



## Overview

Week	Date	Reading	Writing (Grammar/Composition/)
1	September 30 <sup>th</sup> – October 4 <sup>th</sup>	<b>Informational</b> (Using Data to Reteach Lowest SE from CA1)	<b>Nouns /Structure of a Friendly Letter</b>
		3.3B, 3.9Dii, 3.9Di, 3.6F	3.11B, 3.12D
2	October 7 <sup>th</sup> – October 11 <sup>th</sup>	<b>Informational</b> (Spiral 3.3B,3.6C)	<b>Abstract Nouns/ Structures of Argumentative Text</b>
		3.6F, 3.9Diii,3.7D	3.9E, 3.9Ei, 3.11A, 3.11B 3.12C
3	October 14 <sup>th</sup> – October 18 <sup>th</sup>	<b>Informational</b> (Spiral 3.3B,3.6C)	<b>Nouns/ Structures of Argumentative Text</b>
		3.9Di, 3.6F, 3.9Diii, 3.7D	3.9Ei, 3.11B 3.12C, 12D
4	October 21 <sup>st</sup> – October 24 <sup>th</sup>	<b>Informational</b> (Spiral 3.3B) <b>REVIEW</b>	<b>Nouns/ Structures of Argumentative Text</b>
		3.9Di,3.6F, 3.9Diii,3.7D	3.9Ei, 3.11B 3.12C, 3.12D
5	October 28 <sup>th</sup> – November 1 <sup>st</sup>	<b>Second Six Weeks Common Assessment Window</b>	

## Assessment Frequency (Subject to Revisions)

Previous TEKS SE:	Current TEKS SE:	1 <sup>st</sup> Six Weeks Common Assessment	2 <sup>nd</sup> Six Weeks Common Assessment	Assessment of Course Performance (ACP)	STAAR Frequency: 2012-18
3.4B	3.3B	✓	✓	✓	32
3.4A	3.3C	---	---	---	3
F19D	3.6F	✓	✓	✓	31
F19E	3.7D	✓	✓	✓	14
3.13A	3.9Di	---	✓	✓	24
3.13C	3.9Dii	---	✓	✓	16
3.13D	3.9Diii	---	✓	✓	8

**NOTE:** Identified readiness/supporting standards are based on TEA's side-by-side and will be updated when TEA releases the Assessed Curriculum.

**Red = Readiness Standards**   **Green = Supporting Standards**

Guiding and STAAR Questions are based on 2016- 2018 Released Assessment and are subject to change when TEA release updated questions.



Week 1	Monday 9/30	Tuesday 10/1	Wednesday 10/2	Thursday 10/3	Friday 10/4
Guided/ Independent Reading	Response Skills ( <i>Spiral 3.5A</i> )				
	3.7G Discuss specific ideas in the text that are important to the meaning.	3.7G Discuss specific ideas in the text that are important to the meaning	3.7C Use text evidence to support an appropriate response.	3.7C Use text evidence to support an appropriate response	3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting or illustrating.
Whole Group Reading Focus	Genre: Informational ( <i>Spiral 3.3B, 3.6C</i> )				
	3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	3.9Dii - Recognize characteristics and structures of informational text, including: (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding	3.9Di - Recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence	3.9Di - Recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence	3.6F - Make inferences and use evidence to support understanding
Guiding Question	How does the context help determine word meaning? How does the context along with dictionary definitions help determine word meaning?	How do text features provide support for locating specific information?	What details and facts support the main idea(s) in text? How is the main idea(s) determined using facts and details from the text?		How are inferences supported by text evidence?

**Suggested Resources**

**Text: *This is Your Life Cycle***

**Focus TEKS: 3.9Di, 3.3B,**

**Supporting TEKS: 3.6G, 3.9Dii, 3.10B, 3.10C**

**ELPS: 4(J), 4(K)**

**Text: *This is Your Life Cycle***

Teacher and students choral read the text.

Respond to text in student reading journal: Why do you think the author chose to tell part of the story through illustrations? How does this technique help you understand the story?

What are the advantages of having 4 wings? (she can fly forward, backward, and sideways at over 50 miles per hour)

What does Dahlia do that shows that she, too, is a predator? (She eats a tadpole.)

On page 33, which character is the audience cheering for? How do you know?

**TEKS: 3.3A, 3.3C. 3.3D**

**Weekly Vocabulary**

**Words:**

unsuspecting, deposited, patch, swarm, cumbersome  
[Context Clues \(Anchor Chart\)](#) Introduce Tier 2 vocabulary from the text *This Is Your Life Cycle*. Ask the students: What words give you clues to the meaning of *predators*? 3.3B (*hungry, fierce, chomp away*) Refer to chart [Vocabulary Strategy](#)

**Text: *This is Your Life Cycle***

**Focus TEKS: 3.9Dii**

**Supporting TEKS: 3.7C, 3.7G, 3.10C**

**ELPS: 4(K)**

**Learning**

**Purpose:** Students will identify and analyze the author's use of print and graphic features to achieve a specific purpose. (Introduction and overview of print and graphic features)

**Hook:** Students watch the following [flocabulary text features](#) video to identify and understand the author's use of print and graphic features to achieve a specific purpose. Have students think, pair, and share important text and graphic features they remember from watching the video. Discuss with their partner one text feature from the video and explain how it helps the reader understand the text. Then, students share as a group.

**Modeling**

Model how the author of *This is Your Life Cycle* uses text and graphic features to present the ideas in the text. Explain to students that authors have specific purposes for using these features. Using the anchor chart, the teacher will briefly explain the text features they

**Text: *This is Your Life Cycle***

**Focus TEKS: 3.9Di**

**Supporting TEKS: 3.6F, 3.6G, 3.9Dii, 3.10B, 3.10C**

**ELPS: 4(J), 4(K)**

**Learning Purpose:** Students will recognize details and evaluate them to determine the key or central ideas in the text.

**Hook:** Students watch the video: [brainpopjr-Central Idea \(Main idea\)](#) to begin thinking about key ideas within a text. Teachers will need to link the words *main idea* and *key idea* as being the same thing.

**Modeling**

Introduce the anchor chart and show how details or pieces of the text supports a central idea. You can make your own anchor chart or use the one provided. [Central Idea \(a.k.a. Main Idea\)](#) This one may also be copied for students to add to their reading journals.

Use a [Central Idea Graphic Organizer](#) to model finding the central idea and details of a text. You have the option to either project this graphic organizer while students copy it into their journals or give the students a paper copy to write on. After re-reading the pages 37-38 and 40-41 from *This Is Your Life Cycle* out loud, "think" aloud about what these pages are talking about or describing. Write "*Flash I'm so excited! Inside one of the detail squares. I popped out of my exoskeleton!*" In the next square, write, "*It appears that Dahlia is splitting write before our eyes.*" In the final bubble write "*Folks, while we wait for the blood to pump through Dahlia's wings....*" Explain how these examples are the details that support the key/main/central idea. Ask: "What are these details talking about?" (*Students should respond by saying the details give more information about the central/key/main idea-Dahlia's wings*).

**Scaffolding:** Pull small groups of students who need help with this skill. If a student is struggling finding the main idea, the student can listen to the pages on [Pages 37-38 read aloud](#) and draw what is the big thing happening. Then they can draw or write the details that told the students what the Big idea was.

**Collaboration**

On manila paper, the students draw [Central Idea Graphic Organizer](#). Then using the text *This Is Your Life Cycle* pages 14-15. Students will work in pairs, trios, or small groups to complete the graphic organizer using the [IFL Routine-Charting](#). Groups will display and share work with class with a gallery walk. Students come back and discuss with a partner what they saw.

**Scaffolding:** The students that struggle with writing can listen to these pages on the HMH website- [Pages 14-15-read aloud](#). Then students can illustrate the details and central idea and/or write a few words in each box to convey the details/central idea.

**Independence**

**1.3.** Model using the context clues chart to guide the students in finding the meaning of an unfamiliar word in the text: This Is Your Life Cycle. Using the [Find Meaning of Unfamiliar Word GO](#) chart, write the first vocabulary word in the unfamiliar word column. Then students and teacher can read the sentences around the word to find clues. Write those clues in the middle column of the chart. Finally, model how to use those clues to draw the conclusion of the word meaning. Then, they write the meaning in the chart. Collaboration or Station work:  
Students are given vocabulary words (printed on note cards or written in their journal) which they will glue or draw the chart into their journal. Students should go through the text and re-read the sentences around the unfamiliar words and write the clue words and definitions to complete the chart [Find Meaning of Unfamiliar Word GO](#)

will encounter. They will explain that authors use diagrams to show the parts of something that is described in a text. The parts are identified with labels. Authors use captions to explain illustrations and photos in a text. The teacher will point out that speech bubbles have the exact words a character speaks. This graphic feature can be used in comics or other illustrated mediums.

Teacher and students examine various pages to analyze the text and graphic features. Have students Think-Pair-Share the answers to the following questions:

What types of text and graphic features does the author use? *(Student responses: illustrations, text in the paragraphs, text inside speech bubbles, and text in the illustrations)*

What information does each text feature give? *(Possible responses: The pictures help the reader visualize what is happening in the story. The paragraphs tell Bob Beetle's words/thoughts. The text in the speech bubbles is comments from the audience. The text in the art is labels about the images.)*  
How do the illustrations help show the author's purpose? *(Student responses: The*

Students will complete [Central Idea Graphic Organizer](#) using the text *This Is Your Life Cycle* - pages 28-29 to show their understanding of how to find the central idea and support it with text evidence.

Extension: Students read page 33 and write the main/central idea of the page, then write 3 details that support it. Students can also write *why* the author included this page.

Closure: What did we learn today about the main idea and details? *(Students responses: key/main ideas of paragraphs tell what that section is about and the details from the text support the key ideas)*

*author wants to give information and entertain using speech bubbles and direct speech from the characters. The illustrations are silly and fun, but they also show information, such as the four hungry predators). If students struggle with the answers, the teacher does a think aloud and shows students how to answer the questions using the text.*

[Text & Graphic Features](#)

[\(Anchor Chart\)](#)

[Text & Graphic Features II](#)

[\(Anchor Chart\)](#)

Collaboration

Have students reread page 29 and look at the diagram to analyze the text and graphic features. Students will be in small groups of 3-4 students. Each group will answer the three questions on a chart paper. Then students will do a [Gallery Walk](#) and evaluate the responses given by the other groups.

What text or graphic features are on page 29? (speech bubbles, diagrams, illustrations)

How does the author connect the text to the diagram? (The diagram is connected to the text in the speech bubble. Dahlia talks about being a nymph and using gills to breathe and the

diagram shows the parts of the body)  
What is the author's purpose of the labels in the diagram? (They identify the parts of the nymph's body)

Independence

Students will reread page 38 the text and answer the following questions:

What are the text or graphic features on page 38? (speech bubbles, illustrations)

What is the author's purpose for including the speech bubbles? (Dahlia is talking to the audience about how she is ready to eat them.)

What is the author's purpose for including speech bubbles from the audience? (The audience is saying goodbye to Dahlia because they are trying to get away from her)

What is the author's purpose for using the illustrations on this page? (To show the audience running as they are saying goodbye to Dahlia. It shows that the audience is now afraid of Dahlia)

[Add the Text Features Activity](#)

Extension: Make a diagram, including labels, of Dahlia's life cycle using the information from the text.

Reader's response: How did the author use text and graphic features in this text



to help the reader better  
understand the text?

Optional: [Text Features  
Assessment](#), [Answer Key](#)



Anchor Chart

## Narrative Nonfiction

Narrative nonfiction gives facts about a topic and is written like a story.

**Purpose:** to inform and entertain

- Includes literary elements such as characters, settings, and plot events in chronological order
- Tells about real people, places, animals, or events from the past or present
- Includes dialogue between characters
- May include text and graphic features such as bold or italic words, illustrations, photos with captions, maps, timelines, and headings
- First-Person Point of View**  
autobiography, memoir, journal, diary
- Third-Person Point of View**  
biography, magazine article



## Context Clues

Good readers use clues in the text and visuals to find the meanings of unfamiliar words.

**LOOK FOR**

**Word Parts** - Lumin = light  
We stared at the luminous stars in the sky.

**Examples**  
Crustaceans, such as shrimp, lobster, and crabs, live in salt water.

**Definitions**  
The calyx, the leaf-like parts that cover a flower bud, are green.

**Visuals with Labels**  
Visuals show pictures of the word's meaning.

**Synonyms** - same  
Luke wanted to rectify his mistake. If he could correct it, he would.

**Antonyms** - opposite  
Ana would rather be industrious than lazy.

## TEXT FEATURES

present important parts of the text in a different way.

**Boldface** or **italic** type can show emphasis or indicate a title.

**Headings** and subheadings name the topic of each section of text.

**Sidebar** is boxed information that adds to the main text.

**Captions** tell about a picture, bullets or numbered lists show main points or examples.

**All About Cats**  
Caring for a Cat  
why I like cats

## GRAPHIC FEATURES

are visuals, such as timelines, illustrations, pictures, graphs, maps, and tables, that help explain ideas in the text.

**Timelines** show important events in order.

2014 played soccer  
2015 won first at science fair  
2016 were camping

**Graphs** plot data in a visual way.

## TEXT FEATURES

present important parts of the story in a different way.

Punctuation, such as ellipses, em dashes, and colons, can indicate important text will follow.

Kinds of **type** can show emphasis or indicate a title.

**Boldface**  
**CAPITAL LETTERS**  
*italic* **Large** small  
**Color**

## GRAPHIC FEATURES

are visuals, such as illustrations, diagrams, maps, and speech bubbles, that help explain ideas in the text.

**Speech Bubbles**  
Mah, Mah, Mah...  
Mah, Mah, Mah...

**Maps**  
Green Leggett  
Mah's House  
Baseball field

## Main Idea OR Central Message

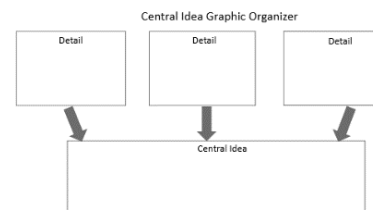
What the story is mostly about or the big idea the author wants you to understand.

How do you find the main idea or central message in the text?

- Look at the title and pictures.
- Look for repeated words or phrases.
- What are the most important details?

**Main Idea**  
Penguins take care of their babies.

**Details**  
Both parents feed the babies food.  
Parents keep them warm by covering them.



## Make Inferences

what the TEXT says + what your inner reader or idea thinks = a NEW thought or idea

Use Inferences to...

- read between the lines
- predict what will happen
- understand the characters
- understand the author's message
- answer the questions in your head
- understand the story at a DEEPER LEVEL

## Using Text Evidence

When you are writing or talking about a text you have read, it is important to use evidence from the text to help support your opinions and ideas about the text.



- Response stems to make sure your response is based on text evidence:
- On page \_\_\_\_\_ it said \_\_\_\_\_.
  - The author stated or implied \_\_\_\_\_.
  - An example of \_\_\_\_\_ is \_\_\_\_\_.
  - Because the text said \_\_\_\_\_, I think \_\_\_\_\_.
  - I think this because the text said \_\_\_\_\_.

Good readers always prepare their response with appropriate evidence before they share it.

STAAR Stems

What does the word \_\_\_\_\_ mean in paragraph \_\_\_\_?

Read the dictionary entry below. Which meaning best fits the way \_\_\_\_\_ is used in paragraph \_\_\_\_?

What is the meaning of the word \_\_\_\_\_ in paragraph \_\_\_\_?

In paragraph \_\_\_\_ the word \_\_\_\_\_ means \_\_\_\_\_.

Which words from paragraph \_\_\_\_

Which text feature in the article helps the reader understand \_\_\_\_\_?

Which section provides information about \_\_\_\_\_?

Which part of the article helps the reader understand \_\_\_\_\_?

Which section would be most helpful to a person who wanted to \_\_\_\_\_?

To learn \_\_\_\_\_ the reader should refer to \_\_\_\_\_.

The caption under the first photograph in the selection explains \_\_\_\_\_.

Which section provides information about (detail or main idea) from the

What is paragraph # mostly about?

What is the section titled "(subtitle)" mainly about?

The author wrote this article mainly to \_\_\_\_\_.

The author included paragraph \_\_\_\_ most likely to \_\_\_\_\_.

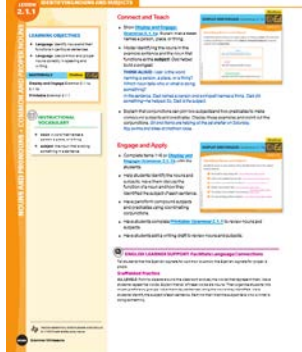
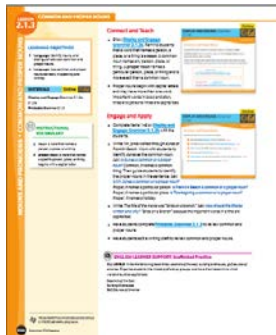
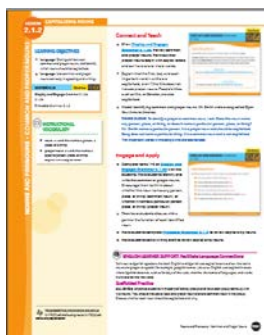

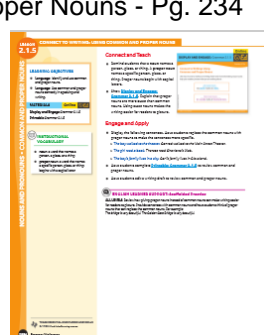
The author wrote this selection most likely to \_\_\_\_\_.

The author begins the selection with the ideas in paragraph 1 most likely to \_\_\_\_\_.





	<p>__ help the reader understand what ____ means in paragraph __?</p> <p>Which words from paragraph __ help the reader understand the meaning of ____?</p> <p>As it is used in paragraph ____, the word ____ means</p>	<p>section)?</p> <p>Which section would be most helpful to a person who wants to find information about (idea from the article)?</p>		<p>The purpose of the questions in paragraph 2 is to ____.</p> <p>In the story how are ____ and ____ alike?</p> <p>Read paragraph _____. Why does ____ think ____?</p> <p>In the last paragraph, the reader learns ____.</p> <p>Why does ____ (character's actions that lead to inferences) What can the reader conclude about ____?</p> <p>Which sentence from the story best explains why ____?</p>
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Writing	Writing Routines				
	<b>Mentor Sentence Routine:</b> <b>Day 1-</b> Copy or glue sentence into notebook. Invitation to notice- what do <b>you</b> notice about this sentence?	<b>Mentor Sentence Routine:</b> <b>Day 2-</b> Label the parts of speech.	<b>Mentor Sentence Routine:</b> <b>Day 3-</b> Invitation to revise, keep the meaning but revise the sentence.	<b>Mentor Sentence Routine:</b> <b>Day 4-</b> Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	<b>Mentor Sentence Routine:</b> <b>Day 5 -</b> Assessment Revise and Edit
Grammar Focus Skill	2.1.1 Identifying Nouns and Subjects - Writing pg. 230  <p>Practice Pages and Answer Keys for Nouns Practice Pages and Answer Keys for Commas</p> <p>Anchor Charts for Grammar and Writing Unit 2</p>	2.1.2 Capitalizing Nouns - Writing pg. 231 	2.1.3 Common and Proper Nouns - pg 232 	2.1.4 Review Common and Proper Nouns - Writing pg. 233 	2.1.5 Connect to Writing: Using Common and Proper Nouns - Pg. 234 
Composition Focus	<b>Mini Lesson 1 - Structure of a Friendly Letter</b> <b>TEKS: 3.11B, 3.12D</b> <b>ELPS: 1(E), 5(F), 5(G)</b> <b>Learning Purpose:</b> Students will identify the parts of a friendly letter and compose a friendly letter containing all parts.	<b>Mini Lesson 2</b> <b>Mentor Text: <i>This Is Your Life Cycle</i></b> <b>TEKS: 3.9E, 3.9Ei, 3.11A, 3.12C</b> <b>ELPS: 1(E), 3(E)</b> <b>Learning Purpose:</b> Students will recognize the characteristics and structures of argumentative text by identifying the	<b>Mini Lesson 3</b> <b>Mentor Text: <i>This Is Your Life Cycle</i></b> <b>TEKS: 3.9Ei, 3.12C, 12D</b> <b>ELPS: 3(E), 5(F)</b> <b>Learning Purpose:</b> Students will recognize the characteristics and structures of argumentative text by identifying the claim and providing reasons to support	<b>Mini Lesson 4</b> <b>Mentor Text: <i>This Is Your Life Cycle</i></b> <b>TEKS: 3.9Ei, 3.12C, 3.12D</b> <b>ELPS: 1(G), 3(E)</b> <b>Learning Purpose:</b> Students will recognize the characteristics and structures of argumentative text by identifying the claim and providing reasons to support the claim. Students will use	<b>Mini Lesson 5</b> <b>Mentor Text: <i>This Is Your Life Cycle</i></b> <b>TEKS: 3.9Ei, 3.11Di, 3.11Diii, 3.11Dix, 3.12C, 3.12D</b> <b>ELPS: 5(D), 5(E), 5(F)</b> <b>Learning Purpose:</b> Students edit and revise argumentative letter to Dahlia about buying the anti-bird spray.

<p><b>Hook:</b> Turn talk-Have you ever written a letter? Do you know how a letter should look (structure)? Students can watch <a href="#">A letter-brainpopjr</a> to get an introduction to the parts of a letter.</p> <p><b>Modeling</b></p> <p>Teacher introduces the format of a letter (date, greeting, body, closure, signature) as a kind of correspondence. Teacher creates a <a href="#">Letter-Anchor Chart and Examples-Eng&amp;Span</a> showing the format of a letter with the parts: heading/date, greeting, body, closure, and signature. Teacher models a shared writing (teacher writes, students help by dictating) of a friendly letter to someone at the school highlighting or writing the parts of the letter in different colors. (Example: Write a letter to your partner teacher telling him/her what you taught in class today, what the weather was like at recess, or how you are ready for fall weather/Halloween, etc...)</p> <p><b>Collaboration</b></p> <p>Students in pairs/trios students work together to write a friendly letter to someone at school (the librarian, Specials teacher, admin, nurse, etc...). Students can then</p>	<p>claim. Students will use this mentor text as an example for creating their own writing.</p> <p><b>Hook:</b> Students watch video to begin to think about what an argumentative (or persuasive) writing is. <a href="#">Argumentative video for kids-youtube</a></p> <p><b>Modeling</b></p> <p>Teacher reviews <a href="#">Before you write...</a> to remind students of reasons we write. Then teacher introduces the parts of an argument (persuasive writing) <a href="#">TAP anchor chart</a>. Students read page 39 in the text <i>This Is Your Life Cycle</i>. Turn and talk to discuss why or why not Dahlia should buy the anti bug bite spray. Teacher models the position: Dahlia should not buy the anti bird spray as the <i>claim</i> in the argumentative letter. Teacher completes writing in the <a href="#">Brainstorming Map for Argumentative-English and Spanish</a> (example of writing is attached) with the 2 reasons why she shouldn't buy it.</p> <p><b>Collaboration</b></p> <p>Students work with a partner to complete the first bubble of the <a href="#">Brainstorming Map for Argumentative-English and Spanish</a> with their claim as why Dahlia should buy the</p>	<p>the claim.</p> <p>Students will use this mentor text as an example for creating their own writing.</p> <p><b>Hook:</b> Students talk in pairs/trios about a time they argued with someone about something they disagreed with. Teacher can call on students to share. Explain to students that when they stated their side of the argument, they were stating their claim.</p> <p><b>Modeling</b></p> <p>Teacher models setting up a letter <a href="#">Parts of a letter-Anchor Chart and Examples-Eng&amp;Span</a>. Once the date and greeting to Dahlia is written, the teacher models writing the topic sentence or the claim: <i>Dahlia, I think you should not buy the anti bird biting spray</i>. Refer to your <a href="#">Brainstorming Map for Argumentative-English and Spanish</a> and check off that bubble. Model the reasons for the claim: <i>The reason you should not buy is because.....(you finish the sentence based on what you wrote on your thinking map)</i>.</p> <p><b>Collaboration</b></p> <p>Students work in partners/trios, to check each other's work as they set up their letter with the date and greeting. Students discuss ways to write their claim and reasons for the</p>	<p>this mentor text as an example for creating their own writing.</p> <p><b>Hook:</b> In partners/trios, students turn and talk about a time they really wanted something and how they told their parents what they needed and why they needed it (their reason for getting it-the support of their claim). If students need more support, you could give them a prompt such as: <i>Mom and Dad, I really need a bike</i>. In the small groups, the kids can role play being the parent/child and child stating claim and 2 reasons for getting the bike.</p> <p><b>Modeling</b></p> <p>Model writing the second reason why Dahlia should not buy the anti bird spray in the letter to Dahlia. Refer back to <a href="#">Brainstorming Map for Argumentative-English and Spanish</a>. Then, model closing and signing the letter to Dahlia <a href="#">Letter-Anchor Chart and Examples-Eng&amp;Span</a>.</p> <p><b>Collaboration</b></p> <p>Students work in partners/trios to check each other's closure and signature once they have written their second reason to support their claim.</p> <p><b>Independence</b></p> <p>Students write their second reason Dahlia should buy the anti-bird spray. Once done,</p>	<p><b>Hook:</b> Give each child a card with their name (or the name of any persons or places) on it but only using lower case letters. Ask them to make corrections and discuss with partner why you made the correction.</p> <p><b>Modeling</b></p> <p>Teacher chooses a student's writing draft to project. Teacher reads the student letter aloud. Teacher refers to student writing and explains that now we will begin the editing and revising of our writing. Model revising student's writing to make sure the writing makes sense. Underline the subject in each sentence. Circle the noun(s) in the subject and check to see if form is correct. Is it singular/plural? If it is incorrect, then you circle it and fix it by writing it correctly in a different color above it. Think out loud as you edit so the students can see/hear what you are doing. Teachers can refer back to this week's Grammar lessons as needed to teach: nouns in subjects (2.1.1), capitalizing proper nouns (2.1.2), distinguish common/proper nouns 2.1.3-4). Teacher can also introduce and make <a href="#">Editing Checklist</a> on chart paper or make copies for students to place in writing journal/folder. Everyone should refer to it as they</p>
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	<p>do a <a href="#">Gallery Walk</a> with 2-3 post-it notes to write a label for a part of another group's letter (example: label the greeting, date, signature, etc...)</p> <p><b>Independence</b></p> <p>Students write a short letter to the teacher stating 1-2 things they learned today using and labeling all the parts of a letter.</p>	<p>anti bird spray in the middle and one reason.</p> <p><b>Independence</b></p> <p>Students complete the bubble map with 1 more reason to support their claim.</p> <p>Teacher conducts individual writing conferences with students during this time to provide timely feedback.</p>	<p>claim.</p> <p><b>Independence</b></p> <p>Student writes the claim and 1 reason to support the claim in letter form.</p>	<p>they work with their partner(s) to check/edit the closure and signature of the letter. Teacher is conducting individual writing conferences with students during this time</p>	<p>revise/edit their writing throughout the year.</p> <p><b>Collaboration</b></p> <p>Students work in pairs/trios to find the subjects in each sentence. Students should underline each subject and check the noun(s) for correct form/usage. Partners circle what needs editing.</p> <p>Partners work together to rewrite 2-3 sentences that needed correcting on chart paper. Students should write the original sentence and then the corrected sentence showing the reason they made the correction. Conduct a <a href="#">gallery walk</a> in which students put post it notes to encourage or give feedback.</p> <p><b>Independence</b></p> <p>Students rewrite the sentence with the correct subject/noun forms (plural or singular). Those students that finish early can begin checking/editing writing using <a href="#">Editing Checklist</a>. Teacher conducts individual writing conferences during this independent writing time.</p>
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Week 2	Monday 10/7	Tuesday 10/8	Wednesday 10/9	Thursday 10/10	Friday 10/11
Guided/ Independent Reading	Response Skills ( <i>Spiral 3.5A</i> )				
	3.7A Describe personal connections to a variety of sources, including self-selected text.	3.7D Retell and paraphrase text in ways that maintain meaning and logical order.	3.7F Respond using newly acquired vocabulary as appropriate	3.7G Discuss specific ideas in the text that are important to the meaning.	
Whole Group Reading Focus	Genre: Informational ( <i>Spiral 3.3B</i> )				
	3.7D Retell and paraphrase texts in ways that maintain meaning and logical order	3.9Diii Recognize characteristics and structures of informational text, including: (iii) organizational patterns such as cause and effect and problem and solution	3.9Diii Recognize characteristics and structures of informational text, including: (iii) organizational patterns such as cause and effect and problem and solution	3.6F Make inferences and use evidence to support understanding	Student/Teacher Elementary Fair Day
Guiding Question	Why do you think it is best to pick the main events in the story to retell it?	What ideas in the text represent cause and effect relationships?	What ideas in the text represent problem and solution?	How are inferences supported by text evidence?	



<p><b>Suggested Resources</b></p>	<p><b>Text: <i>Octopus Escapes Again</i></b>  <b>Lesson Purpose:</b> Students will examine the literary elements of the story including the setting and the plot and create a timeline showing major events and important characters in the story.</p> <p>Introduce the text: Instruct students to think about the title and genre of this text. This text is a Narrative nonfiction and a fantasy. A fantasy is an unrealistic fiction story. <a href="#">Narrative Nonfiction Anchor Chart</a></p> <p>Students <a href="#">think/pair/share</a>: Why do you think the author chose this title? What do you think the text will be about?  Students share their thoughts with the class giving reasons for their answers.</p> <p><b>1st Reading of text- Octopus Escapes Again</b>  Think-Pair-Share: Ask students to look at the first few pages of the text and think about what genre they think the text is providing evidence to support their thinking. Students will then share with a partner and discuss as a class. <i>(Students may say, based on what they learned from the previous week that the text is narrative nonfiction because there are elements of fiction and information in the same text).</i></p> <p>Project the story from <a href="http://www.hmhco.com">www.hmhco.com</a> while students follow from their text, or teacher can read the story aloud as students follow along in their text. (pages 59-72).</p> <p>As the teacher reads aloud the text for the first time, the students think about the following question to monitor their comprehension:  What moments in the text are getting in the way of your understanding of what the author is trying to say?  What is another way the author could have shared the information to make it easier for the reader to understand?  What are different ways that Octopus protects itself?  What moments in the text are getting in the way of your understanding of what the author is trying to say?  What is another way the author could have shared the information to make it easier for the reader to understand?</p>				
<p><b>Suggested Resources</b></p>	<p>Text: <i>Octopus Escapes Again</i>  Focus TEKS: <b>3.7D</b>  Supporting TEKS: <b>3.6B, 3.6G, 3.6H, 3.7C</b>  ELPS: 4(I)  Learning Purpose: Students will use a graphic organizer to aid in writing a summary of the text maintaining meaning and logical order.</p> <p>Students read along with the read aloud- <a href="#">Octopus Escapes Again!</a>  Respond to text in student reading journal: Name five different behaviors of the octopus that helped it escape its predators.  Turn and talk: On page 48,</p>	<p>Text: <i>Octopus Escapes Again</i>  Focus TEKS: <b>3.9Di</b>  Supporting TEKS: <b>3.6F, 3.6G, 3.7E</b>  ELPS: 4(K)  Learning Purpose: Students will recognize and identify cause and effect text structure in a narrative nonfiction text.</p> <p>Hook- Students watch the video: <a href="#">Cause and Effects (Video)</a> to begin thinking about the relationship of ideas within a text.  Think-Pair-Share:  How are events connected?  What is a cause?  What is an effect?  How are cause and effects connected?  <a href="#">Text Structure (Anchor Chart)</a></p>	<p>Text: <i>Octopus Escapes Again</i>  Focus TEKS: <b>3.9Di</b>  Supporting TEKS: <b>3.8B, 3.9A</b>  ELPS: 3F, 4J, 4K  Lesson Purpose: Students will examine the literary elements of the story including the setting and the plot and create a timeline showing major events and important characters in the story.</p> <p>Introduce the text: Instruct students to think about the title and genre of this text. This text is a Narrative nonfiction and a fantasy. A fantasy is an unrealistic fiction story.  <a href="#">Narrative Nonfiction Anchor Chart</a></p>	<p>Text: <i>Octopus Escapes Again</i>  Focus TEKS: <b>3.9Di 3.6F</b>  Supporting TEKS: <b>3.7G, 3.10A</b>  ELPS: 4(J), 4(K)  Learning Purpose: Students will recognize the central idea of paragraphs in the text.</p> <p>Building Background Knowledge</p> <p>In small groups (tables) students make a K-W-L chart about what they know about Octopuses and what they want to learn (questions they generate) about them. Once this week is over, students will return to the chart and complete by writing what they learned.</p>	<p><i>Student/Teacher Literary Fair Day</i></p>



what ability of real life octopuses allows Octopus to perform a clever trick? (*She squeezes into a shell to hide. Octopuses have no bones which make them flexible so that they can squeeze into small places.*)

Ask:  
What questions can you ask about octopuses before, during, and after reading the text? (*Possible answers: How do octopuses keep prey away?*)  
If you could choose to have one skill that an octopus has, which would you choose, why? (Answers may vary)

Hook- [Flocabulary video Summarizing](#)  
Think-Pair-Share: Students discuss what they learned about writing a summary from the video with a partner. Then, class shares as a group what they have learned. As students are responding, the teacher will reference [Retell Anchor Chart](#) of the elements of a summary.

**Modeling**

Refer to the main idea activity from the previous mini-lesson. Students worked on the main ideas in groups with the text *Octopus Escapes Again* and created a web as a class. This will be used throughout this lesson in order for students to retell/summarize the text. The

[Cause&Effect Vocabulary Cards](#)  
[Cause and Effects \(Video\)](#)  
[Cause-Effect \(Anchor Charts\)](#)

**Modeling**

Table Talk: Why do you think it is important to analyze how events are organized in a story? Share with the whole class.

Refer to the Cause and Effect Anchor Charts and Text Structure Anchor chart and go over the vocabulary (cause, effect, signal words)

Model using a think aloud to show the class how to find the cause and effect relationships from the story *Octopus Escapes Again* to complete a graphic organizer using information from pages 60-61. Stop on page 60 and say that there is a cause and effect relationship, that one event leads to another event.

- ➔ Why does Octopus dash from the den into the deep, blue sea? (*Response: because he is hungry and wants to eat*)
- ➔ What is the cause? (*Octopus is hungry*)
- ➔ What is the effect? (*dashes from the den into the sea*).

Writes the response in the [Cause-Effect GO](#). Referencing the [anchor chart](#), the teacher can explain to the class that the cause happens first and then the effect happens afterwards as a result, and that the events are connected to each other. Some synonyms for

Students [think/pair/share](#): Why do you think the author chose this title? What do you think the text will be about?  
Students share their thoughts with the class giving reasons for their answers.

1st Reading of text- *Octopus Escapes Again*  
Think-Pair-Share: Ask students to look at the first few pages of the text and think about what genre they think the text is providing evidence to support their thinking. Students will then share with a partner and discuss as a class. (*Students may say, based on what they learned from the previous week that the text is narrative nonfiction because there are elements of fiction and information in the same text*).

Project the story from [www.hmhco.com](http://www.hmhco.com) while students follow from their text, or teacher can read the story aloud as students follow along in their text. (pages 59-72).

As the teacher reads aloud the text for the first time, the students think about the following question to monitor their comprehension:  
What moments in the text are getting in the way of your understanding of what the author is trying to say?  
What is another way the author could have shared the information to make it easier for the reader to understand?

Video: Short Octopus Video  
Ask: What features did you see in the video? (sound, movement, text, etc...) What are actions/things (details) that happen in the video that support the main idea? (Details: It shows how the octopus adapts to its environment, how it moves, hunts, where it sleeps, etc...)

**Modeling**

Create a class web that includes the key events throughout the entire story. This can be done on chart paper, and here is an Octopus key ideas web BLANK if you want the students to fill in their own graphic organizer (this will also help when they work together during collaboration). Read aloud pages 46-47. Ask the students to Think, Pair, Share: What are the details that are happening on pages 46-47? (Octopus is hungry. She peeks and looks for food. She sees the shrimp. The sea turtle sees her. The octopus dives to get away.) How can we synthesize the details to find the main/key event on these pages? (Octopus goes out to search for food. He dives down to get away from the sea turtle.) Remind or explain to the students that synthesize means taking information and use it in a new way. In this case, students are using the information from the text to infer the main/central idea and choose the details from the text to support your thinking. After the class discusses the main idea of pages 46-47, write the

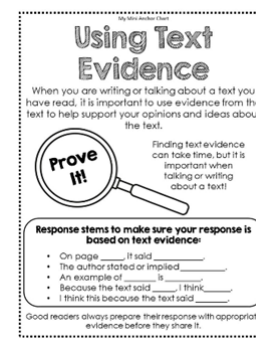
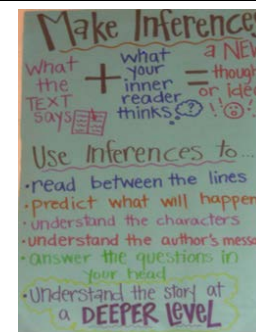
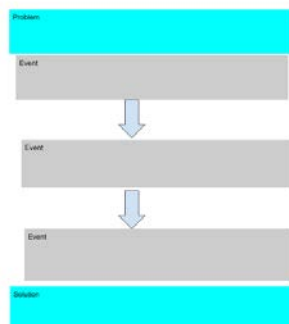
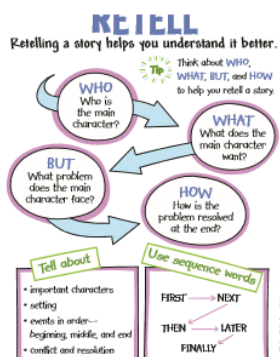
<p>teacher will emphasize that the students will take the main events from the story to write a brief summary.</p> <p>Table Talk: Why do you think it is best to pick the main events in the story to retell it?</p> <p>Refer to the components for summarization of fiction in the flow chart bubbles (WHO, WHAT, BUT, HOW). Using the class created <i>Octopus Escapes Again</i> key ideas web, the teacher will model how to write a summary of <i>Octopus Escapes Again</i>. The teacher will lead a think aloud using the following questions:</p> <p>Who is the main character? What does the main character want? What problem does the main character face? How is the problem resolved in the end? Be sure to have the students annotate in their text as they answer the questions. The teacher will write a summary as he/she refers to the questions and anchor chart. (<i>Teacher's summary: The octopus wanted food to survive, but predators tried to eat him. So, he used all of his skills to escape and survived in the end.</i> )</p> <p><b>Collaboration</b></p> <p>Students will work in small groups to create their own</p>	<p>cause:the “why” something happened, the reason, etc. Some synonyms for the effect: the result, the consequence, what it leads to, etc.</p> <p>Scaffold: Students who need more support can begin with If/Then statements (examples: If a predator attacks an octopus, then it will spray ink to hide as it escapes.)</p> <p>On page 47, why does the sea turtle dive down? (<i>Because the sea turtle wants to eat the Octopus</i>). Of the two events, which happened first? Which is the cause, the “why,” or the reason? (<i>The sea turtle wants to eat the octopus.</i>) Which event happens after? Which is the effect? What happened as a result? What does this lead to? (<i>The sea turtle dives down toward the octopus.</i>) Teacher then writes the two related events in the Cause and Effect Graphic Organizer and explains that these two events are connected. (<i>The octopus wants to eat the turtle, so the turtle dives down.</i>)</p> <p><b>Collaboration</b></p> <p>In pairs, students will continue rereading <i>Octopus Escapes Again</i> and answer the following questions as they complete the <a href="#">Cause-Effect GO</a>.</p> <ul style="list-style-type: none"> <li>➤ On page 48, What is the cause of the octopus hiding in the shell? (<i>The octopus is trying to get away from the sea turtle and preventing from getting eaten</i>).</li> </ul>	<p><b>Modeling</b></p> <p>Read the story <i>Octopus Escapes Again</i> aloud for students.</p> <p>Ask students to volunteer: Who was the major character for this story? What words can you use to describe her? How did the setting affect the plot of the story? Begin making a list of words that describe the major character. Groups will use this list as a word bank for an activity later.</p> <p><b>Collaboration</b></p> <p>Divide the students into small groups. Direct small groups to discuss and work through the story and find the answers to the following comprehension questions.</p> <p>Comprehension questions</p> <p>Who was the major character in the story? What do you know about the major character? Who are the minor characters in the story? What role do they play? What are the important events in the story?</p> <p>Instruct students to select an event in the story where the minor character said or did something and explain how it affected the major character. Students should put their ideas on a chart. Conduct a gallery walk to allow groups to see and</p>	<p>main idea of that section in the map. The following link shows what the web should look like after class has discussed and decided on the main idea. Octopus key ideas web</p> <p>Read aloud pages 48. Ask the students to Think, Pair, Share: What the main/key events are on these pages? (Details: Octopus squeezes into shell and turtle tries to get the octopus. Octopus looks for fish and reaches his arms to grab some. Octopus is spying on the eel. Main Idea: Octopus squeezes into an empty shell to escape turtle. As Octopus is swimming to look for food, eel comes out of his cave). Octopus key ideas web 2</p> <p><b>Collaboration</b></p> <p>In small groups (3-4 students), students are assigned specific page numbers. More than 1 group will be working on the same pages. They are to read their assigned pages in their group. Then, they work together to find what the main/key event is from those pages. They will use guiding questions of details to help them synthesize the information into a main idea. The pages will be grouped as pages 49-52, 53-54, 55-57 (3 sets of pages total) After the students have written their main idea as a group, groups who have worked on the same pages will meet to</p>	
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<p>summary of the story <i>This is Your Life Cycle</i> (main story from last week's lesson.) As students work in groups, remind them to use the anchor chart and guiding questions from the teacher's model. Students should put their summary on chart paper. After students have completed their summaries, students will do a <a href="#">gallery walk</a> to read the summaries from other groups.</p> <p>Discussion: As a class, students will discuss how their summary was different from other groups. Students can edit summaries as needed. (Student response: <i>Dahlia wanted to live a peaceful life in the pond, but she kept being chased by predators. She has to use all of her skills to survive. Finally, when she comes out of her exoskeleton, she has wings. She is now the predator.</i>)</p> <p>Scaffolding: As you are gathering/monitoring group work, check to be sure that students don't list every single event that happened to Dahlia in their summary. Model from <i>Octopus Escapes Again!</i> how we took all our events that Octopus went through, and we grouped them as "survival skills." Guide students to realize that Dahlia went through her life cycle to escape. Follow the flow chart bubbles from the anchor chart. Remember the answer</p>	<ul style="list-style-type: none"> <li>➤ On page 49-50, what is the result of octopus seeing eel? (<i>Octopus sprays the eel with ink to protect itself.</i>)</li> <li>➤ On page 51-52, what is the reason that the octopus blasts off in the water? (<i>The octopus is trying to get away from the shark.</i>)</li> <li>➤ The grouper trying to eat the octopus leads to what event? (<i>The octopus loses an arm</i>)</li> </ul> <p>After the students have completed the questions with their partner, the pairs share and compare their responses and <a href="#">Cause-Effect GO</a> with another pair in their table group and make the necessary changes in case there were mistakes. The teacher does a check for understanding with the whole group to address misconceptions.</p> <p>As a group, the class will discuss one question to deepen their understanding of cause and effect:</p> <ul style="list-style-type: none"> <li>➤ Why does the author organize his text with cause and effect relationships throughout the entire story? (<i>To show that the octopus is constantly looking for food because he is hungry. This puts him in danger because he is also trying to get away from predators, causing the octopus to defend itself from predators.</i>)</li> </ul>	<p>give feedback on other groups' work.</p> <p>Small groups continue by answering the following questions: What was the main character's problem in the story? How was the main character's problem solved? Students should complete the following graphic organizer. <a href="#">Problem and Solution Graphic Organizer</a></p> <p>On Questions for further discussion:</p> <p>On pages 50-52. How is octopus' ink like water shot from the octopus's siphon? How are the two different? Remember that Dahlia the dragonfly in <i>This is Your Life Cycle</i> was a predator but also had to get away from predators. How is this similar to what is happening to Octopus on these pages? (Octopus has to lose an arm to keep from being eaten by the grouper. The grouper is a predator. Octopus is also sneaking up on the crab. She is a predator that wants to eat crab.) What does Octopus do that shows it, too, is a predator? (Octopus is looking for food) How can an octopus stay safe when another animal wants to eat it? What are different ways that Octopus protects itself?</p>	<p>share their answers. Students will discuss with the other groups why they chose their main idea and compare their answers. After the discussion, the students will come together as a class and discuss what main ideas they came up with and how they decided on their main ideas. (Student Example of completed web: Octopus key ideas web 3)</p> <p><b>Independence</b></p> <p>Students will read the text Sarah the Sea Gull and complete this key central idea web BLANK to show the key idea of each group of paragraphs: Paragraphs 1-3 should be written in one bubble, 4-7 in another bubble, 8-10 in another bubble, and 11-13 in the final bubble. So once the page is complete, the bubble map will show the key ideas of the groups of paragraphs.</p> <p>Extension: Can you take the main ideas in your bubbles to create a summary of the story that maintains meaning and logical order? Closure: What have you learned about main idea today? (Students answers may vary).</p>	
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	<p>only the following questions: Who is the main character? What does the main character want? What problem does the main character face? How is the problem resolved in the end?</p> <p><b>Independence</b></p> <p>Students will re-read the text <a href="#">Sarah the Sea Gull</a> while using the <a href="#">key central idea web BLANK</a> that they completed earlier to help them write a summary of the story. Remind students to refer to the anchor chart and the key questions from the lesson.</p> <p>Extension: In their journals, students write the main idea of a book they have read this week. Write at least 3 supporting details.</p> <p>Closure: What have you learned about writing summaries of narrative nonfiction today? (Student responses may vary.</p>	<p>Students answer the following questions and complete the <a href="#">Cause-Effect GO</a></p> <p>On page 55, Why did the octopus go to shore? (<i>The octopus was looking for food, such as crab</i>).</p> <p>On page 56, what is the effect of the crane swooping down toward octopus? (<i>Octopus makes himself camouflage</i>)</p> <p>On page 57, what led to octopus finally finding his meal of clams? (<i>The octopus went back into the deep sea</i>)</p> <p>Extension: Students will read independently short texts to find the cause and effect relationships. <a href="#">Cause&amp;Effect Passages Read&amp;Response</a></p> <p>Closure: What did learn about cause and effect today? What is one way authors organize their ideas? (<i>By cause and effect</i>) Why do good readers think about the organization of ideas? (<i>to better understand the text</i>)</p>	<p>Students should create a timeline showing the main events in the story. Students should identify the main character and minor characters who played an important role in the story as well as the problem and solution.</p>		
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### Anchor Charts



### STAAR Stems

What is the best summary of the selection?  
Which of these is the best summary of the selection?  
What is the best summary of paragraphs # through # of the story?

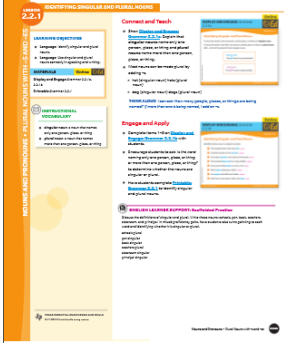
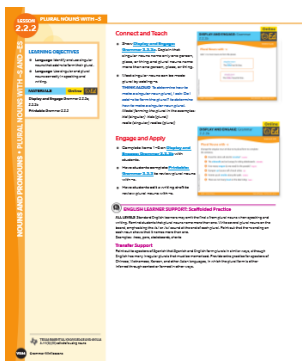

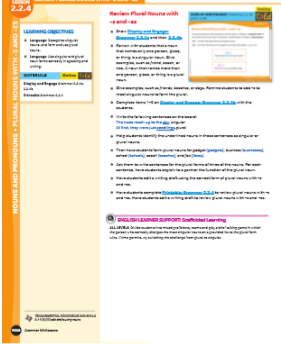
Look at the diagram below. Which sentence best completes the diagram? (cause-effect)  
One main reason that \_\_\_\_\_ is because \_\_\_\_\_  
Look at the diagram below. OR Read the diagram.

Note: One of the two boxes will be complete with either the cause or effect  
Which sentence/phrase best completes the diagram?

(Person from text) started (topic of text) because he/she knew that —  
Why did (someone/something from text) (event from text)?  
(Someone/something from text) (event from text) because she/he/it —  
The main reason (someone/something from the text) wanted to (idea from the text) was to —

Which text feature in the article/part of the article helps the reader understand (idea from text)?

The author wrote this article mainly to \_\_\_\_\_  
The author included paragraph \_\_\_\_ most likely to \_\_\_\_\_  
The author wrote this selection most likely to \_\_\_\_\_  
The author begins the selection with the ideas in paragraph 1 most likely to \_\_\_\_\_  
The purpose of the questions in paragraph 2 is to \_\_\_\_\_  
In the story how are \_\_\_\_\_ and \_\_\_\_\_ alike?  
Read paragraph \_\_\_\_\_. Why does \_\_\_\_\_ think \_\_\_\_\_?  
In the last paragraph, the reader learns \_\_\_\_\_.  
Why does \_\_\_\_\_ (character's actions that lead to inferences) \_\_\_\_\_  
What can the reader conclude about \_\_\_\_\_?  
Which sentence from the story best explains why \_\_\_\_\_?

Writing Routines					Student/Teacher Elementary Fair Day
Writing Routine	Mentor Sentence Routine: Day 1- Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	Mentor Sentence Routine: Day 2- Label the parts of speech.	Mentor Sentence Routine: Day 3- Invitation to revise, keep the meaning but revise the sentence.	Mentor Sentence Routine: Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	
Grammar Skill	<b>2.2.1 Identifying Singular and Plural Nouns</b> 	<b>2.2.2 Plural Nouns with -s</b> 	<b>2.2.3 Plural Nouns with -s and -es</b> 	<b>2.2.4 Review Plural Nouns with -s and -es</b> 	
Composition Focus	<b>Mini Lesson 1</b> <b>Mentor Text: <i>This is Your Life Cycle</i> pg. 39, and <i>Octopus Escapes Again</i>.</b> TEKS: 3.11Di, 3.11Diii, 3.11Dix, 3.9Ei, 3.12C, 3.12D Purpose-edit for capital letters of proper nouns and the beginning of a sentence <div>Modeling</div> Using mentor texts <i>This is Your Life Cycle/Octopus Escapes Again</i> . (Teacher can choose pages from the text). Show examples of how the author correctly uses proper nouns and capital	<b>Mini Lesson 2</b> <b>Mentor Text: <i>This is Your Life Cycle/Octopus Escapes Again</i></b> TEKS: 3.9Ei, 3.11Di, 3.11Diii, 3.11Dx, 3.11Dxi, 3.12C, 3.12D Purpose-Students edit writing for plural nouns and ending punctuation. <div>Modeling</div> Using the mentor text <i>This is Your Life Cycle/Octopus Escapes Again</i> . (Teacher can choose pages from text). Model finding plural nouns in the text. Choose a student's	<b>Mini Lesson 3</b> <b>Mentor Text: <i>Octopus Escapes Again</i></b> TEKS: 3.11E Purpose-Students write their final draft for publishing. <div>Modeling</div> Teacher can have students read a page from mentor text: <i>Octopus Escapes Again</i> to see that when an author publishes a writing piece, it should be error free. Model rewriting a student's draft for the final, published piece with no errors. (This can be done with	<b>Mini Lesson 4</b> <b>Mentor Text: <i>Octopus Escapes Again</i></b> TEKS: 3.7G, 3.11E Purpose-Students share writing with class. <div>Modeling</div> Teacher can read an excerpt from mentor text, <i>Octopus Escapes Again</i> , as a model to show that authors publish a writing piece to share with others. Then the teacher explains expectations for students sharing writing. Teacher may want to make an expectation chart with class. Examples of expectations could be: listen attentively to reader, give positive feedback/praise, take turns giving comments, etc... <div>Collaboration</div>	



	<p>letters at the beginning of sentences. Display a student letter. Tell the students that today you will be editing for capital letters at the beginning of a sentence and for all proper nouns (Example: Dahlia should always have a capital letter no matter where her name appears in the sentence). This can be linked with last week's Grammar Lesson 2.1.3&amp;4). Read letter and find/underlines capital letters and proper nouns. Refer back to <a href="#">Editing Check List</a> to check other writing conventions.</p> <p><b>Collaboration</b></p> <p>Students work with a partner to read each other's writing looking for the subject in each sentence. Partners then check to see if the subject is written in the correct noun tense (singular/plural noun).</p> <p><b>Independence</b></p> <p>Students revise their own writing for subject agreement with singular/plural nouns. Students can also complete grammar lesson 2.2.1 as part of their independent practice. As they finish, students can review <a href="#">Editing Check List</a> and check their writing for all of these writing conventions.</p>	<p>letter to model editing for plural nouns with -s or -es and ending punctuation. Underline the plural nouns and ending punctuation, then circle if one is incorrect. Refer to Grammar lesson 2.2.1&amp;2.2.2 as well as <a href="#">Editing Check List</a> to check other writing conventions.</p> <p><b>Collaboration</b></p> <p>Students work in pairs/trios to edit each other's letters for correct use and spelling of plural nouns and ending punctuation. Students underline the plural nouns and ending mark, then circle if used incorrectly. Students can put examples of sentences that needed correction on chart paper along with the corrected sentence. Conduct a Gallery Walk so that students can see each other's sentences and give feedback.</p> <p><b>Independence</b></p> <p>Each student edits their own letter and writes the correct plural noun spelling and ending punctuation as needed. As they finish, students can review <a href="#">Editing Check List</a> and check their writing for these writing conventions. Conducts individual writing conferences during this independent writing time</p>	<p>a student's writing. Just be sure the child is not embarrassed.) Refer back to <a href="#">Editing Check List</a> one final time before publishing.</p> <p><b>Collaboration</b></p> <p>Students can work in pairs/trios to review the draft once more using the <a href="#">Editing Check List</a>.</p> <p><b>Independence</b></p> <p>Students write their final draft for publishing. Teacher should conduct final writing conferences with struggling students to help them get to the publishing stage.</p>	<p>Before turning in their letter, instruct the students to find 2-3 sentences that they really like. Maybe the sentence is very powerful. Maybe the sentence has good use of adjectives or really strong verbs that create a nice picture in the mind. Maybe they had a very good explanation of their claim and reasons. Students should be prepared to share these sentences from the Author's Spotlight.</p> <p>During Author's Spotlight time, students should complete the following sentence stems:          I chose to write about _____ because _____.          I really liked this sentence because _____.          Another sentence I really liked was _____ because _____.          Call on 2-3 students to comment on the powerful sentences that were chosen. These comments should be given as positive feedback.</p> <p>If you have time, allow students to read their letters in either small groups or as a class.</p> <p>Students volunteer to sit in the "author's chair" and read aloud and/or project their letter to Dahlia.</p>	
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Week 3	Monday 10/14	Tuesday 10/15	Wednesday 10/16	Thursday 10/17	Friday 10/18
Guided/ Independent Reading	Response Skills (Spiral 3.5A)				
	3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.	3.7D Retell and paraphrase texts in ways that maintain meaning and logical order.	3.7G Discuss specific discuss ideas in the text that are important to the meaning	3. 7C Use text evidence to support an appropriate response.	3.7E Interact with sources in meaningful ways such as notetaking, annotating, free writing, or illustrating
Whole Group Reading Focus	Genre: Informational (Spiral 3.3B, 3.7D)				
	3.9Di Recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence	3.9Di Recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence	3.9Diii Recognize characteristics and structures of informational text, including: (iii) organizational patterns such as cause and effect and problem and solution	3.6F Make inferences and use evidence to support understanding	3.6F Make inferences and use evidence to support understanding
Guiding Question	What details and facts support the main idea(s) in text? How is the main idea(s) determined using facts and details from the text? What is the purpose of a title? After analyzing the text features and the title of the story, what can we conclude is the main idea of the entire story?		What ideas in the text represent cause and effect relationships? What ideas in the text represent the problem and solution?	How are inferences supported by text evidence?	

## Suggested Resources

### Text Recommendations

#### The Nose Awards (HMH Module 6)

#### Reading for Comprehension

Choose one of the following to interactively read the text: Project the story from [www.hmhco.com](http://www.hmhco.com) while students follow from their text or read the story aloud as students follow along in their text. (pages 39-44). As you read aloud the text for the first time, the students can think about the following question to monitor their comprehension:

What moments in the text are getting in the way of your understanding of what the author is trying to say? (*Answers will vary*)

These anchor charts, which are from Unit 1, may be referred back to as needed.

[Ask and answer Questions Anchor Chart](#)

[Monitor and Clarify Anchor Chart](#)

[Make and Confirm Predictions Anchor Chart](#)

Respond to text in student reading journal: Of the eight animals mentioned in *The Nose Awards*, which one do you think deserves a first place Elly? Why? Use facts and details in the story to support your choice.

#### *Mini Lesson: Central Idea/Details of Sections of Text*

**Text: Nose Awards**

**Focus TEKS: 3.9Di**

**Supporting TEKS: 3.6F, 3.6G, 3.6H, 3.7G, 3.9Dii**

**ELPS 4(I), 4(D)**

Learning Purpose: Students will recognize the central idea (main idea) of sections in an informational text by using the headings.

Hook: Main Idea and Summarizing video

Turn and Talk about what you learned about how to find the main idea of a section of a text. Project pages 40-41 of The Nose Awards and model a think-aloud while completing a Text features GO with three columns labeled: heading/ page number/ author's purpose for including the heading on chart paper.

#### **Mini Lesson - Central Idea of Entire Text**

**Text: Nose Awards**

**Focus TEKS: 3.9Di**

**Supporting TEKS: 3.6F, 3.6G, 3.7C, 3.9Dii**

**ELPS: 4(I)**

Students read the text in pairs/trios. Those students that struggle with reading aloud can listen to the story on hmh website.

How does this title help the reader understand the text? (Possible answer: It tells the reader they will read about special noses).

On page 50, I see the heading that asks, "What animal has the most magnificent nose?" What is a question I can think of or wonder about when I read this? (Examples:: What does the word magnificent mean? What makes a nose magnificent?) What questions can you ask and answer about the star-nosed mole? (Possible

#### **Mini Lesson - Analyze Genre Structure**

**Text: The Nose Awards**

**Focus TEKS: 3.9Diii**

**Supporting TEKS: 3.6C, 3.10A, 3.10C**

**ELPS: 4(I), 4(J), 4(K)**

Learning Purpose: Students will analyze the genre structure and understand how it contributes to the author's purpose.

Ellevation lesson

Think-pair-share: Ask students to look at the first few pages of the text and write what genre they think the text is going to be and provide evidence to support their thinking. Students will then share with a partner and discuss as a class.

(Students responses may be: It is nonfiction because of the text features and facts.) Make the following anchor chart Nonfiction T-Chart. Complete the chart as the class reads through the text (pages 39-41). Write 3-5 examples of characteristics of nonfiction and provides

#### **Mini Lesson - Inferences**

**TEXT: The Nose Awards**

**Focus TEKS: 3.6F**

**Supporting TEKS: 3.6G, 3.7B, 3.7D, 3.7E, 3.7G**

**ELPS: 4(J), 5(F)**

Learning Purpose: Students will make inferences and use evidence to support understanding. Students read their favorite parts of the text to themselves for 2 minutes. Struggling readers can listen to their favorite parts for the 2 minutes.

Respond to text in student reading journal:

Review page 43.

What is unusual about the star-nosed mole's noses?

What is a detail that supports the main/central idea in paragraph 4: Dogs learn about the world using their remarkable sense of smell? (Students state details from the paragraph that support this main idea.)

Students watch the following Flocabulary video about Making Inferences.

Fast forward the video (0:52) and ask students:

How do we know Jasmine is tired? (Student's responses: Jasmine is cranky, she has bags beneath her eyes,her head is droopy, she is yawning all the time.) Why do you think she is tired? (Student's responses: Maybe she didn't get a good night's sleep) Did she actually say she was sleepy? Did she say she didn't get a good night's sleep? (Student's responses: No, she didn't)

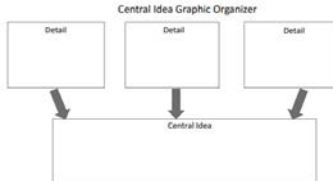
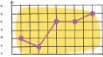



<p>Students will complete the same graphic organizer in their own reading/ writing journals.</p> <p>In the first column in the GO, write the heading "Best Smeller." The second column will say page 40, and the 3rd column will explain the author uses headings to give the reader the main idea of a section of the text. We know based on the pictures and the text on the page that the best smellers are elephants, dogs, bears, and snakes.</p> <p>Ask:</p> <p>What is the main idea of the section with the heading Best Smeller? (Student response: The best smellers are elephants, dogs, bears, and snakes)</p> <p>Fill in the graphic organizer together with the information on pages 42-43. The first column (heading) will be Most Talented. The second column will be pages 42-43. And the 3rd column we know based on the pictures and the text on these pages that the most talented animals are elephants, pigs, and the star-nosed mole.</p> <p>What is the main idea of the section with the heading Most Talented? (Student response: The most talented</p>	<p>answers: What are tentacles? Why does it have 22 pink "fingers"?) Learning Purpose: Students will find the main/central idea of the whole text.</p> <p>Hook: Show students nonfiction books or project What's the Main/Central Idea? Nonfiction book titles. Ask the students how the titles help them think about what the main/central idea of each book could be. Students Quick Write responses then share out.</p> <p>Models using this week's text The Nose Awards to complete Central/main idea graphic organizer. The teacher will use the following questions to help guide in finding the central/main idea of the entire text.</p> <p>What are the main ideas of each section? How does finding the main idea of each section help in finding the main idea of the entire text? (Student Responses: The sections tell the facts about noses, how animal noses are special, and awards for different noses. Each section is a detail that supports the main idea of the entire text. If we find the main idea of each section, we can synthesize the information to find the main idea of the text) What is the purpose of a title? (Student response: We</p>	<p>evidence with examples from the text.</p> <p>What evidence from the text shows that this is nonfiction? (photos, title, subtitles/subheadings, ) Add responses to your T-Chart. Refer to the Informational Text Anchor Chart to help explain elements of nonfiction. This chart can be copied and added to students reading journal.</p> <p>Students work in partners to create their own T-Chart ELlevation (T Chart, Pair, Defend Activity). They will find nonfiction elements throughout the text (pages 42-43) that have not been discussed yet or used in the teacher's T-Chart example. After students have added examples from the text that are elements of nonfiction, the students will do a Gallery Walk to view other students' responses. Students will read each chart and find 1 element that was not on their chart and write it on a post-it note.</p> <p>Come back together as a whole group to discuss and add student examples from the Gallery Walk to the class anchor chart.</p> <p>Students watch the video NonFiction (video).</p> <p>Ask the students this question: What is the author's purpose for writing this text? (to give information about different</p>	<p>Read the following line and discuss with students: 'Cause the clues were like a sign that she was wearing on her face.</p> <p>Explain the meaning of "reading between the lines" and "making your best guess" (using evidence)</p> <p>Students read The Nose Awards in pairs. Students share with a partner what they have read. Help students make inferences with a T-chart example. Title the T-chart with the words Inference and Evidence. Model and write the inferences and evidence to the following</p> <p>Why do you think people say that the elephant has the most magnificent nose? (Inference: The elephant has the most magnificent nose. Evidence: An elephant uses its long nose, called a trunk, to breathe and smell. It also uses its nose to eat, drink, bathe, bellow, and more*. The elephant's nose wins the most awards: best smeller, most talented, and best underwater)</p> <p>Scaffolding: Have students look at the picture of the dog on page 41. Ask students to tell what dogs use their noses for (to smell things around them, learn about the world). Now, have students look at the picture of the elephant on page 40. Ask students to tell what elephants use their noses for.</p> <p>Ask students to think which nose is more useful, the elephant's or the dog's. Tell why.</p> <p>Point out that they just made an inference! (They made their best guess based on evidence from the text)</p> <p>Example of Anchor Chart. This chart can be copied and added to students reading journal.</p> <p>ELlevation (Anchor Charts Activity)</p> <p>Making Inferences (Anchor Chart)</p> <p>Show the same Flocabulary video again about Making Inferences. Students work in pairs to complete a fill in the blanks activity with the song lyrics. Making Inferences Lyrics (Fill in the Blanks)</p> <p>Fast forward the video to 1:45. Ask students to infer: How did</p>
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<p>animals are elephants, pigs, and the star nosed mole).</p> <p>Working with an elbow partner, students will fill in their graphic organizer based on page 44. The heading is Best Underwater. The page is page 44, and the last column should answer that the best underwater animals are elephants, hippos, and sharks.</p> <p>What is the main idea of the heading Best Underwater? (Student response: The best animal noses underwater are elephants, hippos, and sharks)</p> <p>Using the informational article Some Service Dogs Can Sniff Out Diabetes in Children ask students to complete the central idea graphic organizer independently with the sections Trained to Alert Owner and What is Diabetes. The students' graphic organizer should have the headings (Trained to Alert Owner and What is Diabetes?), page 2. In the final column, the students should fill in the main idea of each section (Trained to Alert Owner is about how diabetes sniffing dogs are trained to alert if someone's blood sugar is too high or too low. What is Diabetes? explains that diabetes is a condition where a person's</p>	<p>can use the title to give us a clue to the main idea of the text.)</p> <p>After analyzing the main idea of the sections and the title of the text, what can we conclude is the main idea of the entire text? (Student Response: The entire text is about how different animals use their noses to survive.)</p> <p>Students do Pair/Trio Sharing to answer these questions about The Nose Awards</p> <p>What is the purpose of a title? (Student response: We can use the title to give us a clue to the main idea of the text.)</p> <p>After analyzing the text features and the title of the story, what can we conclude is the main idea of the entire story? (Student Response: The entire text is about how different animals use their noses to survive)</p> <p>As students answer the questions, students can complete the Central/main idea graphic organizer in their reading journal. They can use the details from the photographs, charts, and graphic features to come the conclusion of the main idea.</p> <p>Students use the text Frozen Alive. Students can use guiding questions about subtitles and graphic features to infer the</p>	<p>animals and facts about their noses)</p> <p>Students will turn and talk to share what they have learned about this genre.</p> <p>Students will make a Nonfiction T-chart in their interactive journal. The students will use page 44 to give two examples of nonfiction elements and two examples from the text that support their element.</p> <p>Closure: What did you learn about informational texts?</p> <p>Extension: If you were the author, how would you present the information differently?</p> <p>Response sentence stem: If I were the author, I would ...</p>	<p>you know Jasmine was throwing a surprise party for you at a campsite? What is the evidence? Making Inferences Graphic Organizer</p> <p>Teacher walks around the room making sure students are asking questions like these:</p> <p>What did you see in Jasmine's backpack? (Student's response: You saw a flashlight and two bags of marshmallows)</p> <p>What did you overhear your friend Samantha ask Jasmine?(Student's response: What time?)</p> <p>How did you infer the surprise party is at a campsite? (Student's response: Because it's where you usually roast marshmallows and might need a flashlight)</p> <p>Ask students to go back to the text The Nose Awards. Using construction paper, ask students to complete a T-chart with inferences and evidence, answering the following questions:</p> <p>Based on the information on page 51, what inference can you make about human and dog noses? What evidence supports your inference? (Dog are better smellers than humans. We know this because a dog can tell who has touched the petal and how long ago, while humans can only see what the petals look like.)</p> <p>What would happen to a(n) _____ if it lost its nose? (Student's responses: Elephants could not drink water, bears could not smell food from miles away, pigs will not be able to dig up tasty roots and bugs to eat, a star-nosed mole would not be able to feel for yummy worms and tiny bugs to eat, etc.)</p> <p>After students have completed their inference chart, they will do a Gallery Walk to view other students' responses. Using post-it-notes, students let their classmates know if their inferences were appropriately based on evidence from the text.</p> <p>Come back together as a whole group to discuss and add student examples from the Gallery Walk to a class anchor chart.</p> <p>Have students review important vocabulary words about inferencing. Making Inferences Vocabulary Cards</p>
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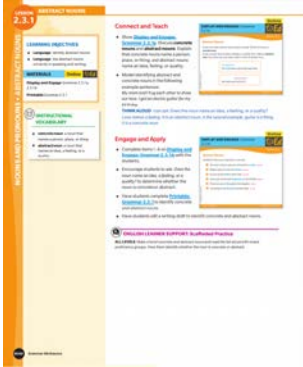
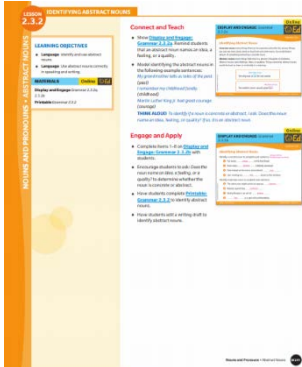
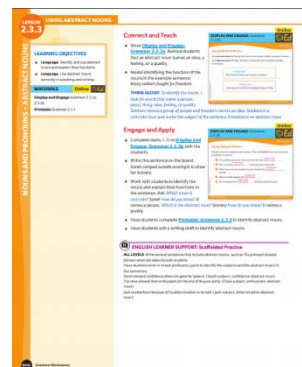

	<p>blood has too much or too little sugar.)</p> <p>What is the main idea of the section titled Trained to Alert Owner? (Diabetes sniffing dogs are trained to alert if someone's blood sugar is too high or too low)</p> <p>What is the main idea of the heading titled What is Diabetes? (Diabetes is a condition where a person's blood has too much or too little sugar.)</p> <p>Scaffolding: The Lexile level can be adjusted based on student need. The story can be read to students.</p> <p>Closure:</p> <p>How does an author's use of headings help the reader? (Student Response: Headings help the reader find the main idea).</p>	<p>main/central idea and complete the Central/main idea graphic organizer.</p> <p>Closure:</p> <p>What did you learn today about the main/central idea of an entire text?</p> <p>How can you use titles and text/graphic features when you are looking for a book that you are choosing to read?</p> <p>Students read their favorite parts of the text to themselves for 2 minutes.</p> <p>Struggling readers can listen to their favorite parts for the 2 minutes.</p> <p>Respond to text in student reading journal:</p> <p>Review page 43.</p> <p>What is unusual about the star-nosed mole's noses?</p> <p>What is a detail that supports the main/central idea in paragraph 4: Dogs learn about the world using their remarkable sense of smell? (Students state details from the paragraph that support this main idea.)</p>		<p>Students will review the definitions and the words used in context. They will also have to use the word in a sentence and draw the word or an example of it.</p> <p>Students will write answers in their reading notebooks</p> <p>Based on the information on page 42, what inference can you make about how a snake smells? What evidence supports your inference? (Snakes smell with their mouths. The story says that they don't smell with their nostrils and they take particles from the air with their tongues and carry them to smell detectors in their mouth.)</p> <p>Based on the information on page 44, what inference can you make about elephants and hippos? (Elephants and hippos cannot breathe under water because they have to use their nostrils or trunks to get air above the water)</p> <p>Based on the information on page 44, what do we know about how a shark catches its prey? (Sharks can detect where their prey is located by using their nostrils)</p> <p>Have students read short paragraphs and make inferences based on the evidence provided. Students can later share and compare their answers Making Inferences Read and Respond.</p> <p>Closure: Table Talk:</p> <p>Which animal's nose won the most awards in The Nose Awards? (Student's response: the elephant's nose won the most awards (3): best smeller, most talented, and best underwater) Why do you think people say that the elephant has the most magnificent nose? (Student's response: Because an elephant uses its long nose, called a trunk, to breathe and smell. It also uses its nose to eat, drink, bathe, bellow, and more)</p> <p>What would happen if an elephant lost its nose? (Student's response: The elephant could not eat, drink, bathe, etc. and would die)</p> <p>What does making an inference mean? (Student's response: It means "reading between the lines" and "making your best guess" using evidence from the text.</p> <p>Extension: We learned that an elephant's nose is magnificent! Elephants use their long nose, called a trunk, for many vital things. We also learned that a star-nosed mole is completely</p>
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				<p>blind and uses the “fingers” on its nose to feel for yummy worms and tiny bugs to eat.</p> <p>Would star-nosed moles need the 22 pink “fingers” on their nose if they weren’t blind and lived underground? Justify your answer with evidence.</p>																													
Anchor Chart	<div><div><p>Central Idea Graphic Organizer</p></div><div><p>Making and Drawing Inferences</p><table><thead><tr><th>Inference</th><th>Evidence from the text</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table></div></div>	Inference	Evidence from the text															<div><div><p><b>TEXT FEATURES</b> present important parts of the text in a different way.</p><p><b>Boldface</b> or <b>italic</b> type can show emphasis or indicate a title.</p><p><b>Headings</b> and subheadings name the topic of each section of text.</p><p><b>Sidebars</b> are boxed information that add to the main text.</p><p><b>Captions</b> tell about a picture.</p><p><b>Bullets</b> or <b>numbered lists</b> show main points or examples.</p></div><div><p><b>GRAPHIC FEATURES</b> are visuals, such as timelines, illustrations, pictures, graphs, maps, and tables, that help explain ideas in the text.</p><p><b>Timelines</b> show important events in order.</p><p>2014 created soccer 2016 went camping 2018 won first at science fair</p><p><b>Graphs</b> plot data in a visual way.</p></div><div><p><b>TEXT FEATURES</b> present important parts of the story in a different way.</p><p>Punctuation, such as ellipses, em dashes, and colons, can indicate important text will follow.</p><p>Kinds of type can show emphasis or indicate a title.</p><p><b>Boldface</b> <b>CAPITAL LETTERS</b> <i>italic</i> <b>Large</b> <small>small</small> <b>color</b></p></div><div><p><b>GRAPHIC FEATURES</b> are visuals, such as illustrations, diagrams, maps, and speech bubbles, that help explain ideas in the text.</p></div></div>	<div><div><p><b>Make Inferences</b></p><p>Authors may not tell everything in a text. Sometimes you have to <b>make inferences</b> to fill in the holes.</p><p>Use clues from the text plus what you know to make inferences.</p><p>Text Evidence + Background Knowledge = understanding</p></div><div><p>Make Inferences</p><p>Title _____</p><table><thead><tr><th>Clues in the Text</th><th>What I Know</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td colspan="2">Inference</td></tr><tr><td> </td><td> </td></tr><tr><td colspan="2">Inference</td></tr><tr><td> </td><td> </td></tr><tr><td colspan="2">Inference</td></tr></tbody></table><p>Grade 2 © Houghton Mifflin Harcourt Publishing Company. All rights reserved.</p><p>Prose</p></div></div>	Clues in the Text	What I Know			Inference				Inference				Inference	
Inference	Evidence from the text																																
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Inference																																	
STAAR Stems	<p>What is paragraph # mostly about?</p> <p>What is the section titled “(subtitle)” mainly about?</p>	<p>Look at the diagram below. Which sentence best completes the diagram? (cause-effect)</p> <p>One main reason that _____ is because _____</p> <p>Look at the diagram below. OR</p> <p>Read the diagram.</p> <p>Note: One of the two boxes will be complete with either the cause or effect</p> <p>Which sentence/phrase best completes the diagram?</p>	<p>The author wrote this article mainly to _____</p> <p>The author included paragraph ____ most likely to _____</p> <p>The author wrote this selection most likely to _____</p> <p>The author begins the selection with the ideas in paragraph 1 most likely to _____</p> <p>The purpose of the questions in paragraph 2 is to _____</p> <p>In the story how are _____ and _____ alike?</p> <p>Read paragraph _____. Why does _____ think _____?</p> <p>In the last paragraph, the reader learns _____.</p> <p>Why does _____ (character’s actions that lead to inferences)</p> <p>What can the reader conclude about _____?</p> <p>Which sentence from the story best explains why _____?</p>																														



		<p>(Person from text) started (topic of text) because he/she knew that — Why did (someone/something from text) (event from text)? (Someone/something from text) (event from text) because she/he/it — The main reason (someone/something from the text) wanted to (idea from the text) was to —</p> <p>Which text feature in the article/part of the article helps the reader understand (idea from text)?</p>	
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Writing Routine					
Writing Routine	<b>Mentor Sentence Routine:</b> <b>Day 1-</b> Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	<b>Mentor Sentence Routine:</b> <b>Day 2-</b> Label the parts of speech.	<b>Mentor Sentence Routine:</b> <b>Day 3-</b> Invitation to revise, keep the meaning but revise the sentence.	<b>Mentor Sentence Routine:</b> <b>Day 4-</b> Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	<b>Mentor Sentence Routine:</b> <b>Day 5</b> Assessment Revise and
Grammar Skill	2.3.1 Abstract Nouns  <a href="#">Abstract Nouns Practice Pages and Answer Key</a>	2.3.2 Identifying Abstract Nouns 	2.3.3 Using Abstract Nouns 	2.3.5 Connect to Writing: Using Abstract Nouns 	
Composition Focus	<b>Mini Lesson 1</b> <b>Texts:</b> <i>Nose Awards</i> <b>TEKS- 3.3B, 3.11A</b> Purpose: Teacher will introduce that the students will be writing an informational text about the animal they find the most clever. Hook: Make a class list of all the animals we have learned about in this unit. Students can refer back to their texts.	<b>Mini Lesson 2</b> <b>Texts-</b> <i>This is Your Life Cycle, Octopus Escapes Again, The Nose Awards, and Beagle Brigade</i> (Unit Texts) <b>TEKS- 3.9F, 3.11A</b> Purpose: brainstorming and free write what students have learned about specific animals Hook: Tell students that as a closing activity for the unit on animal behaviors, we will be reviewing the Animal	<b>Mini Lesson 3</b> <b>Texts-</b> <i>This is Your Life Cycle, Octopus Escapes Again, The Nose Awards, and Beagle Brigade</i> <b>TEKS- 3.11A, 3.11Bii</b> Purpose-Write the thesis sentence Explain that students will begin writing the first draft of their informational essay about the most clever animal. Model writing a thesis (topic)	<b>Mini Lesson 4</b> <b>TEKS 3.11B,3.11Bi, 3.11Bii</b> Purpose - Begin drafting Hook: Watch video Introductory Paragraph Turn and Talk: What did the video say about the parts of an introductory paragraph? Model how to write an opening paragraph on a chart paper. Show that an opening paragraph may begin with a bold statement or question to grab the reader's attention. Then, the writer can state their thesis statement to let the reader know the main idea of the informational text that they will be writing. *Remember - (teachers will not want to choose the animals with the most information to leave more options open	

	<p>Ask students to turn and talk to answer: "What does clever mean? How can an animal be clever?" Students may need a few minutes to go back to the texts to refresh their minds of the animals they have read about. Model completing the <a href="#">Frayer Model</a> on the elephant from the text <i>The Nose Awards</i>. Write the word clever in the middle box of the <a href="#">Frayer Model</a>. Then write word meaning. You can write the meaning or model looking it up in the dictionary/online dictionary. Then draw a picture of a time you were clever. Next, model completing the graphic organizer with modeling examples of animals being clever and nonexamples of them not being clever. (Examples; the pig using his nose as a shovel is clever. The hippo's nostrils closing is not clever, just instinctual. Otherwise, it would drown.)</p> <p>In pairs or small groups, students complete the <a href="#">Frayer Model</a> choosing one animal they think is clever. Students can refer to the list of animals the class made in the "hook" activity. Students should share their frayer model with the class using a gallery walk or the projector.</p>	<p>Behaviors-hmh video that started our learning. While viewing, students need to look for animals that were also in our texts.</p> <p>Remind the students as they look they are thinking about the most clever animal, not their most favorite. Then, model how to choose the animal that you think is the most clever (teachers will not want to choose the animals with the most information like: elephants, dragon fly, or octopus). Students work in pairs to choose a different animal from the one that you modeled.</p> <p>Show the completed thinking map. Model a "think aloud" with the first box on the thinking map. Read the information in the box and says "Is this enough information about a clever animal for me to write an informational essay about? If so, put a check by the I (outside the box). If it's not enough information we put an x. Do the same for the heart and Unique parts of the box. TExplains that the students will be doing the same thing to determine the most clever animal to write about.</p>	<p>sentence. This sentence is the central idea for the entire text. An example could be The pig has a behavioral trait that I believe makes it the most clever of animals. Students take "thinking moment" to quietly think about the thesis sentence they could write.</p> <p>Students Quick write on a post-it note their thesis sentence. Class forms a circle and students share their thesis sentence. The teacher and class helps the student narrow to 1 topic or central idea if needed.</p> <p>Texts- This is Your Life Cycle, Octopus Escapes Again, The Nose Awards, and Beagle Brigade</p> <p>Students write their thesis sentence on their writing page.</p>	<p>for students when they write: elephants, dragon fly, or octopus). **Remember your thesis sentence: The pig has a behavioral trait that I believe makes it the most clever of animals.</p> <p>Begin with the first sentence of the opening paragraph. Think aloud about how you can begin the text to make it interesting and grab the reader's attention. Writes on the chart "Animals are clever, but some are more clever than others. Who would have thought that a big, stinky pig, of all animals, could be the smartest creature of all? "</p> <p>After you write two sentences that grab the reader's attention, include the thesis statement. Adds to the chart, "The pig is, above all, the most clever because of all of its interesting behavioral characteristics " Finish the Introductory Paragraph on Chart Paper to project and help students reference and use for their introductory paragraph and lessons that follow.</p> <p>Asks the students to get out their thesis statement that they worked on the previous day in writing.</p> <p>Think-Pair-Share: Answer the following question with a partner and share with the whole group.</p> <p>Based on your thesis statement, what is/are sentences that they can include in your first paragraph that may grab the reader's attention?</p> <p>What is your thesis statement? Where can we include your statement/claim in the paragraph?</p> <p>Review the components of an opening paragraph with the Rubric and Feedback: Opening Paragraph. Think-Pair-Share:</p> <p>What will you include in your opening paragraph? Why? (Student response: You write a bold statement or question to grab the reader's attention and the thesis statement to let the reader know the main idea of the text.)</p>
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	<p>The students will complete a <a href="#">Frayer Model</a> on their own. Choosing a different animal from the modeling and collaboration pieces. Students can refer to the list of animals the class made in the “hook” activity.</p>	<p>In pairs or trios, students work together to work through 2 of their boxes to see which animal has the best information to show that it is the most clever.</p> <p>Students work independently to review their last box to pick an animal to write about. Student can circle the box of the animal they will be writing about. Note to teacher: You will need to circle an animal they will be writing about (You will not want to choose the animals with the most information like: elephants, dragon fly, or octopus).</p>		<p>Students write their opening paragraph and the teacher conferences with students in small groups. During conferences with students, the students use the rubric and check off if they have included all of the elements in an opening paragraph with the teacher.</p> <p>Closing: Students fill out the feedback section below the rubric. This will help the students self-reflect and improve on their writing.</p>
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Week 4	Monday 10/21	Tuesday 10/22	Wednesday 10/23	Thursday 10/24	Friday 10/25
Guided/ Independent Reading	Response Skills ( <i>Spiral 3.7A</i> )				
	3.7G Discuss specific ideas in the text that important to the meaning.	3.7D Retell and paraphrase texts in ways that maintain meaning and logical order.	3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	3.7C Use text evidence to support an appropriate response.	3.7C Use text evidence to support an appropriate response.
Whole Group Reading Focus	Genre: Informational ( <i>Spiral 3.3B and 3.7D</i> )				
	3.9Di Recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence	3.9Di Recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence	3.9Diii Recognize characteristics and structures of informational text, including: (iii) organizational patterns such as cause and effect and problem and solution	3.6F Make inferences and use evidence to support understanding	3.6F Make inferences and use evidence to support understanding
Guiding Question	What details and facts support the main idea(s) in text? How is the main idea(s) determined using facts and details from the text?	What details and facts support the main idea(s) in text? How is the main idea(s) determined using facts and details from the text?	What ideas in the text represent problem and solution? What ideas in the text represent cause and effect relationships?	What text evidence supports inferences and/or conclusions drawn from the text? How are inferences supported by text evidence?	



## Suggested Resources

Text: [Beagle Brigade: If these dogs smell trouble, you'd better open your bag](#)

Focus TEKS: **3.9Di**  
Supporting TEKS: **3.6G, 3.9Dii**

ELPS: 4(I), 4(D), 4(K)

**Learning Purpose:** Students will use headings to find the central (main) idea of a selection.

Class discussion: (Students can shout out or turn/talk then share with class) What do you know about dogs? What jobs can dogs perform? Can dogs work for the police? Explain your thinking.

Think-pair-share: Teacher asks students to look at the first page of the text and write what genre they think the text is going to be. Provide evidence to support thinking. Students will then share with a partner and discuss as a class. (*Students responses may be: It is nonfiction because of the text features and facts.*)

### Modeling

Read aloud and project *Beagle Brigade: If these dogs smell trouble, you'd better open your bag*. Model a think-aloud while completing a graphic organizer with two columns labeled heading/ main

Text: [Beagle Brigade: If these dogs smell trouble, you'd better open your bag](#)

Focus TEKS: **3.7D, 3.9Di**  
Supporting TEKS: **3.6A, 3.6H, 3.7E**

ELPS: 4(I), 4(G), 5(B), 5(G)

**Learning Purpose** - Students retell and paraphrase texts in ways that maintain meaning and logical order.

Students partner read or listen to the story

Respond to text in student reading journal: Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.

Hook  
[Flocabulary video Summarizing](#)

### Modeling

Think-Pair-Share: Students discuss what they already know about how to write a summary for fiction. Share with the group their ideas about what a summary is and how to write one. As students are responding, reference [Retell Anchor Chart](#) of the elements of a summary for fiction. Introduce a new [Nonfiction Summary Anchor Chart](#) that can be used for summary of nonfiction.

Text: [Beagle Brigade](#)

Focus TEKS: **3.9Diii**  
Supporting TEKS: **3.6C, 3.6F, 3.7C, 3.7G, 3.10B**  
ELPS: 4(G), 4(K), 5(B), 5(G)

**Learning Purpose:** Based on the text, students will create cause/effect relationships and show textual evidence.

Students read the text in pairs/trios for 2 minutes to see how fluently they can read in that time.

Respond to text in student reading journals: Alberto Gonzalez, Baymon's handler said "It's Like A Game To Them." What did he mean by that, and do you agree?

Hook: [Brainpopjr-cause and effect](#)

### Modeling

Introduces cause and effect with [Cause and Effect Anchor Chart 2](#). Explain that a cause is *something* that happens which creates the effect or *event* that happened. An effect is something that happened as a result of *something* that started it (cause). Write example on board or projector: *The tornado that hit downtown was responsible for the destruction of several buildings.* Ask students: What caused the

Text: [Beagle Brigade](#)

Focus TEKS: **3.6F**  
Supporting TEKS: **3.6B, 3.7C, 3.7G**  
ELPS: 4(I), 4(J), 4(K), 5(B), 5(G)

**Learning Purpose** - Students will make inferences and use evidence to support understanding.

Hook: [BrainPop Jr Making Inferences](#)

Ask students what it means to make an inference (*Student response: Use clues and what you already know to come up with an idea*). What were some examples of inferences in the video? What were the clues to support the inference?

### Modeling

Have students read [Beagle Brigade](#) in pairs. Students share with a partner what they have read. Help students make inferences with a [T-Chart](#). Model with a think aloud and write the inferences and evidence to the following:

Why do airports use beagles as airport detection dogs? (*Inference: Airports prefer to use beagles as detection dogs. Evidence: They never complain, have a strong sense of smell, they move easier through the airport than big dogs, and they are not as scary as police dogs.*)

Why are plants, food, and insects from other countries not allowed into the United States? (*Inference: Plants, food, and insects from other countries are not allowed into the United States. Evidence: These items could spread disease or harm American crops and animals.*)

Why would airports use animals from a shelter as airport detection dogs? (*Inference: Airports use animals from shelters as airport detection dogs. Evidence: They were homeless and needed a second chance. Even though these dogs had a rough start at life, it doesn't slow them down.*)

### Collaboration

Students will work in pairs to complete their inference T-chart based on the following questions:

Why do Tess and Baymon have to wear uniforms? (*Inference: Tess and Baymon have to wear uniforms to help others know they are a service dog. Evidence: They wear a uniform to let others know they are working. Their uniform*

	<p>(central) idea on chart paper.</p> <p>Students will complete the same graphic organizer in their own reading/ writing journals.</p> <p>In the first column in the chart, write the heading They're Always Sniffing Around. Read that section of the text together. On the anchor chart in the second column the teacher will explain that the author uses headings to give the reader the main idea of a section of the text. We know based on what we have read that this section is about how Tess and Baymon sniff out items that are being brought into our country illegally. Add this to the second column in your anchor chart.</p> <p>What is the main idea of the section with the heading They're Always Sniffing Around? (<i>Student response: Tess and Baymon sniff out items that are being brought into our country illegally</i>)</p> <p>In the first column in the chart, write the next heading From the Pound to the Airport Patrol. Read that section of the text together. We know based on what we have read that this section is about how most of the dogs that the airport uses to sniff out illegal items coming into our country have come from the pound. Add this to the</p>	<p>Think-Pair-Share: Students share similarities and differences they see in both anchor charts. (<i>The fiction summary is based on the plot and the Nonfiction summary is based on main events. For nonfiction, you can use subtitles to help find the main ideas.</i>)</p> <p>Using <a href="#">New Study Shows How Dogs Can Come To A Person's Rescue</a>, model how to use the headings as a starting place to determine the main idea of sections. Project the story for students to see and read it aloud. Think aloud as you find the main events in each section that should be considered when writing a summary. Annotate by underlining important information and writing short comments in the margins. Write a 1 sentence main idea sentence about each section.</p> <ul style="list-style-type: none"> <li>Based on the headings what is the main idea of each section?</li> <li>How can we create a summary using the main ideas? (We can make topic sentences from the main ideas and place them in sequential</li> </ul>	<p>destruction of the buildings? (Students say: a tornado) Ask students What happened when the tornado came down? (<i>Student response: The tornado destroyed the building.</i>) If students struggle with making connections, then asking then If.... Then.... can help them make the cause/effect connections. Example: If a tornado hit downtown, then it would be responsible for building destruction. Using this week's text: <a href="#">Beagle Brigade</a>, model completing cause/effect stems using evidence from the text. On board/projector write:</p> <ul style="list-style-type: none"> <li>If Tess and Bayon are part of U.S. Customs, then----- (<i>Students respond orally with: They help keep us safe/protected</i>).</li> <li>Finding plants, food, insects that could have harmful diseases leads to-- (<i>Student response: keeping people safe from sickness</i>)</li> <li>Why are the dogs who are unsuccessful in training adopted? (<i>Student response: because they would have to go back to the shelter if they weren't adopted.</i>)</li> </ul>	<p>also lets others know what department they work for by stating "Protecting America's Agriculture" on the vest.) How is this job fun for Tess and Baymon? (<i>Inference: Tess and Baymon enjoy their job. Evidence: It's like playing Hide and Seek. They find goats, iguanas, ants, and crickets.</i>)</p> <p><b>Independence</b></p> <p>Students will work independently to complete their inference <a href="#">T-Chart</a> based on the following questions:</p> <p>Why is it important for passengers to know Tess and Baymon's pet peeves? (<i>Inference: It is important for passengers to know Tess and Baymon's pet peeves. Evidence: If the passengers know what Tess and Baymon's pet peeves are, then they won't do those things. The dogs need to focus and be able to do their job</i>).</p> <p>How does an airport detection dog show its handler that a bag needs to be checked? (<i>Inference: An airport detection dog shows its handler that a bag needs to be checked. Evidence: Baymon took a second whiff. She sat down and patiently waited for Gonzalez. Baymon put a paw on the bag. The bag was checked by Gonzalez and nothing illegal was found, so Baymon trotted on</i>).</p> <p>Scaffold: A lower Lexile of the same story can be read. <a href="#">Beagle Brigade</a>. Student can have the story read aloud to them from the Newsela.com site.</p> <p>Extension: Using the text, generate your own "why" questions.</p>
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	<p>second column in your anchor chart</p> <p>What is the main idea of the section titled From the Pound to Airport Patrol? (<i>Student response: Most of the dogs that the airport uses to sniff out illegal items coming into our country have come from the pound</i>).</p> <p><b>Collaboration</b></p> <p>Students will work in small groups to fill in their main idea chart using the next three headings (It's Like a Game to Them, Stay on Track, Get a Snack, and Highly Trained Professionals) What is the main idea of the section titled It's Like a Game to Them? (<i>Student response: Finding Illegal items is fun for Tess and Bayman</i>).</p> <p>What is the main idea of the section titled It's Stay on Track, Get a Snack? (<i>Student response: The dogs must be willing to work hard for treats</i>).</p> <p>What is the main idea of the section titled Highly Trained Professionals? (<i>Student response: The dogs must go through many months of difficult training</i>).</p>	<p>order to create a short summary)</p> <p>Write 3-4 topic sentences and then put them together to make a summary as he/she refers to the questions.</p> <p><b>Collaboration</b></p> <p>The class should refer to the previous central idea activity. Students worked on finding the main ideas using headings in groups with the text <a href="#">Beagle Brigade: If these dogs smell trouble, you'd better open your bag</a>. This will be used throughout this lesson in order for students to retell/summarize the text.</p> <p>Emphasize that the students will take the main events from the story to write a brief summary. Students should write the summary on chart paper.</p> <p>Table Talk: Why do you think it is best to pick the main events in the story to retell it? (Student response: The main events are the most important events from the text and should be included in a summary)</p> <p>After groups have completed their summaries, conduct a gallery walk allowing students to give feedback on sticky notes.</p>	<ul style="list-style-type: none"> <li>What causes Beagles to be able to smell more than 50 different smells? (Student response: they have 220 smell receptors)</li> </ul> <p><b>Collaboration</b></p> <p>Using this week's text: <a href="#">Beagle Brigade</a> display these cause/effect stems on around the room on chart/manila paper. Students use the text to help complete the cause/effect relationship as they walk the room as a mini <a href="#">Gallery Walk</a> Students respond to the questions on post-it notes.</p> <ul style="list-style-type: none"> <li>Almost every one of the highly trained hounds came from an animal shelter or rescue center, which means-----</li> <li>Because a dog's sense of smell is greater than a human, they can-----</li> <li>The Beagle Brigade is part of the U.S. Customs. That is why they wear-----</li> <li>The dogs must have no fear of escalators in order to_____</li> <li>Once the class has responded, quickly go over stems and answers to create a</li> </ul>	
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	<p><b>Independence</b></p> <p>Independently students will fill in their graphic organizer main idea chart using the last two headings (They Just Have a Nose for This Work, and Paws and Take a Look) What is the main idea of the section titled They Just Have a Nose for This Work? (<i>Student response: Trainers are using beagles for the job, because they have a very good sense of smell</i>).</p> <p>What is the main idea of the section titled Paws and Take a Look? (<i>Student response: The dogs are trained to put their paw on any bag that needs to be checked</i>).</p>	<p>Sample summary: Tess and Baymon are examples of shelter dogs that work for the U.S. government to help detect illegal items brought to the United States. Shelter dogs and dogs that are donated are given a second chance at life. They go through long and intense training to be able to keep our nation safe).</p> <p><b>Independence</b></p> <p>Students will read the text <a href="#">Some service dogs can sniff out diabetes in children</a> and will write the subtitles with their main ideas. Then, they will synthesize the information to write a summary of the text.</p> <p>Extension: Respond to the following question in your journal: What is easier to summarize for you? Fiction or nonfiction? Why?</p> <p>Closure:</p> <ul style="list-style-type: none"> <li>What have you learned about writing summaries of nonfiction today? (Student responses may vary.)</li> <li>How are summaries in nonfiction different than summaries of fiction? (In a</li> </ul>	<p>cause/effect relationship.</p> <p><b>Independence</b></p> <p>Students will work independently to respond to the given questions. Using text evidence to answer, the students will be creating cause/effect relationships. Students write responses on notebook paper.</p> <ul style="list-style-type: none"> <li>What happens after the dog puts its paw on a bag?</li> <li>Why does the dog put a paw on the bag?</li> <li>What happens if the dog does pass the training test?</li> <li>What is the result or effect of a dog not passing a test?</li> <li>Why did Baymon become an airport detection dog?</li> </ul> <p>Scaffold/Station activities: Use question stems (If, then) Or (because of this - cause, then this - effect)</p> <p>Extension: Listen to the text <a href="#">A Bad Case of the Stripes</a>. Write cause and effect statements that happen in the text.</p>	
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### Anchor Chart

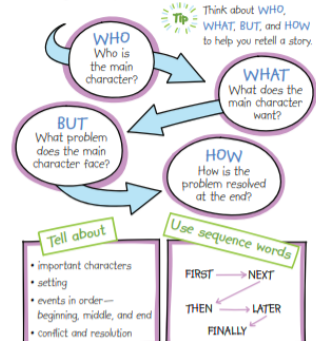
summary of nonfiction, you pull the main ideas and put them in order rather than find the main events of the plot.)

#### Summarize

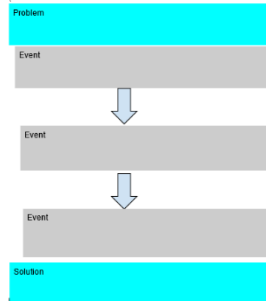
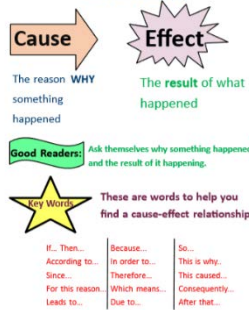


#### RETELL

Retelling a story helps you understand it better.



#### CAUSE AND EFFECT

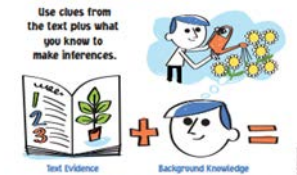


#### Making and Proving Inferences

Inference	Evidence from the text

#### Make Inferences

Authors may not tell everything in a text. Sometimes you have to **make inferences** to fill in the holes.







STAAR Stems

What is paragraph # mostly about?  
What is the section titled “(subtitle)” mainly about?

Look at the diagram below. Which sentence best completes the diagram? (cause-effect)  
One main reason that \_\_\_\_\_ is because \_\_\_\_\_

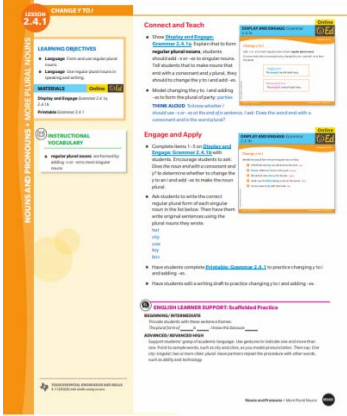
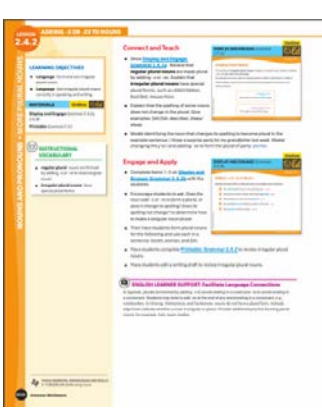

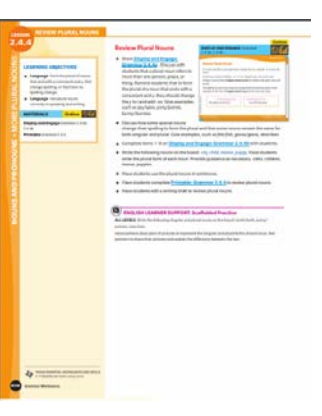

Look at the diagram below. OR Read the diagram.

Note: One of the two boxes will be complete with either the cause or effect  
Which sentence/phrase best completes the diagram?

(Person from text) started (topic of text) because he/she knew that —  
Why did (someone/something from text) (event from text)?  
(Someone/something from text) (event from text) because she/he/it —  
The main reason (someone/something from the text) wanted to (idea from the text) was to —

Which text feature in the article/part of the article helps the reader understand (idea from text)?

The author wrote this article mainly to \_\_\_\_\_  
The author included paragraph \_\_ most likely to \_\_\_\_\_  
The author wrote this selection most likely to \_\_\_\_\_  
The author begins the selection with the ideas in paragraph 1 most likely to \_\_\_\_\_  
The purpose of the questions in paragraph 2 is to \_\_\_\_\_  
In the story how are \_\_\_\_\_ and \_\_\_\_\_ alike?  
Read paragraph \_\_\_\_\_. Why does \_\_\_\_\_ think \_\_\_\_\_?  
In the last paragraph, the reader learns \_\_\_\_\_.  
Why does \_\_\_\_\_ (character’s actions that lead to inferences)  
What can the reader conclude about \_\_\_\_\_?  
Which sentence from the story best explains why \_\_\_\_\_?

Writing Routine					
Writing Routine	<p><b>Mentor Sentence Routine:</b> <b>Day 1-</b> Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?</p>	<p><b>Mentor Sentence Routine:</b> <b>Day 2-</b> Label the parts of speech.</p>	<p><b>Mentor Sentence Routine:</b> <b>Day 3-</b> Invitation to revise, keep the meaning but revise the sentence.</p>	<p><b>Mentor Sentence Routine:</b> <b>Day 4-</b> Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.</p>	<p><b>Mentor Sentence Routine:</b> <b>Day 5</b> Assessment Revise and</p>
Grammar Focus Skill	<p><a href="#">2.4.1 Change y to i</a></p>  <p><a href="#">Plural Irregular Nouns Practice Pages and Answer Keys</a></p>	<p><a href="#">2.4.2 Adding -s or -es to Nouns</a></p> 	<p><a href="#">2.4.3 Forming Irregular Plural Nouns</a></p> 	<p><a href="#">2.4.4 Review Plural Nouns</a></p> 	<p><a href="#">2.4.5 Connect to Writing: Using Plural Nouns</a></p> 

Composition Focus	<p><b>Mini Lesson</b>  <b>Texts-</b> All texts from the unit  <b>TEKS-</b>            Purpose:  <b>Hook-</b> Students watch a video on how to write a <a href="#">Supporting Paragraph</a> from Brainpop Jr.            Based on the video, what do we need to pay attention to as we write our supporting paragraph?</p> <p><b>Modeling</b></p> <p>Continue writing on the chart paper from the previous lesson. Model how to write a supporting paragraph that will follow the introductory paragraph. First model that a supporting paragraph supports the thesis statement. Revisit your thesis statement, “<i>The pig has a behavioral trait that I believe makes it the most clever of animals.</i>” Explain that this is the claim of the text and that you need a paragraph that will support that claim.            Ask:            What is my thesis statement? (The pig is the most clever animal)            What is one reason I believe the pig is the most clever animal? (The pig uses its nose to shovel and dig for food.)</p>	<p><b>Mini Lesson</b>  <b>TEKS: 3.11Bi, 3.11Bii, 3.12B, 3.13A</b>  <b>Purpose - Drafting</b>            Hook: <a href="#">Concluding Paragraph</a> (video)            Turn and Talk: What did the video say about the closing paragraph?</p> <p><b>Modeling</b></p> <p>Model how to write a closing paragraph on a chart paper. Show that a closing paragraph is similar to the opening paragraph. It usually states the thesis again and then ends with a bold statement or question to leave the reader thinking or wanting to learn more. Remember your thesis sentence: <i>The pig has a behavioral trait that I believe makes it the most clever of animals.</i></p> <p>Begin with the first sentence of the closing paragraph. Think aloud of how the teacher can restate the thesis statement. Ask the students to turn and talk and see if they can think of another way of saying this statement. Add to the chart paper the first line of the closing paragraph. “Pigs are, hands down, the most clever animals that can find interesting ways to survive in the world.”</p> <p>Model how to close the paper with a statement or question that keeps the reader</p>	<p><b>Mini Lesson</b>  <b>TEKS: 3.11C</b>  <b>Purpose -</b> Revising: Simple Sentences            Hook: Brainpop video: <a href="#">Subject and Predicate</a>            What is a simple sentence? What does a sentence include? (Subject and predicate. The subject is who or what the sentence is talking about and the predicate is what the subject is or is doing.)</p> <p><b>Modeling</b></p> <p>The teacher will highlight (in yellow) the sentences that are simple in his/her <a href="#">3-Paragraph Essay</a> and students discuss why they are simple sentences.            Turn and Talk:</p> <ul style="list-style-type: none"> <li>How many simple sentences does the teacher use in the first paragraph? What goes at the beginning of the simple sentence? What goes at the end of the simple sentence? (Capital letters and periods) Why do you think it is important to include simple sentences in your writing? (Keeping sentences simple make the story clear and easy to read.)</li> </ul> <p><b>Collaboration</b></p> <p>The students work in pairs to find the simple sentences in</p>	<p><b>Mini Lesson</b>  <b>TEKS: 3.11C</b>  <b>Purpose -</b> Revising: Combining Sentences            Hook: <a href="#">Combining Sentences</a>            What is a simple sentence? What is a compound sentence?</p> <p><b>Modeling</b></p> <p>Model with teacher’s <a href="#">3-Paragraph Essay</a>. The teacher has already highlighted the simple sentences in his/her writing with yellow. Now, Guide the class through the first paragraph and highlight the sentences that are compound in blue (or another color).</p> <p>Take the first compound sentences and show the class how you made it compound. (Example: Animals are clever, but some are more clever than others. These are two separate ideas: Animals are clever. Some are more clever than others). Model how you took the two sentences and combined it with a “comma” and a “but” to link them together to make a compound sentence. If needed, model choosing two sentences that can be combined and rewriting them as a compound sentence.            Turn and Talk:</p> <ul style="list-style-type: none"> <li>How many simple sentences does the teacher use in the</li> </ul>	<p><b>Mini Lesson</b>  <b>TEKS: 3.11C</b>  <b>Purpose -</b> Revising            Hook: <a href="#">Transition Word Rap</a>            What are some transition words that you sang about?</p> <p><b>Modeling</b></p> <p>Ask students to work in pairs to analyze the <a href="#">3-Paragraph Essay</a> you wrote as a class and find as many transition words as possible. (Student responses: Above all, however, as a matter of fact, hands down)            Turn and Talk: What is the purpose of transition words? (Student response: To help the sentences flow and connect to each other.)</p> <p>Introduce an anchor chart of words that can be used for adding information. Students will discuss, with a partner, the words from the chart and how they can be used in their own writing.</p> <p><b>Collaboration</b></p> <p>Students work in pairs to help each other add transition words to their first paragraph of their 3 paragraph essay. Each student is given 10 minutes to read their essay to their partner and collaborate together to find places to insert at least one transition word in their first paragraph.</p>
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<p>Explain that the supporting paragraph needs a topic sentence. The topic sentence is one reason why you believe the pig is the cleverest animal. Explain that the cleverest animal was the pig and the reason why was because of its ability to use its nose when looking for food. Begin writing the main idea/topic sentence. "The pig has an amazing ability to use its snout like a shovel to find food."</p> <p>Ask:</p> <p>What are some details that we can add to show how the pig uses its nose as a shovel? (This is a very clever way to use the nose because it uses it's a unique part of the pigs body to help it eat and survive. Some animals can only use their nose to smell and breathe. The pig has even won an Elly award because of its use of its nose.)</p> <p>Model how to use the details to add, strengthen, and support the paragraph. "Some animals can only use their nose to smell and breathe. However, the pig has a very clever way to use the strong nose to help it eat and survive. As a matter of fact, the pig has even won an Elly award because of its use of its unique way to use its</p>	<p>intrigued or thinking. Students turn and talk: What do you think could be a good sentence to end my paper? The teacher writes on the chart "You might have thought pigs were only disgusting, smelly animals, but it is clear that they are more than that!" The teacher has now finished the first draft of the <a href="#">Intro, Supporting, and Concluding Paragraph</a></p> <p><b>Collaboration</b></p> <p>Think-Pair-Share: Students will turn and talk about their thesis statement and ways that they can state it in a different way. Students share their ideas with the class.</p> <p>Think-Pair-Share: Students discuss sentences or questions that they can include in their closing paragraph that may close it up or keep the reader thinking. Students share their ideas with the class.</p> <p><b>Independence</b></p> <p>Review the components of a closing paragraph with the <a href="#">Rubric and Feedback: Closing paragraph</a></p> <p>Think-Pair-Share</p> <p>Questions: What will you include in your closing paragraph? Why? (Student response: <i>restate the thesis statement and end with a really interesting sentence or</i></p>	<p>the rest of the teacher's informational text.</p> <p>The students discuss:</p> <ul style="list-style-type: none"> <li>How do you know that it is a simple sentence?</li> <li>Why do you think the teacher includes simple sentences in the writing?</li> </ul> <p>Students come back as a group and discuss what they have found as a whole group. Students will examine the first paragraph of their own informational texts. Working with a pair or trio, students should discuss if the sentences are complete, simple sentences and begin with a capital letter and end with a punctuation mark.</p> <p><b>Independence</b></p> <p>Students read through the rest of their informational text highlighting simple sentences and checking for capital letters and ending punctuation.</p> <p>The teacher will circulate through students to check their work, and give feedback as needed.</p> <p>Scaffold: If students are struggling, use one student example that already has already found simple sentences in their paragraph</p>	<p>first paragraph? How many compound sentences are in the first paragraph? How do you know that they are compound sentences? Why do you think it's important to use both types of sentences in your writing? (Simple sentences keep the text clear, but compound sentences help the story flow and makes it less choppy. Both are needed in writing)</p> <p><b>Collaboration</b></p> <p>Students are given a copy of the teacher's mentor text. The students work in pairs to find and highlight the compound sentences in the rest of the teacher's informational text (paragraph 2 and 3). The pairs will discuss how they know they are compound. They will take the compound sentences and separate the two ideas and show how they are connected with a linking word such as and, but, because, etc.</p> <p>The students share as a class which sentences are compound. Discussion: How do you know that it is a compound sentence? How can you put take two simple sentences to make a compound sentence in your</p>	<p>After the first partner has finished the 10 minute collaboration, the second partner has 10 minutes to then read their story and insert at least one transition word in their first paragraph. Scaffold: If students are struggling, the teacher can use one student example (that already found a good transition word to use) to show the class how and when they added a transition word. This will help students get ideas.</p> <p><b>Independence</b></p> <p>Students read their last two paragraphs individually and work by themselves to find at least two more spots to add a transition word. Review the <a href="#">Rubric and Feedback: Transition Words</a>.</p> <p>Ask students to reflect about the following:</p> <ul style="list-style-type: none"> <li>What will you add to your paragraphs? Why? (Student response: I will be adding transition words to help the flow of my informational text.)</li> </ul> <p>Students add their transition words and the teacher conferences with students. During conferences, the students use the rubric and check off if they have added transition words in their</p>
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	<p>nose.” The teacher has now completed the <a href="#">Introductory and Supporting Paragraph</a> on the chart paper.</p> <p><b>Collaboration</b></p> <p>Think-Pair-Share: Answer the following questions with a partner: What is your thesis statement? (Answers may vary) What is one reason you believe _____ is the cleverest animal? (Answers may vary) Once you have determined your one reason you believe your animal is the most clever, this is your main topic sentence for your supporting paragraph.</p> <p>Students use the following question to determine details for their supporting paragraph. What are some details that you can add to support your topic sentence for your supporting paragraph? (Answers may vary.) Students discuss their topic sentence and examine their details with the group to determine if their details support the topic. Think-Pair-Share Questions: What will you include in your supporting paragraph? Why? (Student response: You give one reason that supports your</p>	<p><i>question.)</i> Students write their closing paragraph and the teacher conferences with students. During conferences, the students use the rubric and check off if they have included all of the elements in a closing paragraph with the teacher. Closing: Students fill out the feedback section below the rubric. This will help the students self-reflect and improve on their writing.</p>		<p>own writing?</p> <p>Students work in trios: The first student reads through their first paragraph and they work as a team to identify their simple and compound sentences. They highlight the simple sentences in yellow and compound sentences in blue. If students only have simple sentences, they combine two simple sentences into a compound sentence. Each student has 5 minutes to work on their paragraph as a group.</p> <p>Scaffold: If students are struggling, the teacher can use one student example (that already has combined two simple sentences to make it a compound sentence to show the class. This will help students get ideas.</p> <p><b>Independence</b></p> <p>Students read their 3-paragraph essay that they wrote by themselves individually to combine sentences.</p> <p>Review the <a href="#">Rubric and Feedback: Combining Sentences</a></p> <p>Ask students to reflect on the following: What will you be changing to your paragraphs? Why? (Student response: I will be taking two simple sentences</p>	<p>paragraphs.</p> <p>Closing: Students fill out the feedback section below the rubric. This will help the students self-reflect and improve on their writing.</p>
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	<p>thesis statement and details. You need a supporting paragraph to help the reader understand why you believe the animal you choose is the most clever animal. This is an opportunity for the writer to convince, explain, or support their claim.)</p> <p><b>Independence</b></p> <p>Students write their supporting paragraph while the teacher conferences with students. Review the components of a supporting paragraph with the <a href="#">Rubric and Feedback: Supporting Paragraph</a>.</p> <p>Students use the rubric and check off if they have included all of the elements in a supporting paragraph.</p> <p>Closing: Students fill out the feedback section below the rubric. This will help the students self-reflect and improve on their writing.</p>			<p>and combining them because good writers use both types of sentences of simple and compound. Combining sentences makes the text flow much better.)</p> <p>Students combine sentences and the teacher conferences with students.</p> <p>During conferences with students, the students use the rubric and check off if they combined sentences in paragraphs one, two, and three.</p> <p>*Note: Some students may already have compound sentences, or they may have run-on sentences. They may need small-group instruction or feedback during conferences to help them shorten their sentences instead of combining them.</p> <p>Closing: Students fill out the feedback section below the rubric. This will help the students self-reflect and improve on their writing.</p>	
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Week 5	Monday 10/28	Tuesday 10/29	Wednesday 10/30	Thursday 10/31	Friday 11/1
Guided/ Independent Reading	Response Skills				
	3.7D Retell and paraphrase texts in ways that maintain meaning and logical order	3.7D Retell and paraphrase texts in ways that maintain meaning and logical order	3.7D Retell and paraphrase texts in ways that maintain meaning and logical order	3.7D Retell and paraphrase texts in ways that maintain meaning and logical order	3.7D Retell and paraphrase texts in ways that maintain meaning and logical order
Whole Group Reading Focus	Genre: Informational ( <i>Spiral 3.7D</i> )				
	Second Six Weeks Common Assessment Administration Window <i>Adjust the days/dates accordingly.</i>				
	3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.	Second Six Weeks Common Assessment Administration	3.6F Make inferences and use evidence to support understanding.	3.9Di Recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence	
Guiding Question	What is the author trying to say? What is the message of this piece? Do you know something about this topic? What do you think I will learn from the text? How can this be explained to someone else? What prediction do I have about this reading?		How are inferences supported by text evidence	What details and facts support the main idea(s) in text? How is the main idea(s) determined using facts and details from the text?	

## Suggested Resources

**Texts-** [Baby tiger moves to San Diego zoo to live with another cub just like him](#), [Cat tongues have tiny scoops and hooks on them for deep, Big Questions: Why are cats always grooming themselves?](#)

**TEKS- 3.6B**

**Supporting TEKS: 3.9F, 3.13A**

**ELPS: 4(D),4(E), 4(I), 4(K), 4(J)**

**Learning Purpose:** Students will identify and gather information and demonstrate an understanding of the information gathered about cats by asking and answering questions.

### Modeling

Students will use the information learned about cats from the different articles and multimedia watched to generate questions. Ask the following question: What questions would you ask if you were talking to a zookeeper in San Diego?

On chart paper, write down the questions and the answer to these questions as a think aloud.

Why did you have to feed the baby cub? ( Because the cub was not getting milk from his mom in Washington, D.C.)  
Why was it a good idea to send the baby cub to a different zoo?

**Text:** [Baby tiger moves to San Diego zoo to live with another cub just like him](#)

**Focus TEKS: 3.7D, 3.9Di**

**Supporting TEKS: 3.6F**

**ELPS: 4(D),4(E), 4(I), 4(K), 4(J)**

**Learning Purpose:** Students retell and paraphrase texts in ways that maintain meaning and logical order.

### Reading for Comprehension

Before reading, ask: Looking at the illustration on the first page, what do you think you will learn about Baby tiger moves to San Diego zoo? (*answers will vary but could include: How and where the cub grew up*)

Read [Baby tiger moves to San Diego zoo to live with another cub just like him](#) to students.

After the first read, students will Think-Pair-Share their responses to the following question: Why is the cub being moved from the National Zoo in Washington D.C. to the San Diego Zoo Safari Park? (*Students' response: The Cub had been having problems with his mother.* )  
Why did the zookeepers have to help feed the cub? (*Students' response: Damai had been attacking her son. She also does not make enough milk to feed him*)  
What happened with Damai and her baby.? (*Students' response: The zookeepers think that Damai may have been sick at first and fell behind in making milk. It was hard for her to get better and when the cub needed more milk she became distant.*

### Modeling

Hook: Brainpop Video of Summarizing [Paraphrasing](#)

Think-Pair-Share: Students discuss what they have already learned about summary for nonfiction. They can use the [Paraphrasing video](#) or the teacher can refer to [Baby tiger moves to San Diego zoo to live with another cub just like him](#). You can also refer to summaries from last week with the story [Beagle Brigade](#) . Then, the class shares as a group what they have learned. The teacher can reference [Nonfiction Summary Anchor Chart](#) that can be used for summary of nonfiction.

Think-Pair-Share: How do you think we can start our summary of the baby tiger that moved to the San Diego Zoo? (Begin with the main ideas and synthesize the information to create topic sentences.)

### Collaboration

Emphasize that the students will take the main events from the story and synthesize the information to write a brief summary.

Table Talk: Why do you think it is best to pick the main events in the story to retell it?

(The Cub had been having problems with his mother.)  
How do cubs benefit from each other? (They groom each other to show their love)

## Collaboration

Pretend that your class will be taking a field trip to a Zoo next month. Prepare a list of questions about tigers or other cats you would ask if you were talking to a zookeeper. In pairs, students will research their topic and make a list of questions. They can use the following resources:

[Why do cats clean themselves so much? - Simon's Cat \(Video\)](#)  
[Cat Family Animals - Science Lesson \(Video\)](#)  
[Baby tiger moves to San Diego zoo to live with another cub just like him,](#)  
[Cat tongues have tiny scoops and hooks on them for deep,](#)  
[Big Questions: Why are cats always grooming themselves?](#)

Student pairs answer these questions in their journals:

Think about the 9-week-old male Sumatran tiger cub who moved to San Diego, and the tiger cub who is already there . Based on the information you have learned, do you think they

Lead a think aloud using the anchor chart and answering the following question:

What are the main/central ideas using the headings? The students will work in pairs to write the main idea sentences for each section. Then, the students will share their main ideas. Then, the class will work together to synthesize the main ideas.

Students work in pairs to write 3-4 topic sentences and then put them together to make a summary. They can continuously refer to the questions. Students will write their summaries on chart paper. Gallery Walk: Students read the summaries that each group has written. Students can add post it notes with comments on how to improve the summaries. After the students complete the gallery walk, the pairs will look at the post-its that were added to their chart. Revise summaries as needed.

Closure:

What have learned about summaries of nonfiction? What kind of changes did you make to your summary?

## Independence

Students will read the text [Big Questions: Why are cats always grooming themselves?](#)(Lexile 473 or adjust according to class needs). They will write the subtitles with their main ideas. Then, they will synthesize the information to write a summary of the story.

Closure:

What have learned about summaries of nonfiction?

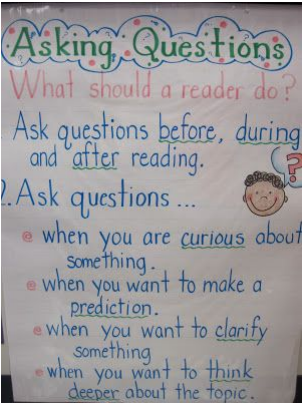

What type of changes did you make to your summaries?

Extension: Students can read the text: [Cat tongues have tiny scoops and hooks on them for deep cleaning](#)[Virtual Field Trip to the San Diego Zoo \(Tigers\)](#)



	<p>will be grooming each other? Why? Or Why not?</p> <p>Independence</p> <p>Students will independently research and answer the following questions in their journal: Is it true that domestic cats are “cousins” (related to) with cheetahs, lions or pumas? If you saw these cats at the zoo, do you think you could see them grooming each other? Why? Or Why not?</p> <p>Closure: What new information did you learn about cats today?</p> <p>Extension: Just like domestic cats and tigers or lions are related...are domestic dogs related to wolves or foxes?</p>		
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Anchor Chart			
STAAR Stems	<p><b>Note: Not Tested on STAAR</b></p>		<p>What is the best summary of the selection? Which of these is the best summary of the selection? What is the best summary of paragraphs # through # of the story?</p> <p>The author wrote this article mainly to _____ The author included paragraph _____ most likely to _____ The author wrote this selection most likely to _____ The author begins the selection with the ideas in paragraph 1 most likely to _____ The purpose of the questions in paragraph 2 is to _____ In the story how are _____ and _____ alike? Read paragraph _____. Why does _____ think _____? In the last paragraph, the reader learns _____. Why does _____ (character's actions that lead to inferences) What can the reader conclude about _____? Which sentence from the story best explains why _____?</p>

Writing Routine	Daily Writing Routines				
	<b>Mentor Sentence Routine:</b> <b>Day 1-</b> Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	<b>Mentor Sentence Routine:</b> <b>Day 2-</b> Label the parts of speech.	<b>Mentor Sentence Routine:</b> <b>Day 3-</b> Invitation to revise, keep the meaning but revise the sentence.	<b>Mentor Sentence Routine:</b> <b>Day 4-</b> Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	<b>Mentor Sentence Routine:</b> <b>Day 5 -</b> Revise and Edit Assessment
Grammar Focus Skill	. Use this time to focus on any Grammar Skills that your students did not master during this Unit.				
Composition Focus	<b>Mini Lesson</b> <b>TEKS: 3.11E</b> <b>ELPS: 3(E)</b>  <b>Learning Purpose -</b> Students write their final draft for publishing.  <div>Modeling</div>  Models your <a href="#">3-paragraph Essay</a> to show how an author publishes a final draft. The teacher explains that it should be organized into three paragraphs. It should also be legible by the reader. Not only that, the paragraphs are indented and separated by skipping a line.		<b>Mini Lesson</b> <b>TEKS: 3.11E</b> <b>ELPS: 3(E)</b>  <b>Learning Purpose -</b> Students write their final draft for publishing.  <div>Modeling</div>  Models your <a href="#">3-paragraph Essay</a> to show how an author publishes a final draft. The teacher explains that it should be organized into three paragraphs. It should also be legible by the reader. Not only that, the paragraphs are indented and separated by skipping a line.	<b>Mini Lesson</b> <b>TEKS: 3.11E</b> <b>ELPS: 3C, 3J</b>  <b>Learning Purpose:</b> Students share writing with class.  <div>Modeling</div>  Teacher can read his/her final draft to the class as a model to show that authors publish a writing piece to share with others. Then the teacher explains expectations for students sharing writing. Teacher may want to make an expectation chart with class. Examples of expectations could be: listen attentively to reader, give positive feedback/praise, take turns giving comments.  <div>Collaboration</div>  Students volunteer to sit in the “author’s chair” and read aloud and/or project their informational text. Students ask questions and give feedback about what they liked.	

	<p>Teacher will ask, while students turn and talk:</p> <ul style="list-style-type: none"> <li>• Why is it important that the final draft is organized into three paragraphs?</li> <li>• Why should we write in our best handwriting?</li> <li>• Why do we indent and skip lines when we start a new paragraph?</li> </ul> <p><b>Independence</b></p> <p>Students write their final draft for publishing using the <a href="#">Rubric and Feedback: Final Draft</a>. Teacher should conduct final writing conferences with struggling students to help them get to the publishing stage.</p> <p><b>Collaboration</b></p> <p>Students ask a partner to read their final draft and ask the following questions to each other and refer to the rubric.</p> <ul style="list-style-type: none"> <li>• Is my final draft neat enough that you can read it?</li> <li>• Is my final draft organized into three paragraphs with indentations?</li> <li>• What is something that you liked about</li> </ul>		<p>Teacher will ask, while students turn and talk:</p> <ul style="list-style-type: none"> <li>• Why is it important that the final draft is organized into three paragraphs?</li> <li>• Why should we write in our best handwriting?</li> <li>• Why do we indent and skip lines when we start a new paragraph?</li> </ul> <p><b>Independence</b></p> <p>Students write their final draft for publishing using the <a href="#">Rubric and Feedback: Final Draft</a>. Teacher should conduct final writing conferences with struggling students to help them get to the publishing stage.</p> <p><b>Collaboration</b></p> <p>Students ask a partner to read their final draft and ask the following questions to each other and refer to the rubric.</p> <ul style="list-style-type: none"> <li>• Is my final draft neat enough that you can read it?</li> <li>• Is my final draft organized into three paragraphs with indentations?</li> <li>• What is something that you liked about</li> </ul>	
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	<p>my story?</p> <ul style="list-style-type: none"><li>Are there any suggestions you would give me to help improve my writing?</li></ul> <p>Closing: Students fill out the feedback section below the rubric. This will help the students self-reflect and improve on their writing.</p>		<p>my story?</p> <ul style="list-style-type: none"><li>Are there any suggestions you would give me to help improve my writing?</li></ul> <p>Closing: Students fill out the feedback section below the rubric. This will help the students self-reflect and improve on their writing.</p>	
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