vital Verbs

Part 1: Write two new versions of the following sentences. In each of your new sentences, replace the verb in bold with a more vital verb.

1. I **walked** from school to grandmother's house.

» I trudged from school to grandmother's house.

I skipped from school to grandmother's house.

I pranced from school to grandmother's house.

2. I **threw** the ball.

» I tossed the ball.

I hurled the ball.

I lobbed the ball.

3. He **ate** the cake.

» He picked at the cake.

He gobbled the cake.

He nibbled the cake.

4. "I've got practice today," she **said**.

» "I've got practice today," she whispered.

"I've got practice today," she cried.

"I've got practice today," she crowed.

5. The children **looked** at the dancers on the stage.

» The children gazed at the dancers on the stage.

The children glanced at the dancers on the stage.

The children stared at the dancers on the stage.

The children glared at the dancers on the stage.

If you finish with time remaining, write each sentence in one more new way. Your teacher will tell you when it is time to move on to Part 2.

Part 2: Now you will use your new verb skills to add some vital verbs to your own personal narrative. Review your personal narrative writing from today and the previous lesson. Choose a sentence with a verb that could be more vital. Copy the sentence below and then rewrite it using a more vital verb.

Old sentence:

New sentence:

If you finish with time remaining, repeat the exercise with another sentence.

Challenge

Pair students. Have them read each other's personal narrative paragraphs and help identify additional verbs that could be replaced.

- Allow student volunteers to share the changes they made to their work.
- Tell students that this kind of small improvement is a key part of revision. In upcoming lessons, they will do more revision and read more about Peg's recovery.

End Lesson

12

It's All in the Details

PRIMARY FOCUS OF LESSON

Reading

Students identify textual details and use them to read the text closely.

 **TEKS 4.6.F; TEKS 4.6.G; TEKS 4.7.C****Writing**

Students revise their personal narrative drafts to incorporate good and varied details.

 **TEKS 4.2.C; TEKS 4.11.C; TEKS 4.12.A**

FORMATIVE ASSESSMENT

Activity Page 12.1

All About Accordions Identify and classify details from “The Great Accordion Concert.”

 **TEKS 4.6.F; TEKS 4.6.G****Activity Page 12.2**

Identifying Good Details Discuss qualities of most memorable details and why they are memorable.

 **TEKS 4.7.C****Activity Page 12.3**

Detail Drill Revise personal narrative writing to add or improve details.

 **TEKS 4.2.C; TEKS 4.11.C; TEKS 4.12.A** **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft; **TEKS 4.2.C** Write legibly in cursive to complete assignments.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (50 min.)			
Reading for Details	Independent	15 min.	<input type="checkbox"/> Activity Pages 12.1, 12.2 <input type="checkbox"/> <i>Small Steps: The Year I Got Polio</i>
Examples of Good Details	Whole Group	10 min.	<input type="checkbox"/> Examples of Good Details poster or chart
Close Reading	Whole Group	25 min.	
Writing (40 min.)			
Revising Details	Independent	40 min.	<input type="checkbox"/> Activity Page 12.3 <input type="checkbox"/> colored pencils

ADVANCE PREPARATION

Reading

- Prepare to project and discuss the Examples of Good Details poster.

Digital Component 12.1

Type of Detail	Detail
<i>what something looks like</i>	
<i>what something feels like</i>	
<i>what something sounds like</i>	
<i>what something smells or tastes like</i>	
<i>a physical action</i>	
<i>a quote of what someone said—dialogue</i>	

Universal Access

Reading

- Create a timeline of events from the text.

Writing

- Review students' narratives.

VOCABULARY

Core Vocabulary

O.T., n. stands for occupational therapy, which consists of exercises and projects used to help patients recover skills for daily life

melody, n. a tune

adept, adj. very skilled

flawlessly, adv. perfectly, without imperfections

gazed, v. looked at closely

Lesson 12: It's All in the Details

Reading



Primary Focus: Students identify textual details and use them to read the text closely. **TEKS 4.6.F; TEKS 4.6.G; TEKS 4.7.C**

READING FOR DETAILS (15 MIN.)

- Preview the Core Vocabulary before the reading.
- Direct students to *Small Steps: The Year I Got Polio*, Chapter 13: “The Great Accordion Concert” in the Reader. Have them independently read from the beginning to “. . . nothing to change my mind.”
- **Literal.** Why does Peg need to learn to play the accordion?
 - » The muscles in her arms and hands need development, and accordion playing develops those muscles.

 **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.7.C** Use text evidence to support an appropriate response.

Activity Page 12.1



Check for Understanding



Review the concepts covered in the previous lesson by asking students to identify the cause-and-effect relationship in this passage.

» Possible answers include that Peg's arms and hands have grown weak (effect) due to her illness (cause) and that Peg will play the accordion (cause) to develop her arm and hand muscles (effect).

- Ask students to raise their hands if they:
 - have ever played an accordion
 - have ever heard or seen an accordion being played
 - have never played or seen an accordion
- Tell students that even if they have never seen an accordion, they could probably understand Peg's experience from the details she includes in her narrative.
- Direct students to Activity Page 12.1. Review the instructions and ask students to complete the activity.

Activity Page 12.1

All About Accordions

When you write a personal narrative, you cannot assume that your readers have had the same experiences as you. In fact, sometimes the most interesting stories to read were written by people who have had very different experiences from those of their readers.

Good writers often describe their experiences so well that readers can understand and visualize what is happening even if they have not experienced something like it themselves.

Reread the passage on Reader pages 41–42 in which Peg describes learning to play the accordion. In the space that follows, write down all the textual details you can find that relate to the accordion or how to play it.

» Possible answers include:

Accordions must be pushed in and out.
Accordions are played with the hands and arms.
The accordion “was heavy and awkward.”
The accordion made Peg’s “arms ache.”
Accordions produce melodies.
Accordions have keyboards.
Accordions have chord buttons.
It takes two hands to play an accordion.
To play an accordion, you have to do several things at once: push the chord buttons and pull on the accordion itself.
Accordions have a bellows that air gets pushed through.
Accordions are musical instruments.
Accordions have shoulder straps.
Accordions can make squawks and squeaky sounds if you don’t know how to play them.

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

- Ask students to share details about accordions they identified in the text.

Challenge

Ask students to draw accordions based on the textual details they identified.

Support

If students struggle to identify accordion-related details from the passage, display an image or video of an accordion being played; then ask them to compare what they see with Kehret’s descriptions.

EXAMPLES OF GOOD DETAILS (10 MIN.)

- Explain that good writers often incorporate lots of different kinds of details in their writing.
- Display and review the large Examples of Good Details chart.

► Digital Component 12.1

- Ask students to classify details about the accordion into the “Good Details” categories on the poster.

CLOSE READING (25 MIN.)

- Have students read the rest of “The Great Accordion Concert.” Then lead a discussion around the questions that follow.

1. **Inferential.** Does Peg's mother think Peg will like playing the accordion? Give a reason from the text to support your answer.
 - » Yes, because Peg enjoys piano lessons.
2. **Inferential.** Why does Peg think the accordion will be different from the piano?
 - » Peg does not like accordion music.
3. **Literal.** Why does Peg's father think she will learn the accordion quickly?
 - » She can read music.
4. **Evaluative.** Peg has many reasons to try playing the accordion. What finally causes her to start playing it?
 - » Her father learns to play a song on the accordion in seven days.
5. **Literal.** What is the effect of Peg's accordion playing?
 - » Her fingers and arms grow stronger.

- Direct students to Activity Page 12.2. Review the instructions and have them complete Part 1; then review their answers.”

Activity Page 12.2

Identifying Good Details

Remember that good writers use many different kinds of detail to help readers understand and visualize the events described in the text. Use this activity to record some of the details Kehret uses in her work.

Part 1: You have already noted some of the text's details about accordions. Let's use the chart below to record at least two different kinds of details that describe something other than the accordion.

Activity Page 12.2



"The Great Accordion Concert"

Type of Detail	Detail
what something looks like	"He grew red in the face. Beads of perspiration popped out on his bald spot."
what something feels like	playing the accordion "made my arms ache"
what something sounds like	"we snickered and tee-heed"; "instead of squeaks and squawks"
what something smells or tastes like	
a physical action	"she put her fingers in her ears"; "Our jaws dropped."
a quote of what someone said—dialogue	"I want to put in my earplugs."

Challenge

Have students connect these details with the tools studied in previous lessons. Do these details help reveal character traits? Do they contain vital verbs? Are they similes or metaphors?



EMERGENT
BILINGUAL
STUDENTS

Reading for
Information
Reading/Viewing Closely

Part 2: Let's use the chart below to identify different kinds of good details in "Good-bye, Silver; Hello, Sticks." Record as many as you can find.

"Good-bye, Silver; Hello, Sticks"

Type of Detail	Detail
what something looks like	
what something feels like	"feeling foolish"
what something sounds like	a screech of brakes
what something smells or tastes like	
a physical action	"I blinked back tears."; "I patted Silver's side."
a quote of what someone said—dialogue	"You gave me a lot of good rides."

Beginning

Support students in adding events from "The Great Accordion Concert" and "Good-bye, Silver; Hello, Sticks" to their timelines on Activity Page 7.2. Then have them find details describing particular events.

Intermediate

Have students work in a group to add events to their timelines on Activity Page 7.2. Then assign pairs to find details describing particular events.

Advanced/Advanced High

Have students work individually to add events to their timelines on Activity Page 7.2 and then find details describing particular events.

ELPS 4.C; ELPS 4.F

- Have students silently read "Good-bye, Silver; Hello, Sticks."



Check for Understanding

Who is Silver? Why do you think Silver has their name?

1. **Inferential.** How did Peg expect to feel when she got to stop using the wheelchair?
 - » She expected to feel happy.
2. **Literal.** How did Peg actually feel when she told Silver goodbye? Name the word or phrase in the text that helps you know this.
 - » She was sad; she “blinked back tears.”
3. **Literal.** What good memories did Peg have with Silver?
 - » The wheelchair helped her attend school, sessions with Miss Ballard, and O.T. (occupational therapy). She also used it on her birthday.
4. **Evaluative.** How has Peg’s perspective on life changed through her time in the wheelchair?
 - » She has learned that she could have a happy life even if she had always had to use Silver.

Lesson 12: It's All in the Details

Writing



Primary Focus: Students revise their personal narrative drafts to incorporate good and varied details. **TEKS 4.2.C; TEKS 4.11.C; TEKS 4.12.A**

REVISING DETAILS (40 MIN.)

- Direct students to Activity Page 12.3. Review the instructions and ask students to complete the activity. Students are expected to write legibly in cursive to complete assignments.

Activity Page 12.3

Detail Drill

Now that you have practiced identifying good, varied details, use that skill to improve your own personal narrative writing.

Follow these steps to add to or improve your details.

1. Begin by rereading your narrative. As you read, underline each event from your personal narrative planner (Activity Page 8.4) in a different color.
2. Read your draft a second time. This time, use the same colors to circle the details describing each event.
3. Use the text you underlined and circled to complete the following chart. Don't worry about empty boxes. You will work on those in the next part of this activity.

Type of Detail	Event 1:	Event 2:	Event 3:	Event 4:
what something looks like				
what something feels like				
what something sounds like				
what something smells or tastes like				
a physical action				
a quote of what someone said—dialogue				

4. Brainstorm a few more details and add them to the chart.

Challenge

Encourage students to use figurative language in their details as Kehret does in the phrase “our questions exploded like a string of firecrackers.”

Support

Allow students to read their drafts to their peers, who should ask questions about things they would like to know. Students should use their answers to those questions to add extra details to their work.

Activity Page 12.3



TEKS 4.11.C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft; **TEKS 4.2.C** Write legibly in cursive to complete assignments.

**EMERGENT
BILINGUAL
STUDENTS****Writing
Selecting Language
Resources****Beginning**

Support students in selecting events from their narratives that support the addition of a particular type of detail.

Intermediate

Ask students questions to help them add details to their events (e.g., “What did you see or hear when you opened the door? What was the weather like?”).

Advanced/Advanced High
Have students work in pairs to support one another in identifying details to add to their narratives.**ELPS 5.G**

Type of Detail	Event 5:	Event 6:	Event 7:	Event 8:
what something looks like				
what something feels like				
what something sounds like				
what something smells or tastes like				
a physical action				
a quote of what someone said—dialogue				

5. If there are any types of details you have not included in your writing so far, try to add one of those types to the chart.
6. Select at least one of those new details to include in your narrative and place a star next to the line of your narrative where you will insert the detail. Write your new detail in a full sentence below.

- Tell students this is not the last chance they will have to revise their writing, so they should continue to think about ways to make their details memorable and effective.

**Check for Understanding**

Circulate as students work to provide support and feedback; ask volunteers to share strong details from their work with the class.

End Lesson

13

Conclusions:
Finishing Strong

PRIMARY FOCUS OF LESSON

Reading

Students learn about strong conclusions and analyze the conclusion of

 *Small Steps.* **TEKS 4.9.D.i**

Writing

Students compose conclusions for their personal narratives.

 **TEKS 4.2.C; TEKS 4.11.B.i; TEKS 4.12.A**

FORMATIVE ASSESSMENT

Activity Page 13.1

Concluding Thoughts Connect the conclusion of *Small Steps* to the overall narrative's main points.

 **TEKS 4.9.D.i**

Activity Page 13.2

Wrapping It Up Write a concluding paragraph for the

 personal narrative. **TEKS 4.2.C; TEKS 4.11.B.i; TEKS 4.12.A**

 **TEKS 4.9.D.i** Recognize characteristics and structure of informational text, including: the central idea with supporting evidence; **TEKS 4.11.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 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft; **TEKS 4.2.C** Write legibly in cursive to complete assignments.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Introducing Conclusions	Whole Group	5 min.	<input type="checkbox"/> <i>Small Steps: The Year I Got Polio</i> <input type="checkbox"/> Activity Pages 7.2 and 13.1
Close Reading	Whole Group	25 min.	
Concluding <i>Small Steps</i>	Independent	15 min.	
Writing (45 min.)			
Planning Conclusions	Independent	20 min.	<input type="checkbox"/> Activity Page 13.2
Drafting Conclusions	Independent	25 min.	

ADVANCE PREPARATION

Writing

- Prepare to arrange students in pairs to review their plans for conclusions.

Universal Access

Reading

- Prepare short-answer and yes/no questions.

Writing

- Prepare organizer.

Start Lesson

Lesson 13: Conclusions: Finishing Strong

Reading

45M

Primary Focus: Students learn about strong conclusions and analyze the conclusion of *Small Steps*. **TEKS 4.9.D.i**

INTRODUCING CONCLUSIONS (5 MIN.)

Support

Ask students to review the guidelines for a strong paragraph from Lesson 1, which state, “Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or central idea.”

- Tell students that this lesson focuses on the conclusion, or the ending, of a piece of writing.
- 1. **Evaluative.** Ask students what an ending or conclusion usually does and what elements it might include.
 - » Answers will vary, but students may mention the concept of “a happy ending,” which resolves conflicts. Conclusions may also show how the characters have changed throughout the narrative. Conclusions can answer questions or remind readers of the main point of the narrative.
- Point out that the conclusion is the final impression the essay leaves with the reader, so it is a particularly important section of a piece of writing.



TEKS 4.9.D.i Recognize characteristics and structure of informational text, including: the central idea with supporting evidence.

CLOSE READING (25 MIN.)

- Tell students that in this lesson they will finish reading *Small Steps* and write conclusions to their own personal narratives.
- Direct students to read “Back to School,” the final passage from *Small Steps*, independently.
- After students read the passage, facilitate discussion using the following questions.

2. **Literal.** Dorothy’s letter to Peg mentions her conflicted feelings about leaving Sheltering Arms. How did Dorothy expect to feel when she left, and how does she actually feel once she has left?

- » Dorothy wanted to leave Sheltering Arms, but once she did, she realized that she wanted to return.

3. **Literal.** Why does Peg think it makes sense that Dorothy wants to return to Sheltering Arms?

- » The girls were safe there, people there understood their illness, and it was easier to live there than outside of the hospital.

4. **Literal.** Kehret uses a strong, vital verb when she writes that the girls were “cocooned in Room 202.” What is a cocoon?

- » A cocoon is a soft casing that encloses some insects as they mature and grow. When they have finished maturing, animals such as butterflies emerge from the cocoon. Caterpillars are transformed into butterflies in a cocoon.

5. **Inferential.** Based on your answer to the previous question, think about why Kehret might use this word to describe her stay at Sheltering Arms. What does this word suggest is happening to the girls while they are there?

- » The girls feel safe. Like caterpillars turning into butterflies, they are being transformed. When they leave Sheltering Arms, they will be different from the way they were before.

6. **Inferential.** How is Peg transformed when she arrives back at school?

- » She feels “stronger”; she is ahead in school; she has become a celebrity.

- Direct students to the timeline on Activity Page 7.2.
- Work together as a class to determine new events to add to the timeline. For each suggested event, ask students to give a reason explaining the event’s significance and why it deserves to be marked on the timeline.

- » Answers may vary, but students should provide a reason for their choices. Possible answers include, under the category “Back to School,” that Peg returned to school, that her schoolmates cheered for her, and that, when she went to chorus class, she remembered first feeling sick there.

Activity Page 7.2



Activity Page 13.1



Support

Tell students that one way to think about the central idea of a piece of writing is to think about what a character has learned or how a character has changed.

Challenge

What does Peg mean when she says, “I had been gone a lifetime”?

» She has changed so much that it feels like she has been gone a very long time.

CONCLUDING SMALL STEPS (15 MIN.)

- Tell students that, in this activity, they will think about how Kehret concludes her narrative.
- Direct students to Activity Page 13.1, review the instructions, and ask them to answer the questions.

Activity Page 13.1

Concluding Thoughts

The *Small Steps* conclusion comes at the end of a long piece of writing that is several paragraphs long and includes several events, but it is still a final thought about the topic or central idea of the text.

Answer the following questions to think more closely about the conclusion of *Small Steps*. You may consult the text as you work.

1. What is the main plot of *Small Steps*? Describe what happens in one sentence.
 - » The narrator is diagnosed with and recovers from polio.
2. Describe the plot of “Back to School” in one sentence.
 - » Peg returns to school and realizes that, although things there have stayed the same, she has changed.
3. How has Peg grown “stronger” from her time away?
 - » Answers may vary, but students should point to a place in the text that supports their claims. For example, they might argue that she has gained strength by learning to overcome obstacles such as temporary paralysis.
4. Why do you think Kehret chooses to end her book with her first day back to school?
 - » Possible answer: Kehret chooses to end her story when she goes back to chorus class, the place where she started her story. By ending where she began, she can show us how she has changed.

5. Now complete the chart below.

Central Idea in Small Steps	Support in the Conclusion
<i>Polio has many unexpected consequences.</i>	<i>She has become a celebrity. Everyone in town rooted for her. She has grown stronger because she worked hard and achieved some of her therapy goals.</i>
<i>Although polio made her physically weaker, in some ways it made Peg personally stronger.</i>	<i>"I was stronger than when I left."</i>

Challenge

Ask students to name other points on the timeline, earlier or in the future, when Kehret could have ended her story. Possible answers: the present day, when she walks again, when she regains movement.



Check for Understanding

Ask students to share their central ideas and supports from the chart on Activity Page 13.1.

- Tell students that returning to some element from the beginning of the story and noticing the differences is not the only way to write a conclusion, but it is one very good way.



EMERGENT BILINGUAL STUDENTS

Reading Reading/Viewing Closely

Beginning

Ask yes/no and short answer questions to help students determine a central idea. Example: "What was most important to Peg at the beginning of the narrative?"



Intermediate

Allow students to share their central ideas with a partner and have the partners assist one another to find textual support for the ideas.

Advanced/Advanced High

Have a small group read the text together to discuss central ideas and textual support while reading.

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

Lesson 13: Conclusions: Finishing Strong Writing

Primary Focus: Students compose conclusions for their personal narratives.



TEKS 4.2.C; TEKS 4.12.A; TEKS 4.11.B.i

PLANNING CONCLUSIONS (20 MIN.)

- Tell students that now they will finish drafting their personal narratives by writing their own conclusions.
- Direct them to Activity Page 13.2, review the directions, and ask them to complete Part 1 of the activity.



TEKS 4.12.A Compose literary texts such as personal narratives and poetry using genre characteristics and craft;

TEKS 4.11.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 4.2.C** Write legibly in cursive to complete assignments.

Activity Page 13.2



- Allow students to work with a partner to review their answers to the final question and to discuss the kind of conclusion they will write.

Activity Page 13.2

Wrapping It Up

As you know from our discussion, because the *Small Steps* conclusion covers a longer piece of writing, it is several paragraphs long and includes several events.

Your conclusion will include only one or two events and will be one paragraph long. If you feel it should be longer, or include more events, discuss these changes with your teacher before you write.

A conclusion helps the reader pull the whole story together.

Part 1: Prepare to write your conclusion by answering the following questions.

- What events occurred at the end of your personal narrative experience?
- Why do you still remember this experience?
- What was the most important thing about this experience?
- How did you change over the course of your personal narrative?
- What was the same at the beginning and at the end of your personal narrative?
- What was different at the beginning and at the end of your personal narrative?
- How does the experience continue to impact you today?
- What did you learn, or do you think others can learn, from your experience?
- Now think about what ideas you want to leave with your readers. Look at the answers you wrote above. Choose one or two and use them to begin your conclusion.

Part 2: Write your conclusion in the space that follows.

DRAFTING CONCLUSIONS (25 MIN.)

- Direct students to Activity Page 13.2 and have them draft their conclusions under Part 2. Students are expected to write legibly in cursive to complete assignments.
- If time permits, allow students to share their drafts with partners.
- Tell students that in the next few lessons they will revise, polish, and share their finished personal narratives. As they go back, they should keep the concluding ideas in mind to make sure that the opening paragraphs of the narrative fit the final thought in the conclusion.
- If students do not complete their conclusions in class, have them complete the work for homework.



Check for Understanding

Circulate as students work, ensuring that they are on track and providing them feedback and support as necessary.

End Lesson

Support

Suggest that students write a paragraph with the topic sentence starter “I will always remember this because _____.”

Challenge

Ask students to explain the connection between their concluding paragraph and the ideas and images in their narrative’s opening paragraph.



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Beginning

Work with students 1:1 or in small groups to discuss the answers to 13.2 and generate ideas for concluding paragraphs.

Intermediate

Give students a graphic organizer with spaces for students to write how they felt at beginning/end of the experience and why the experience is memorable.

Advanced/Advanced High
Have students share their narratives so far with a partner and discuss possible lessons learned or central ideas to include in a conclusion.

ELPS 5.G

14

Revising Personal Narratives

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students prepare for and conduct interviews from the perspectives of the

author and a talk-show host. **TEKS 4.1.A**

Writing

Students offer peer feedback and use feedback to revise their personal

narratives. **TEKS 4.2.C; TEKS 4.11.B.ii; TEKS 4.11.C**

FORMATIVE ASSESSMENT

Teacher Resources

Speaking and Listening Observational Checklist

Conduct interviews in the character of Peg Kehret,

author of *Small Steps*. **TEKS 4.1.A**

Activity Page 14.2**What's in a Name?** Compose titles for personal

narratives. **TEKS 4.2.C; TEKS 4.11.B.ii**

Activity Page 14.3**A Vision for Revision** Offer and receive peer feedback

and revise personal narratives. **TEKS 4.11.C**



TEKS 4.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.2.C** Write legibly in cursive to complete assignments.

LESSON AT A GLANCE

	Grouping	Time	Materials
Speaking and Listening (30 min.)			
Interviewing Peg Kehret	Partner	30 min.	<input type="checkbox"/> Activity Page 14.1 <input type="checkbox"/> Speaking and Listening Observational Checklist
Writing (60 min.)			
Composing Titles	Independent	20 min.	<input type="checkbox"/> Activity Pages 14.2, 14.3
Peer Review	Partner	30 min.	
Revision	Independent	10 min.	

ADVANCE PREPARATION

Speaking and Listening

- Prepare the Speaking and Listening Observational Checklist.
- Prepare to arrange students into pairs for the interviews.

Writing

- Prepare to divide students into pairs for peer review.

Universal Access

Speaking and Listening

- Prepare short-answer interview questions.

[Start Lesson](#)

Lesson 14: Revising Personal Narratives

Speaking and Listening

30M

Primary Focus: Students prepare for and conduct interviews from the perspectives of the author and a talk-show host. **TEKS 4.1.A**

INTERVIEWING PEG KEHRET (30 MIN.)

Warm-Up

- Tell students that, in this lesson, they will imagine what the author of *Small Steps* might say if she were interviewed about her book.

1. **Evaluative.** Ask students to describe what happens in an interview, who usually gets interviewed, and by whom they are interviewed.
 - » Answers will vary, but students should recognize that people interviewed are usually experts or those who are accomplished in their fields. Interviews may be conducted by reporters, talk-show hosts, or other interested people. Interviews usually consist of a series of questions from the interviewer, but sometimes the interviewer will also get questions from audience members. Interviews may appear in newspapers, magazines, television shows, radio programs, podcasts, or other media outlets.
2. **Literal.** Remind students that they learned about primary and secondary sources in Lesson 8. Ask students if an interview is a primary or secondary source.
 - » primary

Support

Play a clip from a television or radio interview with an author to demonstrate.



TEKS 4.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.

- Direct students to Activity Page 14.1, review the instructions, and ask them to complete the activity to prepare for their interviews.
- Remind students to ask any clarifying questions as they conduct their interviews.

Activity Page 14.1

Activity Page 14.1



Interviewing Peg Kehret

Pretend that you are Peg Kehret and that you are being interviewed about your book on a morning talk show.

Think about each of the following questions. Knowing what you know about Kehret from her narrative, prepare to answer the questions from her perspective, or attitude toward something. Think about how she would feel about each question.

When authors go on talk shows, they are often asked to read aloud from their books. For each of your answers, choose a quote from *Small Steps* to support it. That quote can come from any part of the narrative.

1. Why did you decide to write a book about your experience with polio?

Answer: _____

Quotation: _____

2. How did the experience change you?

Answer: _____

Quotation: _____

3. What is the most important message for readers to take away from your book?

Answer: _____

Quotation: _____

4. Can you name one thing you learned from your experience?

Answer: _____

Quotation: _____

5. Create your own question that you could ask Peg Kehret about the text.

Answer: _____

Quotation: _____

6. Create another relevant question you could ask Peg Kehret about the text.

Answer: _____

Quotation: _____

Challenge

Ask students to write and answer additional questions.



EMERGENT
BILINGUAL
STUDENTS

Speaking and Listening
Exchanging
Information/Ideas

Beginning

Suggest short-answer interview questions for emerging students. Examples:

- What is your book about?
- How old are you at the beginning of your narrative?
- How was your childhood different from most of your classmates?

Intermediate

Have interviewers restate their interviewees' answers in their own words.

Advanced/Advanced High

In pairs, have students tell one another the story of *Small Steps* before working on Activity Page 14.1.

ELPS 1.D; ELPS 3.F

Interviews

- Arrange students into pairs for the interview activity.
- Explain that first one student will play Peg Kehret while the other plays the role of a talk-show host. The host will ask Kehret two questions. Students will then switch roles and repeat the process with the remaining two questions.
- Circulate as your students work, using the Speaking and Listening Observational Checklist to assess student participation.

Challenge

Ask students to name titles of their favorite books and to think about how those titles relate to the book's content.

Activity Page 14.2



Check for Understanding



Ask volunteers to model their interviews before the entire class, then have the class suggest other text-based ways that Kehret could use to respond to the same questions.

Lesson 14: Revising Personal Narratives

Writing



Primary Focus: Students offer and receive peer feedback and then revise their personal narratives. **TEKS 4.2.C; TEKS 4.11.B.ii; TEKS 4.11.C**

COMPOSING TITLES (20 MIN.)

- **Evaluative.** Ask students to describe the function of a work's title.
 - » Answers will vary, but possibilities include that it gives readers a sense of the work's subject or that it helps readers become interested in the work.
- Direct students to Activity Page 14.2, review the instructions and the Title Tips, and have them complete the activity. Students are expected to write legibly in cursive to complete assignments.

Activity Page 14.2

What's in a Name?

As you have discussed with your class, titles play an important role in helping

TEKS 4.11.B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.2.C** Write legibly in cursive to complete assignments.

readers know what a work might be about or getting readers interested in the work.

Here are some more guidelines for good titles.

Title Tips

Good titles are:

- short enough to fit on one line,
- descriptive without giving away the whole plot of the work,
- related to the text, and
- capitalized properly.

Answer the questions below to think more about good titles and how you might draft a good title for your personal narrative.

1. What did Peg Kehret title her personal narrative?
» *Small Steps: The Year I Got Polio.*
2. How did this title relate to her book's subject?
» Answers will vary, but the small steps represent the ones she took in her recovery. The narrative also shows that these steps, taken together, added up to more than something small.
3. In one sentence, write a summary of your personal narrative.
4. What are the most important images or ideas in your narrative?
5. What is one thing about your narrative that might make readers interested in reading it?
6. Review your answers to questions 3–5, then write four different title ideas on the lines that follow.
 - A. _____
 - B. _____
 - C. _____
 - D. _____

PEER REVIEW (30 MIN.)

- Divide the class into pairs. Whenever possible, pair students with someone who they have not worked with before on writing activities so that they will have a fresh perspective.



- Direct students to Activity Page 14.3, review the instructions for readers and listeners, and ask them to complete the activity.

Activity Page 14.3

A Vision for Revision

In this activity, you will work with your partner to find places to strengthen your writing. You will also help your partner strengthen their writing. As you read and listen, remember to think about showing rather than telling by using specific language and strong details.

Part 1: Each partner will take a turn being the reader and the listener.

Before you begin, choose two of the revision questions below to ask your partner about your own writing. Circle the questions you choose.

Revision Question Bank

- A. Which events were confusing or unclear?
- B. Which words didn't you understand?
- C. Were there any details or settings you could not picture?
- D. What was the most interesting event?
- E. What was your favorite detail?
- F. Which character did you want to know more about?

Choose who will be the reader and who will be the listener first, and complete your part of the activity page. Then switch and complete the other part.

Part 2: When You Are the Reader

1. Read the introduction to your narrative. Ask your partner what they think the central topic or idea of your narrative will be based on what you read. Ask why they think that. Write your partner's answers here:
2. Ask your partner if there is anything in the introduction they wish to know more about. Write your answer here:
3. Read the next two paragraphs of your narrative aloud. Remember that these paragraphs are the support: they incorporate events and details to develop the main topic. Ask your partner the two questions you circled in the Revision Question Bank. Write your partner's answers here:

4. Read your conclusion aloud. Ask your partner if your narrative leaves any questions unanswered. Write your partner's answer here:
5. Finally, share your four ideas for a title and ask your partner to recommend one of them. Write your partner's recommendation here:

When You Are the Listener

1. Listen to the introduction and think about what main event is being introduced. Answer your partner's questions thoughtfully.
2. Listen to the next two paragraphs. Remember that these paragraphs are the support: they incorporate events and details to develop the main topic. As you listen, make note of anything you would like to know more about or that you find confusing.
3. Listen to the conclusion. Answer your partner's question thoughtfully.
4. Listen to the reader's ideas for a title. Make a recommendation on which title the reader should choose and give a reason for your choice.

Switch roles and repeat Part 2.

Part 3: After You Have Been Both the Reader and Listener

Based on your partner's feedback, make a list of three things you might work on in your revision.

These revisions could be something that you will add, remove, or revise. Be specific about the kind of changes you plan to make.

A. _____

B. _____

C. _____

REVISION (10 MIN.)

- Direct students to use their completed Vision for Revision (Activity Page 14.3) to revise their personal narratives.
- If students have substantive revisions to make, you may wish to have them recopy their narratives as they revise.
- Circulate as students work, providing support and feedback as needed.

Challenge

Tell students to think about their partner's narrative and write a question about it to help their partner strengthen their narrative.

Support

Allow students to listen to their peer read the work aloud more than one time.



**EMERGENT
BILINGUAL
STUDENTS**

Writing Writing

Beginning

Have students read to you, and suggest revision opportunities by asking questions.

Example:

- You described petting a dog. What did the dog feel like?

Intermediate

Have students underline verbs in their narratives and work with a partner to consider whether any can be replaced with more vital verbs.

Advanced/Advanced High

Have students underline verbs in a section of their narratives and work independently to consider whether any can be replaced with more vital verbs.

ELPS 5.F

Beginning-of-Year Assessment

BEGINNING-OF-YEAR ASSESSMENT

This unit concludes with a Beginning-of-Year Assessment to help you determine whether students have adequate preparation for Grade 4 instruction. It is administered at the end of Unit 1, rather than the beginning, to give students an opportunity to acclimate to the school environment after the summer break.

The Beginning-of-Year Assessment includes three components to be administered in a whole group setting, completed independently by each student: a written assessment of reading comprehension, a written assessment of grammar, and a written assessment of morphology. The Beginning-of-Year Assessment also includes two components to be administered individually to students: an oral assessment of word reading in isolation and a fluency assessment. Explicit administration instructions are included in this Teacher Guide on Beginning-of-Year Assessment Day 1.

The Reading Comprehension Assessment is designed to be completed during a 90-minute block of time and will be administered on the first assessment day. There are three passages for students to read and questions after each passage for students to answer.

The Grammar and Morphology Assessments are designed to be completed during two 45-minute blocks of time on the second and third assessment days, respectively.

The Word Reading in Isolation Assessment evaluates students' skills in reading words with particular letter-sound correspondences. You will assess selected students individually on this portion of the assessment.

The Fluency Assessment is to be administered to all students.

After administering the Beginning-of-Year Assessment, you will complete an analysis summary of individual student performance using the Grade 4 Beginning-of-Year Assessment Summary page, found in the assessment section of each student's Activity Book. The results of the analysis will give you a clear idea of which students are ready for Grade 4 instruction and which students may need instruction in materials from earlier grades.

Additional resources, such as a Fluency Supplement, are available in the digital version provided with the online materials. These may be used with students who need additional 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
Beginning-of-Year Assessment		
Reading Comprehension Assessment	90 min.	<input type="checkbox"/> 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 4 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 13 or fewer on the Reading Comprehension Assessment, or between 14–16, 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 under 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, "The Elephant and the Ape," 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 Reading Comprehension Assessment uses text from the End-of-Year Assessment from Grade 3, related to the domain-based unit on Ecology.

The texts used in the Reading Comprehension Assessment, “The Cat” (literary text), “The Wolf, the Elk, and the Aspen Tree” (informational text), and “Invasive Species” (informational text), have been profiled for text complexity using standard quantitative and qualitative measures.

The reading comprehension questions pertaining to these texts are aligned to the 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. Part A. Inferential	B	RL.4.4, RL.4.1
*1. Part B. Literal	B	
2. Inferential	D	RL.4.3, RL.4.1
3. Inferential	A, D	RL.4.3, RL.4.1
4. Literal	5, 1, 3, 2, 4	RL.4.3, RL.4.1
*5. Part A. Inferential	C	RL.4.4, RL.4.1
*5. Part B. Literal	B	
6. Literal	<i>Detail 1 showing how Franz reacted to the trolls before the hunter's stay: (C) He chopped wood and built a fire. (E) He set the table with his best dishes.</i> <i>Detail 2 showing how Franz reacted to the trolls after the hunter's stay: (A) He told the trolls he still had the cat. (F) He told the trolls all of the kittens had grown up.</i>	RL.4.3, RL.4.1
*7. Part A. Evaluative	C	RL.4.3, RL.4.2, RL.4.1
*7. Part B. Evaluative	B	
8. Literal	D, E	RL.4.1
9. Inferential	C	RI.4.3, RI.4.1
10. Literal	Paragraphs 2–3	RI.4.8, RI.4.1
*11. Part A. Literal	C	RI.4.8, RI.4.1
*11. Part B. Literal	B	
12. Evaluative	D	RI.4.3, RI.4.1
*13. Part A. Evaluative	D	RI.4.2, RI.4.1
*13. Part B. Literal	A	
*14. Part A. Inferential	C	RI.4.4, RI.4.1
*14. Part B. Literal	A, D	
15. Literal	A, C	RI.4.8, RI.4.1
16. Literal	B, E	RI.4.4, RI.4.1
17. Evaluative	A	RI.4.3, RI.4.1
*18. Part A. Evaluative	D	RI.4.2, RI.4.1
*18. Part B. Literal	C	

Reading Comprehension Assessment Analysis

Students who answered 13 or fewer questions correctly out of 19 total questions appear to have **minimal preparation** for Grade 4. 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 need intensive intervention to perform at Grade 4 level. 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 14–16 questions correctly out of 19 total questions appear to have **adequate preparation** for Grade 4. 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 17–19 questions correctly out of 19 total questions appear to have **outstanding preparation** for Grade 4. 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
13 or fewer	Student appears to have minimal preparation for Grade 4; administer Word Reading in Isolation Assessment and Fluency Assessment on Day 2 or Day 3
14–16	Student appears to have adequate preparation for Grade 4; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment
17–19	Student appears to have outstanding preparation for Grade 4; 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
Beginning-of-Year Assessment		
Grammar Assessment	45 min.	<input type="checkbox"/> Activity Page A.5
Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	<input type="checkbox"/> Activity Pages A.2, A.3, A.4 <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.

BEGINNING-OF-YEAR ASSESSMENT

- During the second day of the three-day assessment, all students will complete the Grammar Assessment independently. It includes thirty items assessing knowledge of paragraph parts, parts of speech, sentence elements (subject/predicate), conjunctions, capitalization and punctuation, verbs, linking words, possessives, and comparative and superlative adjectives and adverbs. 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.

GRAMMAR ASSESSMENT (45 MIN.)

TEKS 4.11.D

- Have students work independently to complete the Grammar Assessment on Activity Page A.5. Answers are provided at the end of BOY Assessment Day 2 in this Teacher Guide. Enter all student scores into the Grammar Assessment Scoring Sheet.

Grammar Assessment Scoring Sheet

Grammar Assessment Scoring Sheet

 **WORD READING IN ISOLATION ASSESSMENT (ONGOING)****TEKS 4.2.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, as time permits, to students who scored between 14–16, in order 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 they will read words aloud to you and that it is important to do their 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 recording 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	bowlful
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 their preparation is for Grade 4. 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 4.
- Students who score 44–51 out of 65 words correctly appear to have **adequate preparation** for Grade 4.
- Students who score 52–65 out of 65 words correctly appear to have **outstanding preparation** for Grade 4.

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/	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/ + /ɪ/ (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)
R-Controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)	ə Syllable (1c, 2d, 2e, 3a, 4a, 4b, 5e, 9a, 12e, 13d)	-le Syllable (3b, 11d, 13a, 13e)



FLUENCY ASSESSMENT (ONGOING)

TEKS 4.4

- Begin to administer the Fluency Assessment individually to all students.
- This section of the BOY Assessment assesses students' fluency in reading using the selection "The Elephant and the Ape" (literary text) located on the next page of the Teacher Guide.

Administration Instructions

- Turn to the student copy of "The Elephant and the Ape" on the next page of this Teacher Guide. Students will read from this copy.
- Using the Recording Copy of "The Elephant and the Ape" (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 notes. Encourage the student not to rush and to read at their 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 using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an "X" above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an "SC."
Teacher-supplied words	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.

Beginning-of-Year Fluency Assessment Student Copy

The Elephant and the Ape

“Look at me!” cried Tusk the elephant. “See how big and strong I am!”	14
“Look at me!” cried his friend Nim the ape. “See how quick and clever I am!”	30
“It is better to be big and strong than quick and clever!” said Tusk.	44
“Not so,” answered Nim. “It is better to be quick and clever than big and strong.”	60
So the two friends began to argue.	67
“Let’s not argue,” said Nim. “Let’s go to Sage and ask him to settle the matter.”	83
“Agreed!” said Tusk and off they ran.	90
Sage was a wise old owl who lived in the darkest corner of an old tower.	106
Sage listened to what Tusk and Nim had to say.	116
“I see,” he said. “There is a way to settle this. You must do just as I say. Then, I shall tell you which is better.”	137
“Agreed!” said Tusk.	145
“Agreed!” said Nim.	148
“Cross the river,” said Sage, “and pick me some of the mangoes that grow on the great tree.”	164
Tusk and Nim set off on their mission.	174
Soon, they came to the river, which was very wide and deep. Nim was afraid.	189

“I can’t cross that river!” he cried. “Let’s go back.”

199

Tusk laughed. “Didn’t I tell you it is better to be big and strong than to be quick and clever? It is an easy thing for me to cross the river.”

218

230

Tusk lifted Nim up with his trunk and put him on his broad back. Then, he swam across the river.

247

250

Soon, they came to the mango tree. It was so tall that Tusk could not reach the mangoes, even with his long trunk. He tried to knock the tree over but could not do it.

267

285

“I can’t reach the mangoes,” he said. “The tree is too high. We shall have to go back without the mangoes.”

303

306

Nim laughed. “Didn’t I tell you it is better to be quick and clever than big and strong? It is an easy thing for me to climb this tree.”

324

335

Nim scampered up the tree and tossed down a whole basketful of ripe mangoes. Tusk picked them up. Then, the two of them crossed the river as before.

350

363

When they came again to Sage’s tower, Tusk said, “Here are your mangoes. Now tell us which is better—to be big and strong or to be quick and clever?”

379

393

Sage answered, “I should think you would know that yourself. You crossed the river, and Nim gathered the fruit. Sometimes it is better to be big and strong and sometimes it is better to be quick and clever. Each thing in its place is best.”

407

425

438

“That is true,” answered Tusk.

443

“Indeed it is,” said Nim.

448

Then, away they went, and from that day on, they were better friends than ever before.

464

Word Count: 464

- Assess the student's comprehension of the selection by asking them to respond orally to the following questions:
 1. **Literal.** What were the two animals in the story?
» elephant and ape
 2. **Literal.** What did they disagree about?
» whether it was better to be big and strong or quick and clever
 3. **Literal.** Who did they visit to decide the matter?
» Sage, the wise old owl
 4. **Literal.** What task did the owl give them?
» cross the river and pick some mangoes for him
 5. **Inferential.** What lesson did they learn in the end?
» Sometimes it is better to be big and strong and sometimes it is better to be quick and clever. "Each thing in its place is best."
- 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 Recording Copy. 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 4 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 4 obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that 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 4, and a student scored 85 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 4 from Hasbrouck and Tindal (2006)

Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	145	166	180
75	119	139	152
50	94	112	123
25	68	87	98
10	45	61	72

ANSWER KEY

NAME: _____
DATE: _____

A.5

ASSESSMENT

Beginning-of-Year Grammar Assessment

Read the following paragraph carefully and then answer questions 1–4.

Summer is the very best time of year! Our family always goes to the beach, and we play in the sand and surf for days. We love to build sandcastles and watch the waves creep in and flatten them. The next day we just build them again. If we're lucky we will see the dolphins swimming offshore. Tulips bloom in the spring. I can't wait for summer to arrive so we can head toward the ocean again!

- Which of the following is the topic sentence of the paragraph?
 - Our family always goes to the beach, and we play in the sand and surf for days.
 - Tulips bloom in the spring.
 - I can't wait for summer to arrive so we can head toward the ocean again!
 - Summer is the very best time of year!
- Which of the following is the concluding sentence of the paragraph?
 - Our family always goes to the beach, and we play in the sand and surf for days.
 - Tulips bloom in the spring.
 - I can't wait for summer to arrive so we can head toward the ocean again!
 - Summer is the very best time of year!
- Which of the following is an irrelevant sentence in the paragraph?
 - Our family always goes to the beach, and we play in the sand and surf for days.
 - Tulips bloom in the spring.
 - I can't wait for summer to arrive so we can head toward the ocean again!
 - Summer is the very best time of year!

Grade 4

Activity Book | Unit 1 135

4. Which of the following would be the best title for the paragraph?

- Tulips are Beautiful
- Summer Fun
- Summer, Fall, Winter, and Spring
- Dolphins Swim in the Surf

5. Number the following sentences in order as they should appear in a paragraph about making scrambled eggs:

- Mix the eggs with a splash of milk and a dash of salt and pepper.
- Get the eggs out of the refrigerator.
- Enjoy your warm scrambled eggs with toast and jam!
- Cook the eggs over a low heat so they don't burn.

Read the following sentences carefully and then answer questions 6–9.

The weekly basketball game excited and thrilled all of us greatly.

The two teams played enthusiastically in the large gym at Scottsdale Elementary School.

We arrived early to get the best seats and stayed until the final, climactic seconds.

6. Choose the answer with words that are nouns.

- played, gym, early
- game, seats, seconds
- game, excited, gets
- thrilled, gym, final

Grade 4

136 Unit 1 | Activity Book

NAME: _____
DATE: _____

A.5

CONTINUED

7. Choose the answer with words that are verbs.

- thrilled, arrived, stayed
- excited, early, best
- thrilled, greatly, final
- excited, gym, get

8. Choose the answer with words that are adjectives.

- thrilled, large, best
- game, early, final
- large, best, climactic
- all, large, until

9. Choose the answer with words that are adverbs.

- excited, early, climactic
- Elementary, early, stayed
- greatly, enthusiastically, early
- Scottsville, best, final

10. Draw a vertical line to separate subject and predicate in the following sentence.

The striped hot air balloon drifted high in the puffy clouds.

11. Which sentence uses the conjunction *but* correctly?

- Mrs. Wells said we could have both recess but extra time to read after the spelling test.
- The child's picture was painted green, purple, but yellow.
- Bob likes to read nonfiction, but Bill would rather read fiction.
- The babysitter said, "You may stay up until 9:00 tonight but you finished your supper!"

Grade 4

Activity Book | Unit 1 137

12. Choose the sentence that uses the conjunction *because* correctly.

- Because we left the picnic early the thunderstorm drenched everyone's lunch.
- Mom is baking a three-layer birthday cake because Dad turns 30 years old today.
- Because we spelled all of our spelling words correctly we practiced the words carefully.
- We blew out all the candles in the room because it got very dark.

13. Which sentence uses the conjunction *so* correctly?

- My sister knocked over her glass of milk so she helped clean it up.
- We watched television inside so the storm came up suddenly.
- My friend was very excited so he won the game.
- We arrived at the movie on time so we left the house early.

14. Write the sentence using correct capitalization and punctuation.

your disguise is so creative that I hardly recognized you said Donny

"Your disguise is so creative that I hardly recognized you,"
said Donny.

15. Write the sentence adding commas where needed.

Mary invited Fran Molly and Nancy to her house for an afternoon of movies and popcorn.

Mary invited Fran, Molly, and Nancy to her house for an afternoon of movies and popcorn.

Grade 4

138 Unit 1 | Activity Book

NAME: _____
DATE: _____

A.5 ASSESSMENT
CONTINUED

16. Circle the letter of the sentence that uses the past tense of the verb correctly.

A. Reggie eats more ice cream than all of his brothers.
B. The threatening clouds will scare away the children.
C. My trip to the ocean last weekend calmed and renewed my spirit.
D. The department store is having a half-price sale.

17. Write the correct verb on the blank.

The fussy baby will have lots of attention from her grandparents.
(have, has)

18. Choose the sentence that uses the linking words *for example* correctly.

A. The girl loves to cook, for example, for her family grilled cheese sandwiches, tomato soup, and apple pie.
B. Lamps come in all shapes and sizes, for example, table lamps, floor lamps, and hanging lamps.
C. The shopper finds wonderful bargains at the store, for example.
D. Birds fly overhead, for example, singing their songs, moving from place to place, and looking for food.

19. You can use the linking words *for example* to do all of the following except:

A. To add adjectives to a sentence, making it more interesting.
B. To add adverbs to a sentence, making it more interesting.
C. To add a list of things to a sentence, making it more interesting.
D. To signal a conclusion to a paragraph.

Grade 4

Activity Book | Unit 1 **139**

20. Which sentence uses the linking words *in the same way* correctly?

A. We live on a farm in the country. In the same way, you live in downtown New York City.
B. The third grade class is on a field trip today. In the same way, the fourth grade class is on a trip, too.
C. Hannah is a very pleasant person. In the same way, Hank is a mean person.
D. Wanda grew three inches last year. In the same way, her brother has been the same height for years.

21. The words *in conclusion* signal _____.

A. two things are the same.
B. a summary is coming up next.
C. two things are different.
D. a cause and effect are coming up next.

22. Choose the sentence that uses the words *in contrast* correctly.

A. The clowns make us laugh. In contrast, the funny movie makes us laugh, too.
B. Fairy-tale giants are make-believe. In contrast, flying elephants are found in fiction.
C. The desks in our classroom are all lined up. In contrast, the desks across the hall are all out of order.
D. Spelling is an easy subject for me. In contrast, grammar isn't difficult either.

23. Write the correct singular possessive noun on the blank.

We are all invited to our teacher's house for a party.
(the house of our teacher)

Grade 4

NAME: _____
DATE: _____

A.5 ASSESSMENT
CONTINUED

24. Which sentence uses the apostrophe correctly?

A. The freshly baked cookies' were delicious.
B. The cookie frosting's was gooey and yummy.
C. Chocolate chip and peanut butter cookie's are my favorite!
D. Can you see all of the cookies' burned edges?

25. Choose the sentence that is correctly punctuated.

A. Lions, tigers, and bears are coming this way!
B. The lions roars could be heard all over the zoo.
C. The stripes on the tigers fur are orange and yellow.
D. Do you see the bears claws scratching the tree?

26. Write the correct possessive pronoun on the blank.

Can the rushing river overflow its banks?
(its, it's)

Write the correct form of the comparative or superlative adjective or adverb in the blank.

27. The apple slices on your plate are cut in thinner slices than the apple slices on my plate.

28. The paintings in that museum are the most unusual I've ever seen!

29. Our grandmother lives closer to the mall than we do.
close

30. Our class recited multiplication tables more correctly than the other class.

Beginning-of-Year Grammar Assessment total _____ of 30 points

Grade 4

Activity Book | Unit 1 **141**

Beginning-Of-Year Assessment

Assessment Day 3

LESSON AT A GLANCE

	Time	Materials
Beginning-of-Year Assessment		
Morphology Assessment	45 min.	<input type="checkbox"/> Activity Page A.6
Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	<input type="checkbox"/> Activity Pages A.2, A.3, A.4 <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 thirty items assessing knowledge of the prefixes *un-*, *non-*, *re-*, *pre-*, *dis-*, and *mis-*; suffixes *-er*, *-or*, *-ist*, *-ian*, *-y*, *-al*, *-ous*, *-ly*, *-ive*, *-ful*, *-less*, *-ish*, *-ness*, *-able*, and *-ible*; and prefixes *pro-*, *anti-*, *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-*, all of which were taught in Grade 3. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.
- Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessment, as described on Day 2.

MORPHOLOGY ASSESSMENT (45 MIN.)

- Have students work independently to complete the Morphology Assessment on Activity Page A.6. Answers are provided at the end of BOY Assessment Day 3 in this Teacher Guide. Enter all scores into the Morphology Assessment Scoring Sheet on the following page.

Morphology Assessment Scoring Sheet

Student	Morphology Skills														
Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Skill															
Suffixes –ive and –ly															
Suffixes –ous and –y															
Suffix –ous															
Suffix –al															
Suffix –y															
Suffix –ian															
Suffix –ist															
Suffix –or															
Suffixes –er and –or															
Prefix <i>mis</i> –															
Prefix <i>dis</i> –															
Prefix <i>pre</i> –															
Prefix <i>re</i> –															
Prefix <i>non</i> –															
Prefix <i>un</i> –															

Morphology Assessment Scoring Sheet

Student	Question	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Skill																
Prefix <i>under</i> –																
Prefix <i>mid</i> –																
Prefix <i>over</i> –																
Prefix <i>multi</i> –																
Prefix <i>tri</i> –																
Prefix <i>bi</i> –																
Prefix <i>uni</i> –																
Prefix <i>anti</i> –																
Prefix <i>pro</i> –																
Suffix <i>–ible</i>																
Suffix <i>–able</i>																
Suffix <i>–ness</i>																
Suffix <i>–ish</i>																
Suffix <i>–less</i>																
Suffix <i>–ful</i>																

INTERPRETING BEGINNING-OF-YEAR ASSESSMENT SCORES

You should use the results of three assessments to determine students' preparedness for Grade 4 instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 4 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 4 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 4 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 may benefit from certain grammar and morphology skills taught in Grade 3.

ANSWER KEY

NAME: _____
DATE: _____

A.6 ASSESSMENT

Beginning-of-Year Morphology Assessment

- Which of the following words has the prefix *un-*, meaning “not,” as in the word *unsafe*?
 - understand
 - unable**
 - uncle
 - under
- If someone is giving *nonverbal* signals, how are they giving signals?
 - using written words
 - not using any words**
 - using spoken words loudly
 - using spoken words quietly
- If you want to *rewrite* something, what do you want to do?
 - write it above
 - write it below
 - write it again**
 - write it big
- Which of the following words correctly fits in the sentence below?

The recipe said to _____ the oven to 350° while prepping the food for baking.

- preheat**
- preschool
- preview
- preselect

Grade 4

Activity Book | Unit 1 143

- Choose the phrase that is an example of what the word *disobey* means.
 - unplugging the printer from the computer
 - saying no thank you to a vegetable you don’t like
 - sharing your toys with a younger sibling
 - not cleaning your room after you are asked to**
- When you add the prefix *mis-* to the verb *behave*, the new word is *misbehave*. What part of speech is *misbehave*?
 - noun
 - verb**
 - adjective
 - adverb
- Which of the following words have suffixes that both mean “a person who”?
 - dirty* and *coastal*
 - farmer** and *actor*
 - dangerous* and *decorative*
 - stylish* and *loneliness*
- What is the root word and part of speech of the underlined word in the following sentence?

Sometimes, the counselor at school comes to our class to teach lessons about being a good person and helping others.

Root Word: counsel
Part of Speech of *counselor*: noun

Grade 4

NAME: _____
DATE: _____

A.6 ASSESSMENT CONTINUED

- An *artist* is a person who _____.
 - erases art
 - makes or creates art**
 - is full of art
 - lacks art
- If you are skilled in pediatrics, or the branch of medicine dealing with babies and children, what are you?
 - a cosmetician
 - a politician
 - a pediatrician**
 - a musician
- Circle the word that has the suffix *-y*, which means “full of or covered with,” correctly added to a root word?

rusty sorry happy story

- Which of the following choices is a *nutritional* food choice?
 - potato chips
 - ice cream
 - a lollipop
 - asparagus**
- What word means “full of danger”?
 - dangerly
 - nondanger
 - dangerous**
 - dangerless

Grade 4

Activity Book | Unit 1 145

Choose the correct word to complete each sentence.

- She _____ presented the results of her study and kept the audience interested and entertained.
 - humorous
 - humorly
 - humorously**
 - humory
- I enjoy drawing _____.
 - creativer
 - creativous
 - creativish
 - creatively**
- The _____ cut on my hand hurt even more when Mom started to clean it.
 - painful**
 - careless
 - hopeful
 - fearless

146 Unit 1 | Activity Book

Grade 4

NAME: _____
DATE: _____

A.6 ASSESSMENT
CONTINUED

17. Which of the following words correctly fits in the sentence below?

I gave my mother a _____ look when she told me I had to finish my science project before I could go to the soccer game; I knew I still had a lot of work and would not be able to go to the game.

- A. fearless
- B. careless
- C. painless
- D. hopeless

18. Complete this sentence:

My brother acted in a *selfish* way when he

Answers may vary but should complete the sentence with a reasonable example of selfish behavior.

19. Which of the following might cause *loneliness* to set in?

- A. All of your friends left.
- B. You took the dog for a walk.
- C. Your neighbor invited you to join a book club.
- D. The baseball game went into extra innings.

20. If something is *chewable*, that means it is

able to be chewed.

Grade 4

Activity Book | Unit 1 **147**

21. When adding the suffix *-ible* to the verb *flex*, you create *flexible*. What part of speech is the new word?

- A. noun
- B. verb
- C. adjective
- D. adverb

22. Which of the following words with the prefix *pro-* means "to move forward"?

- A. proceed
- B. project
- C. proposal
- D. provide

23. If you need an *antidote*, what might have happened?

- A. You might have eaten a salad for lunch.
- B. You might have cut your finger on a thorn from a rosebush.
- C. You might have fallen asleep on the couch.
- D. You might have been bitten by a poisonous snake.

24. How many wheels does a *unicycle* have?

one

25. My father is *bilingual* so that means he can speak **two** languages.

26. Rachel's favorite author just published a *trilogy*, which is a series of **three** books.

Grade 4

NAME: _____
DATE: _____

A.6 ASSESSMENT
CONTINUED

27. What type of literature includes selections that reflect many cultures?

- A. multicultural
- B. agricultural
- C. subcultural
- D. cultural

28. Which of the following words correctly fits in the sentence below?

Mom insisted that Dad stop mowing the lawn to drink some water because she was worried he would _____ on such a hot day.

- A. overeat
- B. underestimate
- C. overheat
- D. underline

29. When adding the prefix *mid-* to the noun *field*, you create *midfield*. What does the word *midfield* mean?

- A. the center of the field
- B. the left side of the field
- C. the right side of the field
- D. the top of the field

Grade 4

Activity Book | Unit 1 **149**

30. What type of camera would you need to buy if you wanted to take pictures of fish and plants in the ocean on your vacation?

- A. an overpowered camera
- B. an underwater camera
- C. an underpowered camera
- D. an overfish camera

Beginning-of-Year Grammar Assessment total _____ of 30 points

Grade 4

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 independently, 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.

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 an excerpt from *Stickeen: The Story of a Dog*, a personal narrative by naturalist John Muir. You may have students read the narrative individually or in any grouping that is convenient.

Note: This text contains archaic/old language and includes words that may have been commonplace at the time but are not used in the same context we use today. As these words are encountered, define the word in the context it is used in the text. For example, the word “queer” is used, which meant strange or odd. Explain to students that the meaning of these words can change over time and are not used in the same way today.

Pausing Point 2 (Activity Page PP.2)

- Literal and inferential close-reading questions about Stickeen.
- Two personal narrative writing prompts based on Muir's narrative. You may choose to have students respond to both or only one.

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 but one of the students in each group a slip of paper on which the letter 'T' is written. Simultaneously, give the one remaining student in each group an 'F' slip.

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 finished writing, have each group present their narratives 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., cause and effect, a simile or metaphor, or some 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 "Personality Transplant," a fun writing activity to reinforce the lessons on character traits. Have students select a narrative they wrote during the unit in which the narrator or another character in the narrative has strong personality traits. Break the class into pairs and have partners read their narratives to one another. Then have students write a new version of their partner's narrative, giving a character very different traits.

Consider having students present the two versions of their narratives one after the other in front of the class or a small group.

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.

Pause Point 6 (Revision Checklist)

Use this page to engage students in revising and sharing their work after Lesson 14. Tell students that now that they have responded to feedback from their peers, the final step in revision is to reread and evaluate their own work. Direct them to Activity Page PP.6, review the instructions, and have them complete the chart.

After students finish the chart, tell them that, for the remainder of this lesson, they will share their narratives with a peer and interview one another. This gives them the opportunity to speak about their work and the choices they made in writing it.

ENRICHMENT ACTIVITIES

Activity Page PP.1



Activity Page PP.1

Stickeen: The Story of a Dog

John Muir (1838–1914) was a naturalist and early environmentalist who argued for preserving vast areas of American wilderness. He was one of the first European-Americans to explore Alaska, and it was during one of these excursions that he met Stickeen, the dog about whom he wrote this personal narrative.

During Muir's lifetime, many people referred to Native Americans as Indians. Although today some people consider the term "Indians" disrespectful to Native Americans, Muir does not mean disrespect when he uses the term. Because his narrative is a true first-person account written in a different time, he uses the language of the time.

Stickoon by John Muir

In the summer of 1880 I set out from Fort Wrangel in a canoe to continue the exploration of the icy region of southeastern Alaska, begun in the fall of 1879. After the necessary **provisions**, blankets, etc., had been collected and stowed away, and my Indian crew were in their places ready to start, while a crowd of their relatives and friends on the wharf were bidding them good-bye and good-luck, my companion, the Rev. S.H. Young, for whom we were waiting, at last came aboard, followed by a little black dog, that immediately made himself at home by curling up in a hollow among the baggage. I like dogs, but this one seemed so small and worthless that I objected to his going, and asked the **missionary** why he was taking him.

“Such a little helpless creature will only be in the way,” I said; “you had better pass him up to the Indian boys on the wharf, to be taken home to play with the children. This trip is not likely to be good for toy-dogs. The poor silly thing will be in rain and snow for weeks or months, and will require care like a baby.”

But his master assured me that he would be no trouble at all; that he was a perfect wonder of a dog, could endure cold and hunger like a bear, swim like a seal, and was **wondrous** wise and cunning, etc., making out a list of **virtues** to show he might be the most interesting member of the party.

Nobody could hope to unravel the lines of his ancestry. In all the wonderfully mixed and varied dog-tribe I never saw any creature very much like him, though in some of his sly, soft, gliding motions and gestures he brought the fox to mind. He was short-legged and bunched-bodied, and his hair, though smooth, was long and silky and slightly waved, so that when the wind was at his back it ruffled, making him look shaggy. At first sight his only noticeable feature was his fine tail, which was about as airy and shady as a squirrel’s, and was carried curling forward almost to his nose. On closer inspection you might notice his thin sensitive ears, and sharp eyes with cunning tan-spots above them. Mr. Young told me that when the little fellow was a pup about the size of a woodrat he was presented to his wife by an Irish **prospector** at Sitka, and that on his arrival at Fort Wrangel he was adopted with enthusiasm

by the Stickeen Indians as a sort of new good-luck totem, was named "Stickeen" for the tribe, and became a universal favorite; petted, protected, and admired wherever he went, and regarded as a mysterious fountain of wisdom.

On our trip he soon proved himself a queer character—odd, concealed, independent, keeping invincibly quiet, and doing many little puzzling things that piqued my curiosity. As we sailed week after week through the long **intricate** channels and inlets among the innumerable islands and mountains of the coast, he spent most of the dull days in **sluggish** ease, motionless, and apparently as unobserving as if in deep sleep. But I discovered that somehow he always knew what was going on. When the Indians were about to hunt for dinner, or when anything along the shore was exciting our attention, he would rest his chin on the edge of the canoe and calmly look out like a dreamy-eyed tourist. And when he heard us talking about making a landing, he immediately **roused** himself to see what sort of a place we were coming to, and made ready to jump overboard and swim ashore as soon as the canoe neared the beach. Then, with a **vigorous** shake to get rid of the brine in his hair, he ran into the woods to hunt small game.

But though always the first out of the canoe, he was always the last to get into it. When we were ready to start he could never be found, and refused to come to our call. We soon found out, however, that though we could not see him at such times, he saw us, and from the cover of the briars and huckleberry bushes in the **fringe** of the woods was watching the canoe with **wary** eye. For as soon as we were fairly off he came trotting down the beach, plunged into the surf, and swam after us, knowing well that we would cease rowing and take him in. When the **contrary** little **vagabond** came alongside, he was lifted by the neck, held at arm's length a moment to drip, and dropped aboard. We tried to cure him of this trick by **compelling** him to swim a long way, as if we had a mind to abandon him; but this did no good: the longer the swim the better he seemed to like it.

Note: This text contains archaic/old language and includes words that may have been commonplace at the time but are not used in the same context we use today. For example, the word "queer" is used in the text which meant strange or odd. The meaning of these words can change over time and are not used in the same way today.

Though capable of great **idleness**, he never failed to be ready for all sorts of adventures and excursions. One pitch-dark rainy night we landed about ten o'clock at the mouth of a salmon stream when the water was **phosphorescent**. The salmon were running, and the myriad fins of the onrushing multitude were churning all the stream into a silvery glow, wonderfully beautiful and impressive in the **ebon** darkness. To get a good view of the show I set out with one of the Indians and sailed up through the midst of it to the foot of a rapid about half a mile from camp, where the swift current dashing over rocks made the **luminous** glow most glorious. Happening to look back down the stream, while the Indian was catching a few of the struggling fish, I saw a long spreading fan of light like the tail of a comet, which we thought must be made by some big strange animal that was pursuing us. On it came with its magnificent train, until we imagined we could see the monster's head and eyes; but it was only Stickeen, who, finding I had left the camp, came swimming after me to see what was up.

When we camped early, the best hunter of the crew usually went to the woods for a deer, and Stickeen was sure to be at his heels, provided I had not gone out. For, strange to say, he always followed me, forsaking the hunter and even his master to share my wanderings. The days that were too stormy for sailing I spent in the woods, or on the adjacent mountains, wherever my studies called me; and Stickeen always insisted on going with me, however wild the weather, gliding like a fox through dripping huckleberry bushes and thorny tangles of panax and rubus, scarce stirring their rain-laden leaves; wading and wallowing through snow, swimming icy streams, skipping over logs and rocks and the crevasses of glaciers with the patience and **endurance** of a determined **mountaineer**, never tiring or getting discouraged. Once he followed me over a glacier the surface of which was so crusty and rough that it cut his feet until every step was marked with blood; but he trotted on with Indian fortitude until I noticed his red track, and, taking pity on him, made him a set of moccasins out of a handkerchief. However great his troubles he never asked help or made any complaint, as if, like a philosopher, he had learned that without hard work and suffering there could be no pleasure worth having.

Core Vocabulary for *Stickeen* by John Muir

provisions, n. supplies

missionary, n. a person trying to spread a particular religion

wondrous, n. extremely

virtues, n. good qualities

prospector, n. a person searching for a valuable metal or mineral

intricate, adj. complicated

sluggish, adj. lazy

roused, v. became alert

vigorous, adj. energetic

fringe, n. edge

wary, adj. watchful

contrary, adj. difficult; stubborn

vagabond, n. wanderer

compelling, v. forcing

idleness, adj. laziness

phosphorescent, adj. giving off or reflecting light

ebon, adj. black

luminous, adj. illuminated

endurance, n. the ability to last a long time

mountaineer, n. mountain climber

Activity Page PP.2



Activity Page PP.2

Questions and Writing on *Stickeen* by John Muir.

1. What was John Muir's first impression of Stickeen?
 - » Muir thought he was a "toy dog" who would be useless on an expedition into the wilderness of Alaska.
2. Find a quote from the text to support your answer to question 1.
 - » "Such a little helpless creature will only be in the way," I said; "you had better pass him up to the Indian boys on the wharf, to be taken home to play with the children. This trip is not likely to be good for toy-dogs. The poor silly thing will be in rain and

snow for weeks or months, and will require care like a baby."

3. Quote two examples of similes in the third paragraph.
 - » a. "could endure cold and hunger like a bear"
 - » b. "swim like a seal"
4. Do these similes confirm John Muir's first expression of Stickeen? Why or why not?
 - » They do not. At the start of the expedition, Muir does not think Stickeen will be able to survive in the wilderness without a great deal of care. The missionary tells Muir that Stickeen has the skills to survive in the wilderness.
5. How did Stickeen get his name?
 - » The dog was a great favorite of the Stickeen Native American tribe.
6. Why was Stickeen always the last to board the canoe after exploring an island?
 - » a. He would get lost on the island.
 - » b. He refused to get on the canoe until all the men got on.
 - » c. **He appeared to enjoy darting out of the woods and swimming after the canoe once it had launched.**
 - » d. He was afraid of the water.
7. Identify at least two similes in the last paragraph of the narrative.
 - » a. gliding like a fox
 - » b. skipping over logs and rocks and the crevasses of glaciers with the patience and endurance of a determined mountaineer
 - » c. like a philosopher, he had learned that without hard work and suffering there could be no pleasure worth having
8. In many ways, Muir describes Stickeen as though the dog were human. What character traits would you assign to Stickeen? In the first column below, list at least three character traits you would assign to Stickeen. In the second column, support the trait with a quote from the text.
 - » Possible answers:

Character Trait	Evidence from the Text
spoiled	<i>“... petted, protected, and admired wherever he went, and regarded as a mysterious fountain of wisdom.”</i>
lazy	<i>“... he spent most of the dull days in sluggish ease, motionless, and apparently as unobserving as if in deep sleep.”</i>
curious, alert	<i>“... when anything along the shore was exciting our attention, he would rest his chin on the edge of the canoe and calmly look out like a dreamy-eyed tourist.”</i> <i>“but it was only Stickeen, who, finding I had left the camp, came swimming after me to see what was up”</i>
adventurous, brave	<i>“wading and wallowing through snow, swimming icy streams, skipping over logs and rocks and the crevasses of glaciers with the patience and endurance of a determined mountaineer, never tiring or getting discouraged”</i>
stubborn, strong-willed	<i>“However great his troubles he never asked help or made any complaint, as if, like a philosopher, he had learned that without hard work and suffering there could be no pleasure worth having.”</i>

9. Write about a real animal (not a cartoon or fictional animal) you have known or observed that seems to have human qualities. Be sure your narrative includes the character traits the animal seems to have and the actions that make you assign those traits to the animal.

Consider writing about:

- your pet
- a friend or family member's pet
- an animal you observed at a zoo or circus
- an animal you observed in nature
- an animal you observed on a nature show on television

10. At the end of Muir's narrative, he compares Stickeen to a philosopher who had learned that “without hard work and suffering there could be no pleasure worth having.” Do you agree that no pleasure is worth having without hard work and suffering? Write a personal narrative explaining why or why not. Include a personal experience that backs up your opinion.

Activity Page PP.3



Activity Page PP.3

Spot the Fake

1. Write a narrative in response to the prompt your teacher gives you.
2. After each group presents their narratives, guess which of your classmates wrote the fake.
 - A.
 - B.
 - C.
 - D.
 - E.
 - F.

Activity Page PP.4

Activity Page PP.4



Personality Transplant

Answer the following questions and then rewrite your partner's narrative, giving one of the characters a very different personality. This new personality might change the events and ending of the narrative.

1. Whose narrative are you rewriting?
2. Which character are you changing?
3. What were the character's original traits and how are you changing them?
4. Personality Transplant Narrative:

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

Activity Page PP.5

Activity Page PP.5



Activity Page PP.6



Revision

In this exercise, you will revise one of your personal narratives from this unit. Write your revised narrative in the space below.

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

Activity Page PP.6

Revision Checklist

As a final step in revision, it's important to review your work one last time. Follow these steps to complete your revision process.

Read your entire personal narrative to yourself, including revisions you made last class after peer review. While reading, if you notice any place that needs further revision, draw a star next to that place. After you have read your narrative, use the following Revision Checklist to ensure that your work is as polished as possible. Go through the questions in the checklist and answer them for your personal narrative.

If you feel you successfully accomplished an item, include an example from your narrative in the “I did well!” column. If there is something you could improve, make a note in the “Making it better!” column.

	I did well!	Making it better!
Introduction		
Does your introduction set up the situation?		
Does it make you want to read more?		
Supporting Events		
Did you show, rather than tell (character traits or narrator feelings)?		
Did you use sensory details?		
Did you use dialogue?		
Did you use specific language, including interesting verbs, similes, and metaphors?		
Conclusion		
Does your conclusion pull your story together? Does it relate to the writing that comes before it?		
Does it include a final thought?		
Any other things you noticed?		
Conclusion		
Does your conclusion pull your story together? Does it relate to the writing that comes before it?		
Does it include a final thought?		
Any other things you noticed?		

Use the chart to plan your revisions. Write the sentences or details you will add or change in each section below.

Introduction:

Events:

Conclusion:

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
- Activity Book Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

Dialogue Starter Pages for Lesson 6

The following are five dialogue starter pages to be used for the Dialogue Telephone Game in Lesson 6. As described under Advance Preparation for Lesson 6, photocopy a set of all five pages to distribute to each group.

Name: _____

Date: _____

One

Characters

1. Mayor Jackson
2. Mrs. Sanchez

“I understand you are very upset,” said the mayor.

Name: _____ Date: _____

One

Characters

1. Mayor Jackson
2. Mrs. Sanchez

“I understand you are very upset,” said the mayor.

Name: _____

Date: _____

Two

Characters

1. Anton, age 9
2. Emma, age 4 (Anton's sister)

“Wait for me,” Emma called. “I want to come.”

Name: _____

Date:

Three

Characters

1. Character 1: Geraldine, the friendly neighbor
2. Character 2: Harry, the father who lives next to Geraldine

Geraldine knocked. As Harry opened the door, Geraldine whispered, "Good morning."

Name: _____

Date: _____

Four

Characters

1. Fred, the amazing talking dog
2. Pierre, the less-amazing talking pigeon

“Stop staring at me!” said Pierre.

Name: _____

Date: _____

Five

Characters

1. Principal Malcolm
2. Mr. Li, the gym teacher

“I locked the door,” said Mr. Li, “but I’m not sure where I left the key.”

Speaking and Listening Observational Checklist

Use the following chart to note student participation in Speaking and 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: _____

A

adept, adj. very skilled

antibody, n. protein created by the body to protect itself from a disease

B

buckled, v. bent or collapsed

bulbar polio, n. polio that affects the brain

C

cattleman, n. a person who tends to cattle

cause, v. make happen; **n.** the reason that something happens

character trait, n. an adjective that describes a character

chronological, adj. organized in time order, the order in which something happened

cloudy, adj. unclear

coaxed, v. persuaded, asked nicely

contagious, adj. capable of being passed from one person to another

contaminate, v. to infect

crippled, adj. disabled, unable to walk normally

D

descended, v. dropped; passed down through family

diagnosed, v. identified an illness

diagnosis, n. the act of finding specific disease or other cause of an illness

dread, v. to fear

E

epidemic, n. quick and widespread outbreak of a disease

ethic, n. set of moral principles

excruciating, adj. extremely painful

exceptional, adj. extraordinary; special

exuberant, adj. full of energy and excitement

F

fiction, n. a made-up story

first person, adj. told from the narrator's perspective; "I" is the narrator

firsthand account, n. version of a story or event written or told by a person who actually experienced it

flawlessly, adv. perfectly, without imperfections

float, n. a decorated sculpture or scene in a parade

fulfillment, n. the achievement of something hoped for

G

gazed, **v.** looked at closely

glisten, **v.** to shine

grumbled, **v.** complained

gunnysack, **n.** bag made rough cloth

H

haggard, **adj.** tired; drained

hazy, **adj.** misty; foggy

heralded, **n.** announced

Homecoming, **n.** fall celebration at many American high schools and colleges

I

infantile, **adj.** relating to newborn babies

iron lung, **n.** machine that helps polio patients breathe

isolation ward, **n.** section of a hospital where infectious patients stay

J

jubilantly, **adv.** joyfully

L

laboring, **v.** doing a difficult physical job

legacy, **n.** long-lasting impact of certain events in the past

limp, **adj.** wilted, not firm

M

melody, **n.** a tune

metaphor, **n.** a literary device that compares things like a simile, but without using *like* or *as*

migrant workers, **n.** people that move from one place to another for work

mucus, **n.** thick, slimy liquid manufactured in the respiratory passages, especially the lungs and the throat

N

nonfiction, **n.** a true story

nourishment, **n.** food and other substances that help the body grow, heal, and thrive

O

O.T., **n.** abbreviation for occupational therapy, which is exercise that helps patients recover skills for daily life

P

paralysis, **n.** being unable to move

personal narrative, **n.** an expressive literary piece written in the first person that centers on a particular event in the author's life and may contain vivid description as well as personal commentary and observations

perspective, **n.** outlook; viewpoint

phlegm, **n.** thick, slimy liquid manufactured in the respiratory passages, especially the lungs and the throat

plow, **v.** to break up earth in preparation for planting

preserve, **v.** maintain; protect

R

remnants, **n.** remains; leftovers

respiratory, **adj.** related to breathing

S

sabito, **adj.** in Spanish, this word means "little brain" but is used as a nickname for someone who is smart.

scorching, **adj.** having very high temperatures

secondhand account, **n.** version of a story or event written or told by a person who did not experience it but gathered information from people who did, from books, or from other sources

sequencing, **v.** arranging the important parts of a story in order

shimmered, **v.** shined with a light that seemed to move

simile, **n.** a literary device that compares things using *like* or *as*

spasm, n. violent muscle contraction

spinal tap, n. a medical test taking fluid from around the spinal cord

stench, n. a strong and terrible smell

structure, n. the basic way a story or essay is organized

sullen, adj. a sad mood

sunstroke, n. a life threatening physical response due to lack of hydration and excessive exposure to heat

T

text structure, n. the way authors organize the text

U

unwavering, adj. constant; steady

unimaginable, adj. unthinkable; incredible

V

vaccine, n. a substance given to protect a person from a disease

virus, n. a tiny creature that infects a living organism with a disease

W

woozy, adj. dizzy, weak

ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

2.1 ACTIVITY PAGE

“The Power of Words” Questions

Discuss questions 1–3 with your teacher and class. Write down the class’s answers below. Afterwards, finish reading “The Power of Words” and answer questions 4, 5, and 6.

1. What is the key idea in the first paragraph of “The Power of Words”? You may use your own words to describe it, or you may locate details in the paragraph that describe it.

Answers may vary. Possible student answer: Words have the power to change lives.

2. What words, phrases, or examples from the text helped you answer question 1? These phrases and examples are the evidence that supports the key idea.

Answers may vary, but students should use evidence from the text. Possible student answer: “In the text, it stated, ‘Words can be powerful. I have learned throughout my life that words can be life-changing.’ This helped me to know that Tomás believed in the power of words to change lives, and he wanted to share that message through this memory.”

3. Based on the first paragraph, what do you think the rest of the essay’s key idea will be?

Answers may vary. Possible student answer: “I think that the text will be about a time when a person shared words that changed the way Tomás thought or felt about a situation, and how that had an impact on his life.”

Grade 4

Activity Book | Unit 1

#

NAME: _____
DATE: _____

2.1 ACTIVITY PAGE

4. Now that you have read the whole essay, what do you think is the key idea in “The Power of Words”?

Answers may vary. Possible student answer: Our words have the powerful ability to shape the lives of those around us.

5. Based on the text, what are the most likely reasons Tomás Rivera opens his narrative by stating that words are powerful?

Select **TWO** correct answers.

Tomás believes that actions speak louder than words.
 Tomás believes the kind words of a friend had a big impact on him.
 Tomás believes that only well-spoken people will be successful.
 Tomás believes it is important to use accurate vocabulary to communicate.
 Tomás believes that good friends are encouraging with their words.
 Tomás believes that correct spelling and grammar are important.

6. What words, phrases, or examples from the text helped you answer question 5? Remember, these phrases and examples are the evidence that supports the key idea.

Student answers may vary.

Possible student answer: Tomás stated in the text that “Words can be powerful. I have learned throughout my life that words can be life-changing.” He then recounted a story about how his friend’s words encouraged him when he was dejected. Tomás noted that “Alfonso’s words were powerful. Looking back now, I see how supportive and encouraging people such as my friends and family made a world of difference in my life.” These encouraging words helped him to grow up to “a teacher, a college professor, and the author of many books.”

Grade 4

Activity Book | Unit 1

#

NAME: _____
DATE: _____

2.2 ACTIVITY PAGE

Character Traits Chart

Read “The Power of Words” and infer character traits that describe the characters in the story. Then, include evidence from the text to support your inference.

Multiple traits may be listed to describe the same character.

Character	Character Trait	Evidence from the Text
Tomás	hardworking	“tired from working twelve hours a day”
Tomás	intelligent	“I know how much you love to read. Maybe if you keep reading, you could write your own books one day.”
Alfonso	positive	“Leaving is tough, and the work is hard. I can’t deny that. Still, I try to look on the bright side of things. I feel better when I think about the good more than the bad.”
Alfonso	honest	“I found this book yesterday. It was just lying on the sidewalk after school, so I picked it up and turned it in to Mrs. Martinez.”

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Activity Book | Unit 1

#

NAME: _____
DATE: _____

3.1 ACTIVITY PAGE

Words for Sensory Details

Sensory details are words or phrases that writers use to describe or appeal to the five senses: sight, smell, sound, taste, and touch.

In the chart below, draw a symbol to represent each of the five senses. Then, write a list of words or phrases that you could use to describe each of the five senses. Write as many words as you can for each sense.

Sense	Symbol	Sensory Language
Sight	Answers may vary.	
Smell		
Sound		
Taste		
Touch		

Grade 4

Activity Book | Unit 1

#

NAME: _____

3.2 ACTIVITY PAGE

DATE: _____

Sensory Details

Find the sensory details in the third and fourth paragraphs of "Sun and Spinach," and write them in the "Sensory Details" column. Some examples have been provided.

Sense	Sensory Details
Sight	emerald-colored leaves; heat shimmered up from the dusty road
Touch	smooth softness; rough, gritty feel of the dried dirt
Smell	earthy scent of the fields; familiar stench of digging
Sound	"clink" sound; chatter of students

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#

C. Topic:

Answers may vary.

Food:

D. Topic:

Food:

NAME: _____

3.3 ACTIVITY PAGE

DATE: _____

Writing with Sensory Details

In the next lesson, you will write personal narratives about a memorable eating experience involving a particular food. Today, you will brainstorm possible topics and the foods that go along with them. Then you will use sensory details to describe the food. Write your answers in cursive.

1. Start by brainstorming ideas for topics for the essay you will write in the next lesson. Your ideas may include some of the topics of the class or they may be new ideas. Make sure each topic involves a specific food.

A. Topic:

Answers may vary.

Food:

B. Topic:

Food:

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Activity Book | Unit 1

#

NAME: _____

3.3 ACTIVITY PAGE

DATE: _____

2. Choose sensory details that describe one of the foods you listed on the previous page. For sound, you might describe the noise the food makes while it cooks (e.g., hot dogs on a grill sizzle and soda fizzes when it is first opened) or the sound it makes when you bite into it (apples crunch). Try to come up with more than one detail for some of the senses. For example, when describing what a food looks like, you might describe its size, shape, and color.

Sense	Sensory Details
Sight	
Sound	<i>Answers may vary.</i>
Taste	
Smell	
Touch	

Grade 4

Activity Book | Unit 1

#

ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

4.1 ACTIVITY PAGE

“Sun and Spinach” Comprehension Questions

Answer the following questions about “Sun and Spinach.” Refer back to the text and include evidence for your answer.

1. List the sequence of events that describe Tomás Rivera’s memories of working in the spinach fields in paragraph 3.
Dirt covered his hands as he picked spinach leaves. He could smell the earthy scent of the dirt. He remembered the sound the shovel made as he dug into the dirt and hit a rock.
2. List the sequence of events that describe Tomás Rivera’s path of education in paragraphs 5 and 6.
His father and grandfather helped him access books. He went to Southwest Texas State University to become a teacher. He studied and worked hard. He continued to work in the fields. He became a teacher.
3. The author writes, “It was both good and unpleasant at the same time.” What does “it” refer to?
the earthy scent of the dirt in the spinach field
4. The setting in the beginning and end of this personal narrative is in the present, but the setting in the middle paragraphs is in the past. Why did the author choose to write it this way?
The author wanted to describe the narrator’s memories in detail; the author wanted to show why the narrator’s memories of working in the spinach fields had an important impact on his life in the present.

Grade 4

Activity Book | Unit 1

#

NAME: _____
DATE: _____

5.4 ACTIVITY PAGE

Predicting Effect

When you write using cause-and-effect structure, your reader may be able to predict the effect as the cause is explained.

Try this with your paragraphs. Read the part of your paragraph that describes “cause” to your partner, but do not read the part that describes “effect.”

After you both have read the ‘cause’ part of the paragraph, try to predict your partner’s ending by looking over the statements about your partner’s paragraph and listing your evidence.

1. I believe _____ will be influenced by:

Answers may vary

2. The evidence in the paragraph for this is:

Answers may vary

After making your predictions, share your last sentence with your partner. Did your partner predict the effect you wrote about? Did your partner predict another effect that is also true?

Grade 4

Activity Book | Unit 1

#

NAME: _____
DATE: _____

5.1 ACTIVITY PAGE

Reading for Cause and Effect

Find examples of cause and effect in “Clara Driscoll: Lessons I Learned on a Cattle Drive.”

Cause	Effect
While riding together, we passed a farmhouse with the roof missing and walls stained black from smoke.	That night, I wondered if memories moved to new houses as people did.
There are no pans for cooking.	Clara’s daddy cooks eggs on a shovel.
Clara asks what happens to their memories when they move.	Her daddy tells her that his own father’s memory still lives in him.

Grade 4

Activity Book | Unit 1

#

NAME: _____
DATE: _____

6.2 ACTIVITY PAGE

NAME: _____
DATE: _____

6.2 ACTIVITY PAGE

Character Traits

As a group, read the selected portion of “Clara Driscoll: Lessons I Learned on a Cattle Drive” and complete the following exercise. Write your answers in cursive.

Character	Character Traits or Description	Support from the Text
Father	<i>patient, caring, a good teacher to his daughter</i>	You preserve the memory of this land we are living on just by being you. If you do this, your memories will always be with you, no matter where you go.
Grandaddy	<i>loving, caring, family-centered</i>	His legacy of love, service, and honor made me who I am today. He loved this land so much he fought to honor those lost in the Alamo.
Clara	<i>thoughtful</i>	My love for Texas had descended from him.

Grade 4

Activity Book | Unit 1

#

NAME: _____
DATE: _____

6.3 ACTIVITY PAGE

Dialogue Punctuation: Five Easy Rules

- Quotation marks are placed before the first word of the dialogue and after the punctuation mark that ends the dialogue.
Example:
"I would love nothing more," Daddy replied.
Daddy replied, "I would love nothing more."
- When the tag follows the dialogue, it ends in a period. When the tag precedes the dialogue, it ends in a comma.
Example:
"I would love nothing more," Daddy replied.
Daddy replied, "I would love nothing more."
- The punctuation that ends a line of dialogue is written inside the quotation marks.
Example:
"Do I have memories living inside of me?" I questioned.
I questioned, "Do I have memories living inside of me?"
- When the tag follows the dialogue, quotes that do not end in an exclamation point or question mark end in a comma instead of a period.
Example:
Correct: "I would love nothing more," Daddy replied.
Incorrect: "I would love nothing more." Daddy replied.

Grade 4

Activity Book | Unit 1

#

NAME: _____
DATE: _____

6.3 ACTIVITY PAGE

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

Example:

My daddy called out to a passing cattleman, "John, did you pack those pans?"

"No, Mr. Driscoll. I'm sorry, sir."

"Well now, Travis, you see any pans?" Daddy called to another cattleman.

"No, sir. not a pan in sight."

Grade 4

Activity Book | Unit 1

#

NAME: _____
DATE: _____

6.4 ACTIVITY PAGE

Punctuating Dialogue

Insert quotation marks, commas, periods, and question marks in the correct locations in these sentences. Use Activity Page 6.3 as a guide.

- I understand you are very upset said the mayor
"I understand you are very upset," said the mayor.
- Wait for me Emma called
"Wait for me!" Emma called.
- Geraldine opened the door and asked May I come in
Geraldine opened the door and asked, "May I come in?"
- Please stop staring at me said Pierre
"Please stop staring at me," said Pierre.

Grade 4

Activity Book | Unit 1

#

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 4

Unit 1

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 4.1.A	listen actively, ask relevant questions to clarify information, and make pertinent comments	p. 6, p. 12, p. 18, p. 25, p. 29, p. 32, p. 55, p. 66, p. 111, p. 116, p. 164, p. 166
TEKS 4.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action	
TEKS 4.1.C	express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively	p. 43, p. 50
TEKS 4.1.D	work collaboratively with others to develop a plan of shared responsibilities	p. 29, p. 32
(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 4.2.A.i	decoding words with specific orthographic patterns and rules, including regular and irregular plurals	p. 182
TEKS 4.2.A.ii	decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables	
TEKS 4.2.A.iii	decoding words using advanced knowledge of syllable division patterns such as VV	
TEKS 4.2.A.iv	decoding words using knowledge of prefixes	
TEKS 4.2.A.v	decoding 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 4.2.A.vi	identifying and reading high-frequency words from a research-based list	
(B) demonstrate and apply spelling knowledge by:		
TEKS 4.2.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 4.2.B.ii	spelling homophones	
TEKS 4.2.B.iii	spelling multisyllabic words with multiple sound-spelling patterns	
TEKS 4.2.B.iv	spelling words using advanced knowledge of syllable division patterns	
TEKS 4.2.B.v	spelling words using knowledge of prefixes	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 4

Unit 1		Correlation—Teacher's Guide
TEKS 4.2.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 4.2.C	write legibly in cursive to complete assignments	p. 4, p. 6, p. 9, p. 16, p. 18, p. 27, p. 29, p. 40, p. 43, p. 52, p. 55, p. 63, p. 68, p. 81, p. 84, p. 93, p. 98, p. 107, p. 111, p. 118, p. 121, p. 129, p. 132, p. 139, p. 144, p. 152, p. 153, p. 156, p. 161, p. 164, p. 168
(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 4.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation	
TEKS 4.3.B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	
TEKS 4.3.C	determine the meaning of and use words with affixes such as <i>mis-</i> , <i>sub-</i> , <i>-ment</i> , and <i>-ity/ty</i> and roots such as auto, graph, and meter	
TEKS 4.3.D	identify, use, and explain the meaning of homophones such as reign/rain	
(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 4.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	p. 189
(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 4.5	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 4.6.A	establish purpose for reading assigned and self-selected texts	
TEKS 4.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	
TEKS 4.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures	p. 55, p. 66
TEKS 4.6.D	create mental images to deepen understanding	
TEKS 4.6.E	make connections to personal experiences, ideas in other texts, and society	
TEKS 4.6.F	make inferences and use evidence to support understanding	p. 6, p. 13, p. 18, p. 23, p. 29, p. 35, p. 43, p. 46, p. 68, p. 73, p. 98, p. 101, p. 111, p. 114, p. 121, p. 126, p. 144, p. 147
TEKS 4.6.G	evaluate details read to determine key ideas	p. 18, p. 21, p. 144, p. 147

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 4

Unit 1		Correlation—Teacher's Guide
TEKS 4.6.H	synthesize information to create new understanding	p. 98, p. 104
TEKS 4.6.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 4.7.A	describe personal connections to a variety of sources including self-selected texts	
TEKS 4.7.B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	
TEKS 4.7.C	use text evidence to support an appropriate response	p. 18, p. 23, p. 29, p. 35, p. 68, p. 73, p. 84, p. 87, p. 144, p. 147
TEKS 4.7.D	retell, paraphrase or summarize texts in ways that maintain meaning and logical order	p. 29, p. 35, p. 43, p. 46
TEKS 4.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	p. 6, p. 16
TEKS 4.7.F	Use newly acquired vocabulary as appropriate	p. 68, p. 71
TEKS 4.7.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 4.8.A	infer basic themes supported by text evidence	
TEKS 4.8.B	explain the interactions of the characters and the changes they undergo	
TEKS 4.8.C	analyze plot elements, including the rising action, climax, falling action, and resolution	
TEKS 4.8.D	explain 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 4.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	
TEKS 4.9.B	explain figurative language such as simile, metaphor, and personification that the poet uses to create images	
TEKS 4.9.C	explain structure in drama such as character tags, acts, scenes, and stage directions	
(D) recognize characteristics and structures of informational text, including:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 4

Unit 1		Correlation—Teacher's Guide
TEKS 4.9.D.i	the central idea with supporting evidence	p. 156, p. 158
TEKS 4.9.D.ii	features such as pronunciation guides and diagrams to support understanding	
TEKS 4.9.D.iii	organizational patterns such as compare and contrast	p. 84, p. 91, p. 132, p. 135
(E) recognize characteristics and structures of argumentative text by:		
TEKS 4.9.E.i	identifying the claim	
TEKS 4.9.E.ii	explaining how the author has used facts for an argument	
TEKS 4.9.F	identifying the intended audience or reader	
TEKS 4.9.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 their own products and performances. The student is expected to:		
TEKS 4.10.A	explain the author's purpose and message within a text	
TEKS 4.10.B	explain how the use of text structure contributes to the author's purpose	p. 55, p. 58
TEKS 4.10.C	analyze the author's use of print and graphic features to achieve specific purposes	
TEKS 4.10.D	describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	p. 121, p. 124, p. 126
TEKS 4.10.E	identify and understand the use of literary devices, including first- or third-person point of view;	
TEKS 4.10.F	discuss how the author's use of language contributes to voice	
TEKS 4.10.G	identify and explain the use of anecdote	
(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 4.11.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. 29, p. 40, p. 43, p. 52, p. 84, p. 93, p. 98, p. 107
(B) develop drafts into a focused, structured, and coherent piece of writing by:		
TEKS 4.11.B.i	organizing with purposeful structure, including an introduction, transitions, and a conclusion	p. 156, p. 161
TEKS 4.11.B.ii	developing an engaging idea with relevant details	p. 164, p. 168
TEKS 4.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	p. 132, p. 140, p. 144, p. 152, p. 153, p. 164, p. 168
(D) edit drafts using standard English conventions, including:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 4

Unit 1	Correlation—Teacher's Guide
TEKS 4.11.D	edit drafts using standard English conventions
TEKS 4.11.D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
TEKS 4.11.D.ii	past tense of irregular verbs
TEKS 4.11.D.iii	singular, plural, common, and proper nouns
TEKS 4.11.D.iv	adjectives, including their comparative and superlative forms
TEKS 4.11.D.v	adverbs that convey frequency and adverbs that convey degree
TEKS 4.11.D.vi	prepositions and prepositional phrases
TEKS 4.11.D.vii	pronouns, including reflexive cases
TEKS 4.11.D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences
TEKS 4.11.D.ix	capitalization of historical periods, events and documents; titles of books; stories and essays; and languages, races, and nationalities
TEKS 4.11.D.x	punctuation marks including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue
TEKS 4.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
TEKS 4.11.E	publish written work for appropriate audiences
(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 4.12.A	compose literary texts such as personal narratives and poetry using genre characteristics and craft
TEKS 4.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
TEKS 4.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft
TEKS 4.12.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 4.13.A	generate and clarify questions on a topic for formal and informal inquiry
TEKS 4.13.B	develop and follow a research plan with adult assistance
TEKS 4.13.C	identify and gather relevant information from a variety of sources
TEKS 4.13.D	Identify primary and secondary sources
TEKS 4.13.E	demonstrate understanding of information gathered

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 4

Unit 1	Correlation—Teacher's Guide
TEKS 4.13.F	recognize the difference between paraphrasing and plagiarism when using source materials
TEKS 4.13.G	develop a bibliography
TEKS 4.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 4

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 their 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	p. 17
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	p. 26, p. 27
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. 11, p. 42, p. 48, p. 83, p. 139
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	p. 167
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. 89, p. 92
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	p. 125, p. 128
(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	p. 12, p. 15, p. 67

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 4

Unit 1		Correlation—Teacher's Guide
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
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	
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	p. 50
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	p. 34, p. 67
(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. 71
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	p. 12
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	p. 26, p. 27
ELPS 3.E	share information in cooperative learning interactions	p. 97

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 4

Unit 1

Unit 1		Correlation—Teacher's Guide
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. 26, p. 27, p. 50, p. 167
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	p. 50, p. 118
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
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	
(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. 11, p. 75, p. 103, p. 151
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. 40, p. 142
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 4

Unit 1

Unit 1		Correlation—Teacher's Guide
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. 15, p. 22, p. 25, p. 62, p. 89, p. 92, p. 106, p. 128, p. 138, p. 151, p. 161
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. 48, p. 89, p. 92, p. 115
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. 22, p. 25, p. 27, p. 89, p. 161
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. 62, p. 67, p. 75, p. 115, p. 138, p. 139, p. 161
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. 12, p. 17, p. 28, p. 42, p. 53, p. 97, p. 109, p. 120
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	p. 65
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	

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 4

Unit 1

Unit 1	ELPS 5.E	Correlation—Teacher's Guide
	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. 28, p. 171
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	p. 83, p. 125, p. 131, p. 142, p. 154, p. 163

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