

Grade 3 Reading Fall STAAR Walk



50 Daily Learning Opportunities

*“Linking Reading
and Writing”*

Fall Semester

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A Guide to Using this Resource for Active Student Reading

The teacher's guide is formatted differently from the student guide. For starters, each teacher page has relevant state learning standards listed in the top right corner. Students will have to flip the page to pre-read their questions because this is a habit they will need to practice during independent activities like tests. However, the teacher's guide is conveniently formatted as an outline or script that can be read from top to bottom. Teachers won't have to flip their page back and forth while effectively guiding students through their reading comprehension practice. **When printing, Amara recommends making sure the scale option is set to "print actual size" instead of "fit to the page".**

Features

The teacher's guide utilizes different fonts to provide teachers with optional prompting, questions, and sentence stems that they can use as they read. **Bold** font indicates an optional statement that can be spoken out loud to students; these might be questions to present to students, or modeled "think-alouds" to show students how strong readers think about a text as they read. *Italicized* text indicates possible answers or reactions to given prompts.

TPQRRAP - Active Student Reading and Engagement

The teacher's version of each activity is formatted to guide students through a mnemonic procedure that sets them up for success when it comes to reading comprehension. Students should write "TPQRRAP" at the top of the page near the title and check off each letter upon completion of that part. Each part of the TPQRRAP procedure is marked with a star on the teacher's guide:

- ★ (Title/Text features): Read the title together and review text features.
- ★ (Pre-reading- predict and connect): The teacher might give some information before reading. This is an opportunity to access prior knowledge, build that background knowledge, and make connections and predictions.
- ★ (Questions): Read the questions together. Ensure students understand what they will be required to answer later. This also helps to build students' background knowledge before they begin reading the text. They will be aware of some story elements they are about to read, or some content vocabulary.
- ★ (Read): To help students become strong readers, we must model how to think about a text as we read and how to annotate. Students can read these texts independently, but each activity in the teacher's guide provides occasional prompts that are meant to be used during a group reading. These prompts not only model how to think about a text, but also provide the teacher with informal assessments of student comprehension along the way. The space labeled "Reader's Notes" is intended to be used for annotations. The teacher can model how to break a text up by drawing a line after a few paragraphs and summing up what is happening so far, or this space can be used to write a key word or phrase periodically as students read. The teacher will need to decide how much guidance students need in comprehending the text, and how much annotation will set them up for success.
- ★ (Reflect and connect): After reading the text, teachers can prompt students to summarize the text. This is

(Continued on next page)

also the opportunity to correct misconceptions about the text, build connections to the text and take note of student interest in order to extend learning.

★ (answer questions): After guiding students through the questions and text, students answer the handful of questions independently.

★ (Prove answers and discuss): After answering the questions, there is another opportunity to correct misconceptions and solidify comprehension by encouraging students to prove their answers. To facilitate discussion, encourage students to mark in the text where they found evidence for a question by marking Q1, Q2, etc. The teacher's guide provides a rationale for correct and incorrect answers, along with suggested responses and sentence stems for open-ended questions.

Drawing Conclusions

Drawing conclusions and making inferences requires reading text and assigning meaning where the author does not provide explicit meaning. A common anchor chart used is that of a detective's lens. Readers, acting as detectives, search for clues that can shed light on some element of the text. Clues, or evidence, might be presented as actions, thoughts, or feelings. Below are some sentence stems that readers can use to verbalize their inferences:

Based on the text, [inference].

The author wrote that...

When the character [action/thought/feeling], I can infer that...

Context Clues for Unfamiliar Words

Using context clues to define unfamiliar words is another form of drawing conclusions. To assign meaning to an unfamiliar word, students should look for clues in the sentence with the unfamiliar word, along with the sentences prior to and immediately following the unfamiliar word. The paragraph that contains the unfamiliar word can also provide context. These clues might be the tone or mood presented around an unfamiliar word, repeated vocabulary, or actions, thoughts, and feelings of a character around the unfamiliar word.

Here are some forms of context clues where the structure of sentences can help a reader define an unfamiliar word.

Synonym or Restatement Context Clues: The author uses the unfamiliar word, followed by a more common synonym. Sometimes the author might explicitly define an unfamiliar word, using a phrase such as "in other words", or "which means".

Examples: The man was trying to understand the story but he was very **bewildered**, or confused.

A library can help you **expand your understanding of the world**, which means it can help you learn something new.

Antonym or Contrast Context Clues: The sentence or sentences might set up a contrast using a simpler word.

Examples: She thought these new dogs would be more **rambunctious**, but they were quiet and calm.

She was **suspicious**. She didn't know who she could trust.

Some tips to approach vocabulary

Each text (student and teacher versions) has a few words that are ***bolded and italicized***. These words are anticipated to be tier 2 or tier 3 words for students, meaning that these words might be grade-level or content-specific words, or they might be words with multiple meanings. There are also underlined phrases which are idioms or figurative language. If a teacher scans this text, they can begin to use these words and phrases ahead of time with the students to promote a sense of familiarity when students encounter these words and phrases in the text. Below are a few ways that teachers have suggested working with this vocabulary. Please feel free to send us your vocabulary ideas as well!

- When introducing vocabulary to students, explicitly state the meaning but then give several examples of how the word can be used in a sentence. Visuals often help— they can be little drawings next to the words or body movements that illustrate the word.
- Have a word wall with a handful of vocabulary for the week. Introduce the words to students each morning, and give each word a point as students notice it during the week, or if students use the word correctly.
- Use vocabulary words in a “mystery word”/“taboo” game. Have a student give clues to the class about a word. They just can’t say the word. They can even give a sentence with the word, as long as they don’t say the word. When students guess the word, the student starts giving clues about a new word. Give the student 2 minutes or so to get as many words guessed as they can, and then give one more student a chance. If you only have 10 or so words, they might get repeated but that helps students remember the meaning and their usage!

Summarizing a Text

A simple frame for summarizing a story that is easy to repeat and remember is:

Somebody...Wanted...But...So...Then... This frame includes the key elements of a narrative story: the main character, the goal, the problem or conflict, the solution, and the resolution of the story.

For nonfiction texts, the structure of the text might indicate a more effective form of summarizing to promote reading comprehension.

Description - each paragraph is extended information about one topic. This might be visually depicted as a bubble map with several details extending off of one central idea or topic. To summarize would be to take the most important sentence of each paragraph (most likely the first sentence, which often contains the main idea of a paragraph) *For example: Some Pig, activity 14*

Compare/Contrast - The central topic of the text might be comparing 2 or more objects or ideas. To summarize would be to capture the most important information presented about each object of comparison, whether they be similarities or differences. *For example: The Earth’s Poles, activity 35*

Sequence, Problem/Solution, Cause/Effect— This text might provide a nonfictional account of a life or event, or it might be informational accounts of causes and effects around a certain topic (for example, the effects of pollution). To summarize this type of story, you might be able to use the summarizing frame for stories. You could also write the summary as a timeline that mentions the key events of the text. *For example: An Astounding Person, activity 22*

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★ Locked Out!

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.7b, 3.8c, 3.10e

★ **Prior to reading:** Before we begin reading this text, let's observe all the details. The title is "Locked Out". What do you observe in the image? There is a kid at a door, and the kid might be knocking. Perhaps they are locked out. What predictions are you starting to make for this text? Take note of student predictions. Build connections: Have you ever gotten locked out? How did that feel? How did it happen?

★ **Questions** & Notes for the teacher

1. What did the main character do before they went outside? This is a sequence question. After we read we can go back and look at the events that happen before the character goes outside.

2. Which of these sentences is true? What strategies can we use to answer this question? Readers might have to go back and re-read the text for clues.

3. "I usually felt so happy being outside, but now I just felt *despair* and worry." What does "despair" mean? We will need to use context clues to make sure our answer is correct. That means reading the information around the word.

4. What do you know about the main character in this story? Readers can go back through the text after reading to answer this question.

★ **Read** out loud. Pause to react and discuss.

What can we already infer about the characters and setting of this story? (There's an older sister; it's a school holiday)

"Lucky kids," Dad said as he tied his shoes. "I wish I could have the day off too!" Even though it was a school holiday, Dad still had to go to work. "Sabrina, there are leftovers in the refrigerator for lunch," he said to my older sister.

She nodded, but she didn't take her eyes off her phone. "Okay Dad," she responded.

Dad rolled his eyes. "Sabrina's probably going to be on her phone all day, but you two should enjoy some time outside," Dad said to me. I nodded and smiled. Dad kissed the top of my head, said goodbye, and went to work.

I love school holidays! I can watch TV, read my own books, and play with my own toys. I can wear any clothes I want. I don't even have to put on shoes. "This is the best," I said with a sigh. I fell back on the couch with a chapter book from my favorite series and started to read.

After a while, I felt like I needed to jump around. "Hey Sabrina, will you go outside with me?"

"Nah," Sabrina said. She put headphones on. "You'll be fine in the backyard by yourself. I'm going to take a nap before lunch."

I shrugged and went to the backyard. First, I practiced dribbling my soccer ball. Then, I tried to do some cartwheels. I landed flat on my back and laughed. "I love school holidays, but I do miss having recess with my friends," I said to a butterfly passing by.

Soon, my stomach started to grumble. It must be time for lunch! I walked back to the house. I turned the handle...but it was locked! Oops... I had forgotten that the doorknob is always locked from the outside. I reached into my pocket, but I didn't have my house key. I knocked. The door didn't open.

'Sabrina must still be sleeping,' I thought to myself. I knocked a little harder, but she still didn't seem to hear me. I remembered that she was wearing headphones. I sat down and sighed. 'What if she doesn't wake up for hours?' I thought to myself. 'Sabrina loves to sleep, and she sleeps a lot. Dad gets home at 7 o'clock. What if I starve before then??'



In what ways can you connect with this character? School holiday, reading, enjoying days off, older sister...

What's happened to the main character? They're locked out. We have a question about this part. What happened before the character was locked out? Review previous events.

Based on these thoughts, what do you infer the main character is feeling? What would you do now if you were this character?

for TEKS/STAAR

We have a question about what this word means. What do you think is a synonym for "despair"? (A synonym is a different word with the same meaning, like mistake/error or end/finish)

A bird landed on the ground and pecked at the grass. 'Will I have to eat bugs and grass, like a bird?' I usually felt so happy being outside, but now I just felt **despair** and worry. I sighed again and relaxed on the ground. I looked up at the sky. It was clear and blue. A cool breeze blew by and lifted my hair. The breeze brushed across the grass, and the grass tickled my legs. "At least it's a nice day to be locked out of the house," I said. I smiled.

A bumblebee flew by. She paused to suck some nectar out of white clover buds and then kept flying. I watched her wander from flower to flower.

"Hey," Sabrina called from the door. "Are you ready for lunch?" She walked onto the grass and helped me stand up. The door closed behind her.

"Um...Sabrina... Did you bring your house key outside with you?" At first, her eyes looked confused. Then she reached into her pocket. She sighed loudly and put a hand on her forehead.

The author is using words to help us imagine what it feels like outside. How do you feel when you imagine what the author is describing?

★ Reflect: What has happened at the end of this story? (Both characters are now locked out of the house.) Let's review and summarize the whole story. You can use any summary frame to identify the important story elements. An example would be **Somebody...Wanted..But..So..Then..** What do you think is going to happen next for these characters? Invite students to share thoughts and connections to their own experiences. I can connect with ___ because I have also... Is there a lesson in this story for the characters?

★ Answers and ★ Proof

1. What did the main character do before they went outside?

A. Refer to the text. The main character reads in the 4th paragraph.

B. Review sequence of events with students if there is confusion. Map out events on a time line. Have students find each event in the text and underline it.

C. out events on a time line. Have students find each event in the text and underline it.

D.

3. "I usually felt so happy being outside, but now I just felt despair and worry." What does "despair" mean?

A. The definition of "despair" is "the complete loss or absence of hope."

B. Review the sentence using context clues. What is happening at this moment in the story? How would you describe the main character's feelings?

C. feelings?

D.

2. Which of these sentences is true?

A. Proof is in the first paragraph: students have a holiday.

B. The father leaves and goes to work in this story.

C.

D.

4. What do you know about the main character in this story?

Open-ended. Emphasize writing in complete sentences.

Example:

Based on this story, I know the main character is...

Based on this story, I know the main character enjoys reading and being outside. However, they might be forgetful because they forgot their house key. They have an older sister.

★ **Bump in the Night**

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.7b, 3.8c, 3.10e

★ **Prior to reading:** Before we begin reading this text, let's observe all the details. The title is "Bump in the Night". What do you observe in the image? There is a kid under the covers, and there are shadows around her. She looks scared. What predictions are you starting to make for this text? Take note of student predictions. Build connections: **Have you ever had trouble falling asleep because you were afraid of the dark?**

★ **Questions** & Notes for the teacher

1. What do you know about the setting of this story? As we read we should be thinking about where the story takes place and when it is happening. Can you already predict what time of day it is?

2. What else do you know about the setting of this story? The setting includes any details about the environment.

3. What is the main problem the character has in this story? As we read we will look for what the character wants. We will look for what keeps the character from getting what she wants.

4. Onomatopoeia is a special type of word. If you read an onomatopoeia, you are reading a sound. Which of the following choices is NOT an onomatopoeia? Give a few examples of onomatopoeia: bam, swish, bark.

5. Why do you think the author used onomatopoeias in their story? This will be your opinion after reading the text.

★ **Read** out loud. Pause to react and discuss.

These first sentences already give us clues about the characters and setting. What do we know?

"Sweet dreams," calls out Dad as he turns off the light and closes the door. My eyes are still open in the dark room.

We just moved into this house two days ago, and it feels very different from my last home. Even though I still have the same bed, dresser, and curtains, the room feels strange. Our last home was in a bigger apartment building. There was a light outside my window that shined through the night. Now, there is no light shining through my window. My last home was near a busy road. I heard cars swishing by as I fell asleep. Our new apartment building is far from the busy streets. Everything is dark and quiet outside.

Point out the onomatopoeia if students don't.

I pull the blanket up to cover my face.

Bump!

I yank the blanket down and look around my room. I see a dark shadow in the corner. Is it a scary animal? Is it the ghost who lived here before us? I squint my eyes, trying to see in the dark. No, it's not a monster; it's my backpack. I close my eyes and sigh.

Did the main character need to be scared about hearing a bump?

My mom says that I can count in my head if I have trouble falling asleep. I imagine sheep crossing the sidewalk. One... two... My brain starts to quiet down...

Scratch-Scratch!

My eyes fly open. What was that?? I look around, clutching the blanket. Did it come from under my bed?

Scratch-scratch! Meow!

I sigh in relief. It's our cat, just outside my bedroom door! She gives one more meow before creep-



ing away to scratch on another door.

Tap-tshhh! Tap-tshhh!

I gasp. What was that?? I follow the sound with my eyes. I peer at the window and see a shadow moving outside! Is that a giant hand trying to get inside my room? I keep watching, but nothing happens. Then I remember the rose bushes on the side of our building. The branches must be blowing in the wind.

Tap-tshhh... Tap-tshhh... The sound keeps repeating. I start at 100 and count down each time the branches tap my window. *Tap-tshhh, 100... Tap-tshhh, 99... Tap-tshhh, 98...*

And before I know it, I'm asleep.

What do you think *scritch-scratch* sounds like?

★ Reflect: What has happened at the end of this story? (*The character has fallen asleep.*) Let's review and summarize the whole story. You can use any summary frame to identify the important story elements. An example would be ***Somebody...Wanted..But..So..Then..*** What do you think is going to happen next for this character? Invite students to share thoughts and connections to their own experiences. I can connect with this character because I have also... (moved into a new house, had trouble falling asleep, tried counting sheep, etc) Is there a lesson in this story for the character? This character was getting scared by each little noise. What advice would you give her?

★ Answers and ★ Proof

1. What do you know about the setting of this story?

- A. *This answer makes sense because the character is trying to fall asleep.*
- B. *This answer doesn't make sense because the author mentions a bed and blankets. The character's dad says "sweet dreams".*
- C. *There aren't any clues that prove this story took place 100 years ago or in Canada.*
- D.

2. What else do you know about the setting of this story?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I know the setting is...**

Example: Based on details in the text, I know the setting is a new home. The character is in her bedroom. The story takes place at night, and it's windy outside.

3. What is the main problem the character has in this story?

- A.
- B. *C is correct. Students should refer to paragraph one and read sentences around "devour"- author is describing food. Then students can try substituting the different options and see which one makes the most sense.*
- C.
- D.

4. Onomatopoeia is a special type of word. If you read an

- A.
- B. *The author's main purpose is to inform. The author provides lots of details. Persuasion requires reasons supporting a claim. Each paragraph gives examples of how humans used chickens.*
- C.
- D.

5. Why do you think the author used onomatopoeias in their story?

Emphasize writing in complete sentences. Suggested frame: Something interesting I learned was...

Example: Something interesting I learned was that chickens were used as fortune tellers. Today, people think chickens aren't very smart so we're probably not going to use them to decide our fates.

★ Secret Pet

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.7b, 3.8c,

★ **Prior to reading:** Before we begin reading this text, let's observe all the details. What is the title? What do you observe in the image? There is an illustration of a dinosaur and some trees and leaves. What predictions are you starting to make for this text? Take note of student predictions. Build connections: What do you already know about dinosaurs? Do any of you have pets?

★ **Questions** & Notes for the teacher

1. What were the characters doing at the beginning of this story? This question is asking about the sequence of events. Which part of the story will have the answer? (The beginning)

2. This is a fictional story. What are the elements of this story? Review general story elements: characters, setting, problem, solution, and define if necessary.

3. This story has a cliffhanger! A cliffhanger means there is no resolution. Based on the image and details from the text, what do you think happens next in this story? This question gives us a clue. At the end of the story, we will be wondering what happens next for these characters.

4. "Gingerly" means carefully. Which choice is a strong clue to help a reader guess what gingerly means? This question is asking us about context clues for the word "gingerly".

★ **Read** out loud. Pause to react and discuss.

This first paragraph introduced us to the characters and setting. Who are the characters? What is the setting? What were the characters doing?

"Leo, did you hear that?" Hanan stood frozen, her hands cupping her ears to try and hear better. The two kids were playing in the woods near Leo's house. The woods are usually full of noises like leaves rustling or acorns and twigs falling from branches. Sometimes, birds and rodents scratch and tap on trees or the ground. However, the sound Hanan heard was new.

Leo was smiling at her with his arms crossed. "Sure, Hanan, now that you got tagged you just don't want to chase me because you know you'll never catch me!" He stuck his tongue out at his cousin and jogged around a tree.

"Seriously! I heard something really weird," Hanan said as she looked around. "It sounded like... like a squeaky growl or something!" She slowly moved around in a circle. She stepped **gingerly**, trying not to make a sound.

Greeee! Hanan froze. "There it was again!" She looked at her cousin. Leo's eyes were open wide. "You heard it this time!"

Leo was standing still too, but his eyes were looking around. "I don't know what I heard," he mumbled.

Greeee! Hanan and Leo were both so quiet and still that they could hear their own hearts pounding. They took a super slow, quiet step towards the noise. Then they took another step.

"I think the sound is coming from that tree," Leo whispered to his cousin as he pointed at a thick tree trunk.

They took another step towards the tree. *Gree! Greeee!*

Leo and Hanan noticed a pile of brush near the tree's roots. The pile of dried sticks and leaves were **rustling**. The cousins crouched down. Leo slowly reached out and grabbed one of the leaves of the brush pile. He lifted it out of the way. Hanan used a branch to move a few more leaves out of the way.

Greeee!



One of the questions asked us about this word, **gingerly**. Do you remember what it means? Let's reread this sentence and imagine what Hanan is doing.

Do you agree with Leo and Hanan's actions? Would you keep walking towards a strange sound in the woods?

How do you think these characters are feeling right now?

A tiny claw reached out of brush! It batted at Hanan's branch. She gasped and fell back. Leo jumped up and stepped away from the tree.

"What was that?!" Hanan cried out. They both looked at the pile. Two tiny claws popped out of the brush, followed by a head covered in green scales. Both Hanan and Leo stared at the creature in **amazement**.

"Let's take him home!" exclaimed Hanan!

"But what does he even eat?" questioned Leo. "How will we feed him?"

What would you do at this point? Why do you think Hanan gasped and fell back?

★ Reflect: What has happened at the end of this story? What did Hanan and Leo find in that pile of leaves? How do you know what the creature was? The author never specifically told us what Hanan and Leo are looking at. There are clues that tell us this creature is some kind of dinosaur. Let's review and summarize the whole story. You can use any summary frame to identify the important story elements. An example would be *Somebody...Wanted..But..So..Then..* What do you think is going to happen next for these characters? What would you do if you were one of these characters? Invite students to share thoughts and connections to their own experiences. I can connect with this character because I have also...

★ Answers and ★ Proof

1. What were the characters doing at the beginning of this story?

A.

B. The **dialogue** helps us infer that Hanan and Leo are playing a game and chasing each other. Their **actions** help us infer that they are

C. outside.

D.

2. This is a fictional story. What are the elements of this story?

Open-ended. Discuss any elements that cause confusion or disagreement.

Main characters: Hanan, Leo

The setting: outside, in the woods

The conflict: Hanan and Leo hear a strange sound and don't know what it is

3. This story has a cliffhanger! A cliffhanger means there is no resolution. Based on the image and details from the text, what do you think happens next in this story?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I predict that...**

Example: Based on details in the text, I predict that Hanan and Leo are going to take the dinosaur home. Leo was asking how they would feed the dinosaur. I think they'll try to take care of it.

4. "Gingerly" means carefully. Which choice is a strong clue to help a reader guess what gingerly means?

A.

B. Option B shows that Hanan is trying to walk carefully. Option's A, C, and D don't show a character trying to do something carefully.

C. A character's actions can provide context clues for some unfamiliar words.

D.

★ **Grandma Comes to Visit**

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.7b, 3.8c, 3.10e

Prior to reading: Before we begin reading this text, let's observe all the details. What is the title? What do you observe in the image? *The image shows a bag. There's a drawing of a bicycle on the bag and the phrase, "Life is a beautiful ride."* What do you think the phrase on this bag means? Take note of student predictions. Build connections: **What is it like when a family member comes to visit you?** Make predictions: **What predictions are you starting to make for this text?**

★ **Questions & Notes for the teacher**

1. "Parched" means to feel very thirsty. Which clues can help a reader guess the meaning of parched in this story? For this question, readers need to think about what the author said and how it fits with the rest of the author's information. They will draw a conclusion using evidence from the text.

2. An important element in this story is the characters. Which statement is true? Review context clues. What should we do to make this question easier?

3. Which of the following sentences Does NOT describe this story's setting? We can mark the word "oracles" when we see it in the text.

4. Which character is most similar to you? How do you know? Review the main categories of an author's purpose and details for each one, if necessary.

★ **Read** out loud. Pause to react and discuss.

Build connections: **How does the mom feel when she sees Grandma? How does the narrator feel? How can you tell? Which characters remind you of people in your own life? Why?**

Build connections: **Has somebody given you a gift that wasn't quite "you" before?**

The doorbell rang. "Grandma's here!" Mom called out cheerfully. Grandma walked through our door and gave Mom a tight hug. Then she came and covered my face in kisses.

"Hi Grandma," I mumbled through all the kisses.

"Hello my amazing grandchild," Grandma responded. "I hear I'm sleeping in your room tonight! Show me where it is."

I led Grandma to my room. She looked around. "This is delightful," she said, "but I think the bed should be turned this way. Help me move it." She put down her bag and got right to work! We moved the bed, then slid the dresser near the window. "Much better," Grandma said.

'I'll have to move this all back after she's gone,' I thought.

"Here you go, my love. I brought you a gift!" Grandma held out a paper bag.

"Thank you, Grandma," I said, reaching into the bag. I felt something soft and fluffy. I pulled it out. It was a bright pink scarf. It had neon blue stripes and sparkly yellow fuzzballs. "Wow, Grandma, this scarf is so...bright!" I'm a quiet kid and I like to blend in. This scarf was the opposite of blending in!

"We have a gift for you, too," I told Grandma. Her gift was a bag that had a bicycle on it. The bag had writing that said, 'Life is a beautiful ride.' Grandma loves riding her bicycle on sunny days. She also loves enjoying life. Even if she's doing something boring like washing the dishes, she finds a way to make it a nice experience.

"Aww, I love it!" Grandma exclaimed, hugging her new bag. "I'm going to start using it right now. Well now that I'm all settled in, how about we go for a walk? You can show me around your new neighborhood," Grandma said with excitement.

We went for a walk on a street full of little shops and art galleries. Grandma kept yelling out when she saw a painting that she thought was beautiful. It made me feel embarrassed, because usually I stay quiet and try to blend in. "I'm **parched**," Grandma said. "I need something to drink!"

Grandma walked into a place called Juicy Land Juice Bar. I followed behind her. Grandma looked at the menu. "Hmmm, I'll have a small juice with beet, celery, apple, and carrot."



The narrator sounds annoyed. I might be a tiny bit annoyed if somebody asked me to rearrange my furniture, too.

How are Grandma and the narrator different?

for TEKS/STAAR

Yuck!

"What would you like, my lovely grandchild?"

"I'll just have an orange juice," I replied.

Has that happened to you before? You think something will be bad, but you try it and it's tasty?

We sat outside to enjoy our juices. "You should try my juice," Grandma said. I made a face. "If you don't like it, you never have to drink it again! But if you do like it, then today is your lucky day!"

I sighed. "I'll try it because you're my grandma," I said. I took a tiny sip. I took another one. It was a little sweet, a little sour, and tasted like fruit. "Not bad... it's actually pretty good!" Grandma smiled.

While we drank our juice, a man rode by on a bicycle. He was tall and wore a jacket with holes in it. His pants were dirty and had holes in them too. I felt nervous as he got closer. "Should we go inside, Grandma?"

Grandma saw the man too. He saw us. Grandma smiled. "Hello," she called out to him with her strong voice.

The man smiled and waved. "Hello," he replied.

Grandma pointed to the man's jacket. "I noticed you have a sticker on your jacket that says, 'Rayville Pet Shelter'."

The man nodded his head. "Yes ma'am. I volunteer there every weekend."

Were you surprised when Grandma and the man started talking?

Grandma clapped her hands joyfully. "I volunteer at my local pet shelter, too! I just love helping to bathe and walk all those lovely dogs!" Grandma and the man talked about their favorite experiences. I thought the man was scary at first, but he looked friendlier and friendlier as he gushed over animals with my grandma. When we started to leave, Grandma sent the man off with a granola bar from her purse.

When we got home, Grandma talked in the living room with my mom. *What a day!* I put on my new scarf and looked at my room. "I actually like my room like this. I think I'll keep it this way," I said to myself, smiling.

Would you behave more like the narrator or Grandma in this event?

★ Reflect: Let's review and summarize the whole story. You can use any summary frame to identify the important story elements. An example would be *Somebody...Wanted..But..So..Then..* What do you think was the most important event in this story? What did the narrator learn in this story? What do you think is going to happen next for these characters? Invite students to share thoughts and connections to their own experiences. I can connect with this character because I have also...

★ Answers and ★ Proof

1. "Parched" means to feel very thirsty. Which clues can help a reader guess the meaning of parched in this story?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: I know "parched" means "thirsty" because...

Example: I know "parched" means "thirsty" because right after Grandma says she is parched she also says she needs something to drink.

2. An important element in this story is the characters. Which statement is true?

- A. The narrator says they like to blend in.
- B. The narrator's Grandma volunteers at an animal shelter.
- C. Clues tell the reader Grandma is not shy: she talks with strangers and talks loudly about the art she sees.
- D. The bag is a clue; Grandma's juice is a clue

3. Which of the following sentences Does NOT describe this story's setting?

- A. Grandma says "show me around your new neighborhood"
- B. There are clues like the scarf, bicycle, and juice shop.
- C. Grandma came to visit her family.
- D. The actions in this story are clues for the setting.

4. Which character is most similar to you? How do you know?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: I am more similar to ___ because...

Encourage students to look at thoughts, actions, and dialogue in the text. Students might also connect with the setting: a new neighborhood, or going to visit somebody else.

★ Can I Help?

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.7b, 3.8c, 3.10e

Prior to reading: Before we begin reading this text, let's observe all the text features. What is the title? What do you observe in the image? *The image shows a hand touching little balls of dough. The dough balls are white and pink.* What do you think this hand is doing? Take note of student predictions. Build connections: **Have you ever asked family, "Can I help?"** What did you get to help with? When has somebody said you can't help? How does it feel? Make predictions: **What predictions are you starting to make for this text?**

★ Questions & Notes for the teacher

- 1. This is a fictional story. What are the elements of this story?** Review how to identify the character, setting, conflict, and resolution of a story.
- 2. Why is the narrator so bored?** This question gives us a clue about the story: the narrator is bored. We can look for details that show us he is bored, and why he is bored.
- 3. Which of these options has the story events in their correct order?** This question is asking us about the sequence of events. How can we be sure we put events in the right order?

★ Read out loud. Pause to react and discuss.

Review the introduction. What details do we already know about characters and setting of this story? I can infer that Grandma lives far away from these characters. What clues helped me make that inference?

How does the narrator feel about visiting Grandma? Can you make a connection to the narrator?

"Wake up, kids," Mom sang. "We're here!" I felt the car stop moving and I heard the engine turn off. I opened my eyes and yawned. My sister Emily yawned while she stretched. "Finally," she mumbled.

"Help me take the bags out of the trunk," Mom instructed. We stepped out of the car. Mom loaded our hands up with heavy grocery bags.

"We always bring so much stuff when we visit Grandma," Emily said. I looked down at what I was carrying: oranges, chicken, a bag of rice, and some toilet paper.

"Grandma always gives us a list of things to bring when we visit. Plus, we are going to eat a lot of the food for lunch," my mom pointed out.

Yum! I licked my lips, excited about all the delicious food we were going to eat soon.

We entered Grandma's apartment building. Every sign in her apartment is written in English and in Chinese. We took the elevator to the 3rd floor. I ran ahead and knocked on Grandma's door. It swung open and we saw Grandma's bright, smiling face.

"Hellooooo!" Grandma cried out as she kissed our cheeks. We took off our shoes at the door and Grandma pointed to the kitchen. "Go leave those bags in the kitchen. Let me see how big you two have gotten!"

It was so nice to see Grandma again! But as I looked around, I suddenly remembered one thing: Grandma's house is really boring. She didn't have any video games. She didn't have any books I like to read. She didn't even have a computer!

I sighed as I looked out the window. Grandma had a tiny balcony, so I couldn't even go outside to play.

"Kids, come help me put away these groceries," Mom said.

'At least that's something to do,' I thought to myself.

After putting away the groceries, Emily plopped down on the couch and took out her phone. Unfortunately, I couldn't get a phone yet. Grandma had the TV on, but she kept it on the Chinese TV station. The TV characters were talking in Mandarin Chinese. I sighed and tried to figure out what they were talking about, but they were talking too fast.

"I guess we can start cooking," Mom said to Grandma. I looked over as she took out a cabbage and dai-



We can infer how Grandma feels about her visitors. What clues help us make an inference?

What details are we learning about this family? Can you make a connection with any of the characters?

for TEKS/STAAR

kon radish.

"What are you going to do with that?" I asked. "Can I help?" I asked.

"We're going to cut these vegetables for our soup. It's too dangerous for you to use this big knife,"

Grandma said while holding a **cleaver**. She used to work in a restaurant kitchen, so she had a lot of practice.

Mom was slicing pork. "Can I help you, Mom?"

"No, I'll do this part. Thank you, though," Mom replied.

I glanced at Emily. She was playing a puzzle game on her phone. "Hey Emily, can I help you solve the puzzle?"

Emily didn't even look up at me as she shook her head. "No thanks, little brother," she said. "I'm doing just fine!"

I sighed and watched Mom and Grandma work. Soon, the kitchen smelled like onion and soy sauce. My mouth was watering.

"What are you going to do with that?" I pointed to two bowls of rice flour.

"I'm going to mix in some water to make a dough," Grandma answered. "Then I will make little balls and cook them in the soup. We'll use the white dough to make ricecakes for lunch. The pink dough will be sweet ricecakes for our dessert. I would love your help with this," Grandma said as she mixed the dough.

I pinched off some of the dough. It was soft and smooth. I rolled the dough into a ball and put it on a dish. I rolled another ball, and another. When my plate was full, Grandma gently dropped all the rice balls into the boiling soup. Soon, the little dough balls floated to the top. Grandma scooped them up. She gave me one to try. It was chewy and warm.

"Nice work," Mom said as she tasted one of the rice balls. I smiled and sat down to devour my bowl of delicious soup.

Daikon radish looks like a fat white carrot. What does a cleaver look like?

What is the narrator feeling and thinking? How can you tell?

★ Reflect: Let's review and summarize the whole story. You can use any summary frame to identify the important story elements. .. **What do you think was the most important event in this story? What was the main problem of this story?** (*The narrator is bored, but people won't let him help with tasks.*) **How do you know that was the main problem? What do you think is going to happen next for these characters?** Invite students to share thoughts and connections to their own experiences. **I can connect with this character because I have also...**

★ Answers and ★ Proof

1. This is a fictional story. What are the elements of this story?

Open-ended. Emphasize writing in complete sentences.

The main character is the narrator.

The setting is Grandma's apartment, a kitchen, somewhere far from the narrator's home. The time is modern (cell phones, TV).

Conflict: The narrator is bored and can't help with tasks.

Resolution: The narrator is able to help make ricecakes.

2. Why is the narrator so bored?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I can infer the reader is bored. When I read...**

Example: Based on details in the text, I can infer the reader is bored. When I read that Grandma only had a tiny balcony and hard-to-understand English, I narrator was feeling bored.

3. Which of these options has the story events in their correct order?

- A. _____
- B. *To confirm this answer, readers should go back to the text. They can underline the events. Make sure the events go in order, from beginning to end of the book. Use this strategy to confirm incorrect answers, too.*
- C. _____
- D. _____

★ Dear Diary

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.6g, 3.7b, 3.8b, 3.8c, 3.10e

★ Prior to reading: Before we begin reading this text, let's observe all the text features. What is the title? What do you observe in the images? *The images show drawings and math vocabulary.* Based on the title and these images, what can you infer about this text? Take note of student inferences. Make predictions. Build connections: Can you guess which subject the character, Joon-hee, dislikes? Do you strongly dislike any school subjects? Why do you dislike them? Have you ever found something really difficult? Did you try to get out of doing it? How did that go?

★ Questions & Notes for the teacher

1. Which of the following statements are NOT true? Three of these statements are true. One is false. How can we make sure a statement is true?

2. What do you know about Mr. Douglass? Students can mark the text when the author introduces Mr. Douglass. They can underline details about this character.

3. Which of these is the main problem in this story? Review story elements. The character wants to do something in a story, and the main problem is the thing that keeps a character from accomplishing their goal.

4. What is something you have in common with Joon-hee? Students can underline details about Joon-hee. At the end, they can compare themselves to him.

★ Read out loud. Pause to react and discuss.

What do we already know about this character, Joon-hee? Can you already make a connection to him?

Ask which students agree that fractions are useless. How would they respond to Joon-hee if they were a friend?

I noticed that Joon-hee writes his diary entries like letters. He starts with "Dear Diary" and ends with a closing. Pause for reflection and prediction.

You know that I love to write stories. My favorite part of the day is when we do "free-writes" and I can write about whatever is in my mind that day. I also love that I can come home and write in this diary! Really, I love writing about anything and everything.

I also have a least favorite school activity...and that's math. Math is so much more difficult in 3rd grade! When I was in 2nd grade, math was easy. We studied skip-counting by 5s and 10s, and we practiced adding and subtracting with two digits. Now that I'm in 3rd grade, we're practicing fractions and I just don't get it!

Today, I was so embarrassed when the teacher called on me to give an answer. She was showing us a number line, but the number line didn't have regular numbers on it. The number line had fractions on it. She asked me if $\frac{1}{4}$ was in the right place on the number line. I said yes. She asked me to explain my answer, and I didn't know what to say! My face turned bright red. She called on Paulina to answer, and I just put my head down.

Fractions seem useless anyways! Tomorrow when we start math time, maybe I'll just ask to go to the bathroom.

Until next time,

Joon-hee



Dear Diary,

Our class has a second teacher now! His name is Mr. Douglass. He is still in college, and he is going to be a teacher when he graduates. So, he is a student and a teacher at the same time now!

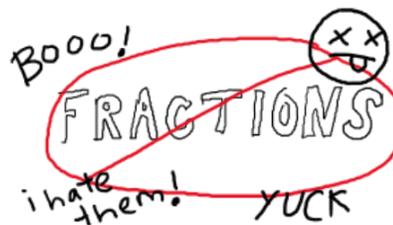
Mr. Douglass gave us our math warm-up today. It was easy, because I just had to follow directions like this:

"Color three of these dogs red. Color the rest of the dogs blue." Or, "Draw mushrooms on 6 of these pizza slices. Draw pineapple on the other 6 pizza slices."

After I finished the warm-up I asked to go to the bathroom. I missed the rest of the math lesson, so my

Why did Joon-hee put his head down? Has something like this happened to you before?

Invite students to share predictions/connections about Mr. Douglass.



for TEKS/STAAR

What do you observe about the Joon-hee's math warm up? What do you think will happen next?

day was nice and relaxed!

Until tomorrow,

Joon-hee



Dear Diary,

I tried to go to the bathroom during math again today, but the teacher said I couldn't. But then, something interesting happened.

I was working on the independent practice and Mr. Douglass sat next to me. "Joon-hee, I hear you like to write stories." I nodded my head. "Well, fractions can tell stories," Mr. Douglass said. I was confused by that!

He wrote a fraction on a piece of paper: $\frac{3}{4}$. "We can tell a story about this fraction," he said. "Imagine that there are 4 marbles. 1 of the marbles is purple. The other 3 are green. That means 1 out of the 4 marbles is purple. $\frac{1}{4}$ of the marbles are purple. 3 out of the 4 marbles are green. $\frac{3}{4}$ of the marbles are green."

Then he drew a circle. He split the circle into 4 equal pieces. "Here's another story about $\frac{3}{4}$. This is a pizza we're going to bake. 1 slice is going to have peppers on it. The other three slices will have mushrooms. 1 out of the 4 slices has peppers. $\frac{1}{4}$ of the slices has peppers." Then, I started to get it. " $\frac{3}{4}$ of the slices will have mushrooms! Yuck!" Mr. Douglass laughed, and I smiled because I was starting to understand fractions!

Hoping to share more good math news tomorrow,

Joon-hee



$$\frac{1}{4}$$

$$\frac{3}{4}$$



Do any students have an explanation for Mr. Douglass' claim?

I noticed that the illustration matches the words in these paragraphs. Build connections: Do you think of fractions as stories? Is this similar to the fraction practice you do in 3rd grade?

★ Reflect: Let's review and summarize the whole story. This story isn't written like other narratives— it's written as friendly letters. Discuss the differences and similarities. You can use a summary frame to identify the important story elements. **What do you think was the most important event in this story? What was the main problem of this story?** (*The narrator struggles with fractions.*) **How do you know that was the main problem? What do you think is going to happen next for these characters?** Invite students to share thoughts and connections to their own experiences. **I can connect with this character because I have also... Unlike this character, I...**

★ Answers and ★ Proof

1. Which of the following statements are NOT true?

- A. *This is true. Joon-hee says so in his first entry.*
- B. *Joon-hee thought math was easy before, but fractions are difficult.*
- C. *This sentence is true. Joon-hee says "I just don't get it."*
- D. *At the end of the text, Joon-hee says he's starting to understand.*

2. What do you know about Mr. Douglass?

Open-ended. Emphasize writing in complete sentences and using details from the text.

Suggested stem: **Based on details in the text, I know Mr. Douglass...**

Example: Based on details in the text, I know that Mr. Douglass is kind. He spends time helping Joon-hee. I also know Mr. Douglass pays attention to kids. He knows Joon-hee likes to tell stories.

3. Which of these is the main problem in this story?

- A. *This does happen, but it's not the main problem. This is a tiny part*
- B. *Joon-hee doesn't want to do math because it's difficult.*
- C. *This is true. This is the main problem that Joon-hee is facing*
- D. *This is false. There is evidence they get along.*

4. What is something you have in common with Joon-hee?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Both Joon-hee and I...**

Example: Both Joon-hee and I used to dislike math. At the end of the story, Joon-hee likes math a little better. The same thing happened to me.

★ Read Between the Lines

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.6g, 3.7b, 3.8b, 3.8c, 3.10e

Prior to reading: Before we begin reading this text, let's observe all the text features. What is the title? What do you observe in the images? *The image shows a book on the floor.* "Read between the lines" means look at clues to figure out what something means. What clues help us make inferences in a story? *Actions, dialogue, thoughts.* Based on the title and these images, what can you infer about this text? Take note of student inferences. Make predictions.

★ Questions & Notes for the teacher

1. We can use clues in the text to draw a conclusion about Aiden. Which statement is most likely true about Aiden? When we draw conclusions, we use clues in the text to decide if something might be true. We will need to find clues that tell us which of these is most likely to be true.

2. Write a clue that helped you answer Question 1: Strategize: If we mark our clues in the text for Question 1, it will be easier to answer this question.

3. Based on the context clues,... We will use context clues to decide what the meaning of "dawdle" is.

4. Think about the main character in the last text, "Dear Diary". Compare Joon-hee with Aiden. This story must have some similarities. Students can make predictions about what the similarities might be.

★ Read out loud. Pause to react and discuss.



I noticed this story is written in present tense. That means all the verbs are happening now. Why do you think the author made this choice? Can you already make a connection with a character in this story?

"Hey mom, can I use the tablet?" I call out as I walk to Mom's room and open the door.

"Did you finish putting away your clean clothes?" she calls back to me from the living room.

"Yes," I reply as I pick up the tablet from its shelf.

"Did you finish your math homework?" she asks me.

"Yes," I reply as I unplug the tablet from its charger.

"What about your reading homework?" she asks me.

I freeze. "Not...yet..." I reply, still frozen.

"Then what's my answer? Can you use the tablet?" my mom calls out to me. I sigh and put the tablet back on the shelf.

I shuffle back to my room and sit on my bed. I can play on the tablet after I finish reading... I pull my book out of my backpack. The librarian suggested this book because she thought I would like it, but when I flip through the pages it looks really boring. I sit behind my bed and try to get comfortable. I open the book. I close it.

I notice a little container of slime under my bed. I pick it up and start playing with it.

When Mom comes in to check on me, I quickly pick up my book and pretend I'm reading. "Aiden, your book is upside down," she says. "Be honest- have you read a single page yet?" I shake my head no. She sits on the floor next to me. "Why don't we read together?" Mom reads the book and I look at the pictures. Afterwards, I copy the title on my reading log and Mom signs it.

At school the next morning, it's independent reading time. I **dawdle** at the bookshelf. I pick a book, open it, flip through the pages, close it, and put it back. I repeat this with three books before the teacher notices me. "Pick a book and start reading, Aiden," she says. I pick up a book and slowly walk back to my desk. I copy the title in my reading log. I look at the pictures. I stare at the words. The timer beeps. "Finally!" I think to my-

Based on this text, make an inference about how Aiden feels when he's looking through his library book.

Break this paragraph into beginning, middle, and end. Invite connections: Do you ever have trouble focusing on your work? Why? Do you agree with how Mom reacted?

Assist students in identifying the word "dawdle". Reread the paragraph, encouraging students to visualize Aiden at the bookshelf.

for TEKS/STAAR

self. I quickly close the book and shove it in my desk.

Next comes math. Right now, we are practicing multiplication and arrays. I really like arrays! They help me understand how multiplication works. I draw an array for the problem 5×6 , using spiders. I draw 5 spiders in a row. I make 6 rows. I know that if I added 5×2 and 5×4 , I would get the same answer. I draw arrays for those problems, too. The work is simple and fun.

But then... it's the dreaded ELA time. I groan and slump down in my seat. "Why do we have to read all the time," I mumble. I drag my reading textbook out of my desk. I slowly turn the pages until I get to page 147. I press my chin onto the page. I wish I could just disappear.

What happened during math? How did Aiden's behavior change when it was time for ELA?

What happened during reading time? How was math time different?

★ Reflect: Let's review and summarize the whole story. What do you think was the most important event in this story? What was the main problem of this story? (*Aiden dislikes reading, but he has to do it every day.*) How do you know that was the main problem? What do you think is going to happen next for this character? Invite students to share thoughts and connections to their own experiences. I can connect with this character because I have also... Ask students what they would say if they were Aiden's friend. What might help solve Aiden's problem?

★ Answers and ★ Proof

1. We can use clues in the text to draw a conclusion about Aiden. Which statement is most likely true about Aiden?

- A. We read that Aiden enjoyed math time.
- B. Aiden says the math work is simple and fun.
- C. Aiden seems to follow directions from his mom and teacher.
- D. Aiden doesn't seem to like reading, so he might think it's difficult.

2. Write a clue that helped you answer Question 1:

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I knew that...**

Example: Based on details in the text, I knew that Aiden must think reading is difficult. He doesn't like to read, even when the book was picked especially for him. He doesn't like reading during school. He does like math, though.

3. Based on the context clues,...

- A. Students can re-read and visualize the paragraph that uses the word dawdle. They might also see that Aiden is moving slowly. He runs out of time to read.
- B. Students can re-read and visualize the paragraph that uses the word dawdle. They might also see that Aiden is moving slowly. He runs out of time to read.
- C. Students can re-read and visualize the paragraph that uses the word dawdle. They might also see that Aiden is moving slowly. He runs out of time to read.
- D. Students can re-read and visualize the paragraph that uses the word dawdle. They might also see that Aiden is moving slowly. He runs out of time to read.

4. Think about the main character in the last text, "Dear

Open-ended. Emphasize writing in complete sentences. If everybody is sharing the same details, encourage a few unique responses. Reread sections if you have the time.

Suggested stems: **Both Joon-hee and Aiden...**

Unlike Joon-hee, Aiden...

Unlike Aiden, Joon-hee...

★ Quarantine Quarrel

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.6g, 3.7b, 3.8b, 3.8c, 3.10e

★ Prior to reading: Observe text features out loud with students. **What is the title?** During a quarantine, people had to stay inside. A quarrel is an argument. Invite background knowledge. **What do you observe in the images?** *The image shows a little girl crying and reaching for something.* **Based on the title and these images, what can you infer about this text?** Take note of student inferences. Make predictions.

★ Questions & Notes for the teacher

1. "I resumed my video game." What is a synonym for "resumed"? Define synonym with students. **Synonyms are two different words that have the same meaning.** Examples: cold/chilly, assist/help, buy/purchase, easy/simple, trash/garbage

2. This is a fictional story. What are the elements of this story? Review terms for understanding: character, setting, conflict. How can you tell what the main conflict is in a story?

3. What do you think will happen next in this story? For this question, readers must draw a conclusion. To draw a conclusion, you will use clues in the text to decide what happens next.

4. Which character in this story would think this: "You are being so mean to me!" None of the characters are going to say this exactly. We can make an inference based on details in the text.

★ Read out loud. Pause to react and discuss.

Review actions of the first paragraph. **What do you infer about the characters and setting from this first paragraph?**

"My turn? My turn?" my sister was asking. I ignored her and kept playing my video game on my game console. "Richie! My turn?" I kept ignoring my pesky little sister. I turned my body away from her when she tried to get in front of me. "Richie!!!!"

Then, we heard a buzz from Mom's cell phone. Uncle Marvin was calling from Seattle, Washington! His face popped up on Mom's phone screen. I paused my game but kept holding the console. I didn't want my sister to grab it when I wasn't looking! We all gathered around Mom's phone to say hello.

"Hi, everybody!" Marvin smiled and waved to us. "How are you all holding up?"

My mom gave a large sigh. "We are hanging in there," she answered, "but two weeks stuck at home is starting to feel like a century!"

Two weeks ago, the state governor made laws saying that people needed to stay at home. There was a virus spreading around, and it was making people very sick. The virus wasn't just in our state, either. All the state governors were telling people to stay at home. Now, Mom couldn't go work at the restaurant anymore. She went to the grocery store alone, and she wore a mask that covered her mouth and nose. Me and my little sister didn't ever leave the apartment.

"It could be worse," Uncle Marvin said over the phone. "Quarantine comes from "forty", because in the old days people had to shut themselves in a single room for 40 days to make sure they weren't sick. At least you can leave your room!"

At first it was fun to stay home. We watched TV, ate snacks, and didn't change out of our pajamas. But after a week, it felt crummy being stuck inside all day. I was even starting to miss school!

Uncle Marvin and my mom talked for a while. I **resumed** my video game. Since Mom couldn't go to work, she was asking Uncle Marvin for advice to save money. My game screen suddenly said "LOW BATTERY" and turned off. 'Oh well,' I thought, 'I'll just keep playing on the TV!' I turned on the TV and started up my game again.



"How are you holding up" is a way of asking how somebody is doing when things are kind of difficult.

This paragraph explains why Mom says two weeks has felt like a century. What details do we now know about the setting?

"Hanging in there" means things are going okay, but could be better. Mom also uses a simile. What can you infer about Mom's feelings?

How can you relate to the narrator's thoughts?

Then, I heard raindrops tapping on the window. A flash of lightning lit up the room, and a thunderclap shook the floor. Suddenly, the TV and all the lights turned off. The whole building felt quiet.

"Oh no... I think the building's power just turned off," Mom groaned. She opened the refrigerator. It was dark. She opened the front door. The hallway was dark. "Hello? Marvin?" She sighed and put down the phone. "No internet," she mumbled.

"Mom, what do I do now?" I whined.

"Figure it out," Mom snapped. She walked out into the apartment hallway to investigate.

"Let's play," my sister called out to me. I ignored her and began digging through my toys for a flashlight. When I finally found it, it wouldn't turn on! I opened the bottom...there were no batteries.

I looked at my sister's stuff. She had a story book that sang songs and made animal noises. It must have batteries! I grabbed the book.

"That's mine!" my sister cried out. I ignored her. I began pulling at the book, trying to open it so I could take out the batteries.

What just happened? *The power turned off, maybe from the storm.*

How do you think Mom is feeling right now? What clues help you make that inference?

★ Reflect: Review and summarize the story. **What do you think was the most important event in this story? What was the main problem of this story? How do you know that was the main problem? What do you think is going to happen next for these characters?** Invite students to share thoughts and connections to their own experiences. **I can connect with (a character) because I have also...** Ask students what they would say if they were in this story. Do they agree with Richie's choices? What would they do instead?

★ Answers and ★ Proof

1. "I resumed my video game." What is a synonym for "resumed"?

- A. _____
- B. _____
- C.** *Students might review the context and look at actions. The narrator was playing a game, paused, and then played the game again. The prefix "re" means again. Students can use substitution to see which word makes the most sense in the sentence.*
- D. _____

2. This is a fictional story. What are the elements of this story?

Review elements if necessary.

Characters: Richie, Richie's sister, Richie's mom, and Uncle Marvin (Richie is the main character)

Setting: a home, an apartment, during a time when people need to stay inside, during a storm

Conflict: Richie wants to play by himself but his sister keeps bothering him, trying to get him to play with her

3. What do you think will happen next in this story?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I know the setting is...**

Example: Based on details in the text, I know the setting is a new home. The character is in her bedroom. The story takes place at night, and it's windy outside.

4. Which character in this story would think this: "You are being so mean to me!"

- A. _____
- B.** *If students disagree with this response, discuss their thoughts.*
- C. *Richie's sister wants to play, but her brother is ignoring her.*
- D. _____

★ Robot School

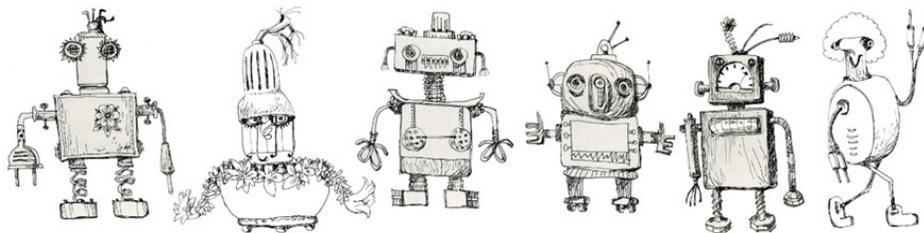
3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.6g, 3.7b, 3.8b, 3.8c, 3.10e

Prior to reading: Before reading, take note of different text format. This text is written as a script for a play. Observe text features out loud with students. **What is the title? What do you observe in the images?** *The image shows a group of robots.* **Based on the title and these images, what can you infer?** Students might infer that these are the characters. If students scan the left edge of their text, they will see character names written in capital letters. Take note of student inferences. Make predictions.

★ **Questions** & Notes for the teacher

- 1. Who do you think is the main character in this story? Why?** Review which details can let a reader know who the main character is.
- 2. This is a fictional story. It's written like a play. What are the elements of this story? (setting, conflict)** Review the elements of a story. Define setting and conflict.
- 3. Why is Jammy unhappy?** We can infer that Jammy is a character in this story. We can also conclude that something will make them unhappy... Invite predictions.
- 4. How do you think the characters can solve this problem?** Readers will need to identify the problem before they can think of a solution.

★ **Read** out loud. Pause to react and discuss.



Text in parentheses are stage directions. These are the actions that the characters are taking during the story. Encourage students to visualize what is happening.

Why is Jammy in a negative mood? Do you agree with how Birdz responded?

(JAMMY is by himself, walking back and forth. He shakes his head and sighs. BIRDZ rolls up to JAMMY.)

BIRDZ: Hi, Jammy! Are you okay? You look upset.

JAMMY: Hello, Birdz. Honestly, I've been better. I have a question for you... Did you get an invitation to Shuri's birthday party, too?

BIRDZ: I sure did! It was in my school mailbox this morning. It sounds like this party is going to be a blast. It's going to be so fun. Why do you ask?

JAMMY: I can't believe this! I thought Shuri and I were friends, but I'm the only robot who didn't get invited to their party!

BIRDZ: Yikes! I'm sorry, Jammy. I know it feels crummy to be left out. Why don't we talk about something else, instead?

(ZOOMER jogs over to JAMMY and BIRDZ.)

ZOOMER: Hi, friends! I just saw my invitation in my mailbox! I'm so excited about Shuri's birthday party! I'm going to take this awesome racing game for us to play. Maybe I'll even bring some snacks! (ZOOMER notices that JAMMY looks upset, and BIRDZ is shaking her head.) What's wrong, Jammy? Is your battery running low?

BIRDZ: Jammy didn't get an invitation for the party, Zoomer. Let's talk about something else.

ZOOMER: That is so rude of Shuri! But I thought you and Shuri were friends, Jammy!

JAMMY: I thought so too.

If a character says "I've been better," what can you infer about how they're feeling?

Based on their names, actions, and words, what can you infer about each of these characters so far?

What did we just learn from Shuri's dialogue? She did give Jammy an invitation. Invite guesses on what must have happened? Why does Jammy think he wasn't invited?

(SHURI, REXA, and BOP walk up to BIRDZ, JAMMY, and ZOOMER.)

BOP: Hi, folks! Aren't you excited about Shuri's party? I'm going to be the DJ at the party. Make sure you charge up your batteries because we're going to dance a lot!

(BIRDZ tries to be friendly, but ZOOMER and JAMMY are silent.)

BIRDZ: That's cool, Bop... Anyways, did you all finish our math homework? I had some trouble with it.

BOP: I can help you, Birdz. Let's go look at it before class starts.

(BOP and BIRDZ walk away.)

SHURI: (whispering to REXA) Does Jammy look upset? I put a special note on his invitation... I asked him to come to my party a little early to help me decorate! He did such a great job decorating for his own birthday party. But maybe he doesn't want to help me...

REXA: He does look upset. He's usually not this quiet! I thought he loved decorating. Do you think he's jealous or something?

SHURI: Jealous?? Because people are talking about the party? Maybe he wanted to be DJ instead... Maybe he hates that I asked him to help me decorate...

(REXA shrugs her shoulders.)

REXA: Hey, Jammy! Why do you look so upset?

JAMMY: I don't want to talk about it...

(JAMMY walks away from the group. ZOOMER looks at SHURI, then follows after JAMMY.)

REXA: Yep. He's jealous. He probably wishes it was his birthday everybody was excited about.

Each time a new character talks about this party, I imagine Jammy gets even more upset. Invite other thoughts.

Think back to your first opinion of Shuri. Has your opinion changed? What details support your opinion?

★ Reflect: Review and summarize the story. **What was the main problem of this story? How do you know that was the main problem? What do you think is going to happen next for these characters?** Invite students to share thoughts and connections to their own experiences. Ask for predictions on how the characters might solve this problem. **What would you do if you were a character in this story?**

★ Answers and ★ Proof

1. Who do you think is the main character in this story?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I know the setting is...**

Example: Based on details in the text, I know the setting is a new home. The character is in her bedroom. The story takes place at night, and it's windy outside.

2. This is a fictional story. It's written like a play. What are the elements of this story? (setting, conflict)

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I know the setting is...**

Example: Based on details in the text, I know the setting is a new home. The character is in her bedroom. The story takes place at night, and it's windy outside.

3. Why is Jammy unhappy?

- A. There are no clues that the author enjoys this story.
- B. correct— The author claims chickens are cowardly, then uses Chicken Little as an example.
- C. In this sentence Chicken Little is described as jumpy and anxious, not brave.
- D. Mentioning Chicken Little doesn't help a reader know what a chicken is.

4. How do you think the characters can solve this problem?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I know the setting is...**

Example: Based on details in the text, I know the setting is a new home. The character is in her bedroom. The story takes place at night, and it's windy outside.

★ Homemade Ice Cream

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.6g, 3.3b, 3.9d

★ Prior to reading: Before reading, take note of different text format. Observe text features out loud with students. **What is the title? What do you observe in the images?** *The image shows different types of ice cream desserts.* **Based on the title and these images, what can you infer?** Take note of student inferences. Make predictions. **What do you already know about ice cream? What do you want to learn about ice cream?**

★ Questions & Notes for the teacher

1. "You might have a lot of the required materials at home already!" If you didn't know what the word "required" means, you could try substitution. Which of these words is a synonym for "required"? For this question, readers need to use context clues to decide which word they could substitute for the word "required".

2. What is the author sharing with the reader in the first part of this text? Readers will consider author's purpose and main idea to answer this question.

3. Why have freezers changed the way we eat ice cream? It sounds like we will need to find the answer to this question by referring back to details in the text. Students might already be making predictions about this answer based on personal experiences.

4. What is the next step after filling one bag with cream, milk, sugar, and vanilla? This is a sequencing question. Students can refer back to the text to check their answer.

★ Read out loud. Pause to react and discuss.

The author started this text with a question. Why do you think they made that choice?

Do you want your scoop in a cup, or in a cone? This cold, creamy dessert comes in endless flavors. Some people think a summer day is only perfect if they have ice cream. Some people enjoy having ice cream in the middle of winter! No matter when we are eating ice cream, we must thank China for this delicious dessert. People in China invented ice cream by putting a milk and rice mixture in the snow. Later, Roman emperors began mixing flavors into snow to make their own version of this dessert. Now, ice cream is found all over the world! Luckily, we have freezers today. That means we don't have to go find fresh snow or ice to make this treat.



In this paragraph, I can observe that every sentence is telling us something about ice cream. What kinds of details about ice cream did the author mention?

Did you know you can even make your own ice cream without a machine? You might have a lot of the **required** materials at home already! The key to making ice cream this way is the rock salt. When salt mixes with ice, it can lower the temperature of the mixture- perfect for making a cold dessert!

Just follow the steps below and in about 5 minutes you will have homemade ice cream!

Required materials:

- 2 plastic baggies (gallon size)
- 3 cups of ice
- ½ cup rock salt
- 1 cup heavy cream
- 1 cup half-and-half (this is a mix of whole milk and light cream)
- ½ cup sugar
- 1 ½ teaspoons vanilla flavoring

Directions:

1. Put the 3 cups of ice into one of the plastic bags.
2. Sprinkle the rock salt over the ice and close the bag.
3. Take the 2nd baggie and pour in the cream, half-and-half, sugar, and vanilla extract.
4. Close the bag with the liquid. Make sure it's sealed shut! Place the entire bag inside the ice bag.
5. Seal the ice bag.
6. Shake the bags for 5 minutes. If your hands get cold, wrap a towel around the bags and keep shaking!

"Required" is another word for "needed". Does the format of this text remind you of other texts you have seen or read before?

When reading directions, it might help to visualize the actions.

for TEKS/STAAR

What kind of ingredients might you add to your own homemade ice cream?

7. After 5 minutes, open the bags and scoop out the ice cream.
8. Serve with your favorite toppings and enjoy!

Now that you know how to make vanilla ice cream, you can try different versions. You can add chocolate syrup instead of vanilla for chocolate ice cream. You can also add pieces of fruit like strawberry or blueberry. With a little imagination and the proper ingredients, you can have your own special flavor of ice cream any time!

Review the directions. **What might happen if you skip a direction, or if you follow these directions in a different order? Was it hard to understand any of these directions?**

★ Reflect: This text is nonfiction, so it does not require a story summary frame. You can create a summary frame with the class or use a frame such as the 5 Ws: Who is this text for/about, What is happening/What does the author want to share, Where does this text describe, When does this text describe, and Why is this text important? Invite students to also share personal connections and experiences. **Does this text make you want to try making ice cream? Why, or why not?**

★ Answers and ★ Proof

1. "You might have a lot of the required materials at home already!" If you didn't know what the word "required" means, you could try substitution. Which of these words is a synonym for "required"?

- A. Try substituting the word. If these are just "extra" materials, then what would happen if we left one out? correct— The author claims chickens are cowardly, then uses Chicken Little as an example.
- B.** Try substituting these words. Both "old" and "broken" don't seem to fit this context. We wouldn't use old or broken materials to make our dessert.
- C. Try substituting these words. Both "old" and "broken" don't seem to fit this context. We wouldn't use old or broken materials to make our dessert.
- D. Try substituting these words. Both "old" and "broken" don't seem to fit this context. We wouldn't use old or broken materials to make our dessert.

2. What is the author sharing with the reader in the first part of this text?

- A. Take a moment introduce students to P.I.E. (persuade/inform/entertain) when exploring author's purpose, if necessary.
- B. If students are already familiar with the acronym PIE for discussing author's purpose, begin by reflecting on what each letter means.
- C. What details prove an author is trying to persuade/inform/entertain us?
- D.** In this text, the author does not share a personal opinion. They do not try to support an opinion with facts. The author does share a lot of facts. They are teaching us something. They do mention China, but that is not the main idea of this text. Most of the text is teaching us to make ice cream.

3. Why have freezers changed the way we eat ice cream?

Open-ended. Emphasize writing in complete sentences. Students could answer this by explaining cause and effect.

Suggested stem: **Before freezers existed... After freezers were invented...**

Example: Before freezers existed, people couldn't store ice cream on a hot day. After freezers were invented, people could store ice cream without it melting.

4. What is the next step after filling one bag with cream, milk, sugar, and vanilla?

- A. To answer this question, students need to refer back to the text. Option A isn't immediately after this step. Option C happened before this step. Option D is the last step of this recipe.
- B.** To answer this question, students need to refer back to the text. Option A isn't immediately after this step. Option C happened before this step. Option D is the last step of this recipe.
- C. To answer this question, students need to refer back to the text. Option A isn't immediately after this step. Option C happened before this step. Option D is the last step of this recipe.
- D. To answer this question, students need to refer back to the text. Option A isn't immediately after this step. Option C happened before this step. Option D is the last step of this recipe.

★ Early Morning Mission

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.6g, 3.7b, 3.8b, 3.8c, 3.10e

★ **Prior to reading:** Observe text features. Invite students to describe their observations, and the image. *The image shows a hand reaching into an oven. What is a mission? What do you think Patrick's mission will be, so early in the morning?* Invite background knowledge and personal connections. **What type of text do you think this will be? What makes you think that?**

★ **Questions & Notes for the teacher**

1. "That aroma is lovely," his grandmother said as she sniffed the air. Select all the clues that help a reader guess the meaning of the word "aroma". Review how to find strong context clues for a mystery word.

2. Put the numbers 1, 2, 3, and 4 to show which event came 1st, 2nd, 3rd, and 4th. Which option shows a correct sequence of events? How can you check if your answers for this question are correct?

3. Which statement is most likely FALSE? For this question, readers will need to draw conclusions based on clues in the text.

4. What do you know about Patrick after reading this text? Readers can draw conclusions to answer this question and they can look back in the text for concrete details.

★ **Read** out loud. Pause to react and discuss.

What clues from this paragraph can help us identify the setting? The author uses imagery to explain the setting. Can you imagine this setting when you read these words? Students can mark details.

Patrick heard birds chirping and waking up outside. He opened his eyes. The sun was rising, and the light painted the walls pink and orange. He rolled off the bed, careful not to make it squeak. He didn't want to wake up his snoring brothers. He tip-toed out of the room and closed the door after himself.

Patrick crept down the hallway. "Hi gran," he whispered to his grandmother. She woke up even earlier than the birds. She would sit quietly and knit until the rest of the house woke up.

"Good morning, P," his grandmother whispered back. "What are you getting ready to make this morning?"

"I have a new mission today. You'll see," he said with a smile as he walked into the kitchen. His grandmother shrugged and continued knitting.

Patrick looked around the kitchen, reviewing the steps in his head. First, he needed to **preheat** the oven. That meant the oven would be hot before he put the batter in. He turned the oven's temperature dial to 375 degrees.

Afterwards, Patrick picked the 5 ripest bananas from the bunch. 'The more black spots I see on these bananas, the sweeter they are,' he thought to himself. He peeled the bananas and dropped them into a large glass bowl. He mashed them up with a fork until they were a goopy pile of mush. 'Perfect!'

Next, Patrick mixed in a teaspoon of baking soda and baking powder. He sprinkled in some cinnamon, nutmeg, and salt. He mixed it all together with 2 cups of milk. Then, he added in 5 cups of oats. Now, the bowl was full of batter.

Patrick scooped the batter into a metal muffin pan. He sprinkled nuts on top of the batter. He carefully opened the oven and used oven mitts to put the metal dish inside. Hot air blew out as Patrick gently closed the oven. He set a timer for 45 minutes.

Patrick relaxed on the floor and read a book while he waited for the batter to finish baking. The air started to smell like bananas and cinnamon. "That **aroma** is lovely," his grandmother said as she sniffed the air.

A door opened and closed. Patrick's brothers walked down the hallway, yawning and stretching. "Wow, something smells good," said one brother. The other brother sniffed and nodded his head.



Preheat starts with the prefix, "pre". That prefix means before.

What do you predict Patrick is making? What clues make you think that? Write predictions in the margin.

There is the word, "aroma". Restart the paragraph so students can be noting context clues for the word.

Build connections. Have you ever baked something before? How do you feel when something is baking in the oven and you are waiting for it to be done? Write responses in the margin.

for TEKS/STAAR

I noticed Patrick is very safe when he bakes something. I know this because in the text it says he uses oven mitts and is careful not to burn anything.

Ding! Patrick jumped up. "You all woke up just in time," he said as he turned off the oven. He put on oven mitts and carefully pulled the pan out. He rested it on a cooling tray, so it wouldn't burn anything. "Who is ready for breakfast?" Patrick asked his family. Everybody smiled and raised their hands in the air.

"I call these P's Breakfast Cakes." Patrick carefully placed each muffin into a plate. Patrick decided to eat his oatmeal banana bread with a few strawberries. His grandmother ate her oatmeal banana bread with some yogurt. Patrick's brothers sprinkled chocolate chips on theirs.

They all talked and laughed while they ate. "Thank you for making us breakfast today, Patrick," said one brother.

"This might be your best breakfast ever," his other brother added. Patrick felt very happy watching his family enjoy their meal.

If you had to pick one of these ways to eat your Breakfast Cake, how would you eat it?

★ Reflect: What type of text is this? What frame can we use to summarize this text? Guide students through summarizing if necessary. Ask how they knew the main character, etc. Was there a big conflict in this story? How did that make the story feel? Invite readers to share how they can connect with this story or the characters. I was able to draw a conclusion about Patrick. He seems careful when he bakes. What other conclusions can you draw about Patrick?

★ Answers and ★ Proof

1. "That aroma is lovely," his grandmother said as she sniffed the air. Select all the clues that help a reader guess the meaning of the word "aroma".

- A. A clue here is that the batter is baking. When something is baking,
- B. This sentence describes what the air smells like.
- C. Grandma is sniffing the air, and we know what the air smells like now.
- D. This sentence doesn't talk about smells or the air.

2. Put the numbers 1, 2, 3, and 4 to show which event came 1st, 2nd, 3rd, and 4th. Which option shows a correct sequence of events?

- 3 To review and make sure this is the correct order, students may need to re-read parts of the text. They can scan to find these events in the text and mark them. Then, they can see which order the events go in.
- 4
- 2 You can help them strategize by asking first: **Did this event happen somewhere near the beginning, middle, or end of the story?**
- 1

3. Which statement is most likely FALSE?

- A. In paragraph 2 we learn that Grandma usually wakes up early.
- B. At the end of the story, Patrick's brothers thank him for breakfast.
- C. In paragraph 3, Grandma already knows that Patrick is getting up to make something. He tells her he is making something new today.
- D. At the end of the story, a brother says this might be Patrick's best breakfast ever. That means he has made breakfast before.

4. What do you know about Patrick after reading this text?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on the text, I know that Patrick...**

Example: Based on the text, I know that Patrick knows how to cook. He is not following a recipe but he still knows which ingredients to use, and how much. I also know that Patrick is careful. He uses oven mitts so he doesn't burn his hands.

★ Green, Yellow, Red

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.6g, 3.7b, 3.8b, 3.8c, 3.10e

★ **Prior to reading:** Observe text features. Invite students to describe their observations, and the image. *The image shows a traffic light, but each light has a face.* Why do you think these lights have faces on them? Invite background knowledge and personal connections. What type of text do you think this will be? What makes you think that?

★ **Questions** & Notes for the teacher

1. Carmen describes her feelings with the colors green, yellow, and red. When Carmen has a green light, what might she think or say? For this question, readers need to draw a conclusion based on details they read in the text.

2. This is a fictional story. What are the elements of this story? (setting, main character) Review story elements, if necessary.

3. What was the main problem in this story? How can we identify the main problem? How is the main problem different from smaller problems in a story?

4. How did Carmen solve the main problem? To answer this question, students may need to re-read parts of the text to find Carmen's actions. Where can you usually find the solution to the story's main problem?

★ **Read** out loud. Pause to react and discuss.

This narrator is using figurative language. She doesn't really have lights in her brain. She has made a connection between red, yellow and green lights and her feelings. Have you seen this same figurative language at our school?

What can we infer when Carmen says she went from green light, to yellow, to red? Invite predictions. Let's look for the event that makes her light change from green to yellow.

Sometimes, I feel like there is a traffic light in my brain. When I have a green light, everything is going according to plan. I might be playing with my friends, eating some food, or learning at school. Sometimes, I have a yellow light. When that happens, something isn't going the way it's supposed to. Maybe I can't figure out a puzzle, or I am having a conflict with somebody. Usually, it passes, and I go back to green! Every now and then, I get a red light. When I get a red light, I have to stop. I'm too frustrated or upset to think normally.

I feel these changes in my body, too. When I have a green light, I might not even notice my body. Everything feels easy! I might feel stronger, or faster, or more energetic. I might be laughing. When I have a yellow light, my breathing is faster. I can hear the air coming out of my nose when I have a yellow light. My eyebrows are scrunched together and I'm usually not smiling. When I have a red light, my heart is pounding hard and fast. My face feels hot. My eyes might be watering, even if I don't feel like crying. Sometimes I am crying.

There was one day when I quickly went from a green light, to yellow, to red. I was spending the weekend with my cousins. One of my cousins is 8, like me, and her name is Sherry. My other cousin is 4, and her name is Angely.

Sherry and I woke up on Saturday morning and asked to make pancakes. Angely wanted to help but we knew she was too little. I started gathering the ingredients: flour, oil, milk, and eggs. Angely ran into the kitchen and bumped into me. I dropped the eggs, and they all cracked open on the kitchen floor! Sherry squawked. I gasped.

"Mama, Carmen dropped all the eggs," Angely screamed to her mom. "She made a mess all over the floor!"

My face felt hot and my heart was pounding hard and fast. Sherry yelled out, "It was an accident! Angely bumped into her!"

My hands were shaking as I picked up the broken eggshells and put them in the trash can. Angely tipped up to me. "You made a big mess," she said, pointing her finger at my face.



Do you agree or disagree with how the narrator describes her green, yellow, and red light feelings? Invite readers to share their experiences.

Based on your own experiences, how do you think Carmen is feeling right now? What light do you think she's at right now? Write responses in the margin.

for TEKS/STAAR

My throat felt tight. Sherry offered me a paper towel. I yanked it from her hand and started wiping up the slimy egg whites and yellow yolks. Tears were stinging my eyes.

What is Sherry doing right now? If you were Sherry, what would you say or do?

When Carmen says "I need to be alone for a minute," that gives us a clue to how she is feeling. What light is she at now? Why? Write responses in the margin.

"You wasted our eggs," Angely scolded me, trying to act like her mom. Even though Angely is only 4, her words made me even more upset! I stood up. "I need to be alone for a minute," I said as I walked away. I marched straight into Sherry's room, closed the door, and sat on the floor. The room was quiet. I calmed down with a trick my counselor taught me: find 5 things that are the same color. I saw a blue sweater, a blue notebook, a blue pen, a blue basket, and a blue comb.

I took a deep breath. I looked around the quiet and peaceful room. I thought about how Sherry helped me to start cleaning up the eggs. We could have more fun after the mess was all cleaned up. I stood up and opened the door.

★ Reflect: What is the genre of this text? How can we summarize this text? Identify the elements of this story. What type of conflict did we read about in this story? Invite connections to this conflict. When Carmen dropped the eggs, she already felt bad. Then, she started to feel worse. If you were an extra character in the kitchen, what would you do? Invite connections to the characters or plot. What do you think will happen with these characters in the future?

★ Answers and ★ Proof

1. Carmen describes her feelings with the colors green, yellow, and red. When Carmen has a green light, what might she think or say?

- A. This sounds like a yellow light. She is already a little frustrated.
- B. This sounds like a red light. She is crying.
- C. This sounds like a green light. She feels like she is figuring out how to play a game.
- D. This sounds like a yellow light. She is having trouble focusing.

2. This is a fictional story. What are the elements of this story? (setting, main character)

Open-ended.

Setting: Sherry's house, a sleepover, in the morning

The main character: Carmen.

How do we know? There are clues in the text that tell us where and when the story takes place. We know Carmen is the main character because the story is told from her point of view (first-person point of view). She experiences the main problem and has to calm herself down.

3. What was the main problem in this story?

The main problem is what the characters try to solve for the rest of the story. Small problems might not have solutions in the story, or they might be solved easily.

- There were eggs, but Carmen dropped them. If this were the main problem, the girls would spend the rest of the story figuring out how to make pancakes without eggs, or trying to find eggs.
- A. After Carmen gets upset, she spend the rest of the story trying to calm down.
 - B. This is true, but not the main problem.
 - C. This is true, but not the main problem.
 - D. This might be true, but this was not the main problem.

4. How did Carmen solve the main problem?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **When Carmen got very upset, she...**

Example: When Carmen got very upset, she went to a quiet place to calm down. She took deep breaths. She looked for blue things. When she felt ready, she joined her cousin again.

★ Cool Down

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.6g, 3.7b, 3.8b, 3.8c, 3.10e

★ Prior to reading: Invite students to discuss text features. **Based on this title and image, what do you predict this text will be about? What genre of text do you think this could be?** Model making a connection: **The title and image remind me of the previous text we read: "Green, Yellow, Red."** Review that text and point out inferred connections. Invite predictions and connections from students.

★ Questions & Notes for the teacher

1. This is a fictional story. What are the elements of this story? (main character, setting) This question let us know what genre to expect. Review story elements and how to identify them

2. Why was Jay so upset? We can conclude that Jay is a character in this story. Perhaps she's the main character. How can we make sure we select the correct answer for this question?

3. Compare this text with the last text, "Green, Yellow, Red". What is similar? Students might be able to predict similarities already based on reviewing the questions for today's text.

4. Why do you think the author decided to name the teacher Mr. Love? After reading the text, students will need to draw conclusions about the character Mr. Love and then draw conclusions about the author's purpose.

★ Read out loud. Pause to react and discuss.

If we think about Carmen's green, yellow, and red lights from the previous text, what color is Jay at right now? How can you tell? Write responses in the margin.

It was time for math centers, and Jay was stuck on a multiplication problem. She erased part of her work and started over. Her answer still wasn't correct! She erased and erased until the eraser broke into two pieces. The classroom seemed to be getting louder. The air seemed to be getting warmer. Jay crumpled up her paper.

Jay didn't notice that she was standing up or that her hands were balled up in tight fists. She didn't notice that she was stomping her feet as she walked. She didn't notice that her face was hot, and her heart was beating faster and stronger than normal. She didn't notice that she was grinding her teeth or that it was hard to breathe.

However, Mr. Love did notice. "Jay, let's do those exercises."

Mr. Love was always showing the class new exercises they could do when they were getting into "The Red Zone". One day, Mr. Love had said that "The Red Zone" could be when you're so angry you feel like you'll explode, or sadness is making your chest feel heavy and tight. "When we're in The Red Zone we might make choices that hurt ourselves or hurt other people. Instead, we can do these exercises to get out of The Red Zone. When we do these exercises, we are taking care of ourselves. We are loving ourselves," said Mr. Love.

Jay followed Mr. Love to a corner of the classroom. She pretended she was his mirror and followed his movements. She opened her hands and squeezed them shut. She did 5 wall push-ups, counting backwards. She wrapped her arms around herself and held on tightly. She took a deep breath in and let it out slowly like she was blowing feathers into the air.

Jay looked up at Mr. Love, and he was smiling at her. "Which exercise do you want to do next?" he asked her.

"Let's do taps," she said. Mr. Love nodded his head and followed Jay's lead. She gently tapped on her eyebrows with her fingertips. She tapped all over her head, and under her eyes. She tapped her chin. She tapped the top of her chest and listened to the thumping sound. Then, she bent forward and let her arms hang loose. Her fingertips brushed against the cold floor. She rolled back up until she was standing up straight.



These actions also give us clues for how Jay is feeling. Invite students to put a check if they have experienced similar feelings before. What kind of exercises do you think Mr. Love is talking about?

Jay knows a lot of exercises to calm down when she's in The Red Zone. I can conclude that she has practiced these a lot. What can you conclude about Mr. Love?

Invite students to put a check if they have learned exercises for when they're in "The Red Zone". They can share these exercises at the end of the text.

for TEKS/STAAR

They both took a deep breath in and let it out in a sigh. "What are you going to do next?" Mr. Love asked Jay.

Jay's body felt calm again, but she still didn't know how to complete that multiplication problem. "Can I ask Reina for help in my math center?" Jay asked her teacher.

"Yes. Reina can show you how she would try to solve the problem. Then you can try it her way and see if it makes sense to you."

Jay nodded her head and walked back to her math center.

Why did Jay do all these exercises?
(She needed to calm down.)
Did these exercises seem to help her?
How can you tell?

★ Reflect: What is the genre of this text? How can we summarize this text? Identify the elements of this story. What type of conflict did we read about in this story? Invite connections to this conflict. When Jay couldn't figure out the math problem, she got more and more frustrated. Invite connections to the characters or plot. What do you think will happen to these characters in the future?

★ Answers and ★ Proof

1. This is a fictional story. What are the elements of this story? (main character, setting)

Open-ended.

Main character: Jay. We are able to read her thoughts and feelings.

Setting: school, during the day, Mr. Love's classroom

How do we know? Invite students to share their reasoning.

2. Why was Jay so upset?

- A. Students can refer back to the text. Help strategize: **Where in the text can we find clues to answer this question— the beginning, middle, or end?** Clues will be at the beginning of the story, because
- C.** Jay felt upset at the beginning of the story. This question can also be approached as a cause and effect question.
- D.

3. Compare this text with the last text, "Green, Yellow, Red". What is similar?

- A.** Discuss each characters' similarities and differences.
- B. The previous text did not have a teacher as a character.
- C. This text did not take place in a home.
- D. Neither text is missing the resolution. Both texts show how each character solved their main problem.

4. Why do you think the author decided to name the teacher Mr. Love?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **I believe the author chose the name Mr. Love because...**

Example: I believe the author chose the name Mr. Love because this teacher shows a lot of love to his students. He also tells Jay that she needs to love herself.

★ Some Pig!

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d, 3.10a, 3.10b

★ **Prior to reading:** Analyze the text features together. **What do you observe?** I observe a title, an image of a pig, and some subheadings. Identify and define subheadings, if necessary. **A subheading is a mini-title. How do you think subheadings can help a reader?** Invite responses. Correct, if necessary. **Based on these text features, what can we predict will be the genre? the main topic of this text? Do you notice any unfamiliar words?** Prepare a KWL (What I know/want to learn/What I learned after reading) chart for the class, or have students write their own. Begin by sharing prior knowledge/experiences of pigs. **I once saw a pig doing tricks on TV. I can conclude that some pigs are clever and can be trained.** Then ask students what they are wondering, based on text features. (ex: **What do pigs have to do with dinosaurs?**)

★ **Questions** & Notes for the teacher

- 1. What is an apex predator?** How can we define unfamiliar words if we don't have a dictionary?
- 2. Use word substitution to find the meaning of "accurate". What is a synonym for the word "accurate"?** Word substitution means we will switch one word with another word. What is a synonym?
- 3. Why did the author write this text?** Review P.I.E. if necessary. What details tell us if an author is trying to persuade/inform/entertain us? Invite predictions.
- 4. What was the most important fact from this text? Why was it important?** This question is open-ended. We will share our opinion and also write our reasoning.

★ **Read** out loud. Pause to react and discuss.

I noticed that the author started this text with questions for the readers. Why do you think the author made this choice? You can give students an opportunity to respond to these questions and fill in a KWL chart.

When you think about pigs do you imagine a little piglet with a curly tail? Or do you imagine a fat pig relaxing in a puddle of mud? Few people know that pigs are very smart. They have special ways of figuring out the world. They have been on our planet longer than humans. The interesting facts don't stop there!



What information can we add to our KWL chart? Encourage formulation of a main idea and supporting details for this paragraph. Have students underline/write the main idea for this paragraph in the margins.

Dinosaur Pigs

16 million years ago, giant pigs lived on Earth. They weighed 1,000 pounds and were 7 feet tall. They had lots of teeth for chewing up their prey. These pigs had something in common with today's lions, orcas, and polar bears. These ancient pigs were **apex predators**; they ate different animals, but nothing could hunt these pigs!

Warrior Pigs

Alexander the Great was an ancient leader. People wrote stories about Alexander the Great and his battles. Alexander's enemies brought elephants to a big battle. Alexander the Great fought back with pigs! The elephants were terrified of the pigs' loud squeals, and Alexander the Great won the battle!

No to Sweat, Yes to Food

"I'm sweating like a pig!" Some people like to say this phrase, but it's not accurate. Pigs can't sweat! Human bodies sweat to help us cool off. Since pigs can't sweat, they cool off in other ways. Their favorite way to cool off is by rolling around in mud. "You eat like a pig!" This phrase is very accurate! Pigs will eat and eat until they are stuffed, and they are not picky. Pigs are omnivores who will eat anything!

Pigs can squeal very loud. How did Alexander the Great use this to his advantage? Are you surprised to learn those squeals scared the elephants? Add to KWL charts.

What are the most important details from this paragraph? Should we include this sentence in our KWL chart: "Human bodies sweat to help us cool off"? Why?

Clever Pigs

Pigs are very intelligent animals. Some scientists say they are the 3rd most intelligent animals behind apes and dolphins. Pigs learn new routines and tricks much faster than dogs or cats. They potty train themselves. Pigs know how to trick each other, and they have good memories.

Humans are very clever and interesting animals. However, we are not alone on this planet. It's important to remember that all the other animals we live with are also interesting in their own ways!

The author claims that which animals are the most intelligent? What evidence in this paragraph supports that claim?

★ Reflect: What was the genre of this text? This an informational nonfiction. How can we tell this is an informational nonfiction? That means there is a lot of information. It doesn't really tell us a story. All the facts have to do with pigs. You can summarize this text by restating the main idea from each paragraph. Model this for readers. Review information in the KWL charts. **What do you think are the most important details from this text? What do you think the author wants us to take away from this text?** Reread the last paragraph. **What can you infer about the author's opinion on pigs? How do you know? What is your opinion on pigs after reading this text?**

★ Answers and ★ Proof

1. What is an apex predator?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **An apex predator is...**

Example: An apex predator is an animal that eats other animals. Nothing can eat an apex predator.

How do we know? The text mentions other apex predators like lions, orcas, and polar bears. No other animal hunts and eats these predators. The author also defines "apex predators" right after the semicolon. "...they ate different animals, but nothing could hunt these pigs!"

2. Use word substitution to find the meaning of "accurate". What is a synonym for the word "accurate"?

- A. "Accurate" is used in the 4th paragraph. Review the context for the word. Read the sentence out loud, substituting each option.
- B. "Correct" is the best choice because we learned that pigs don't actually sweat. So saying "I'm sweating like a pig" is not correct.
- C. "Correct" is the best choice because we learned that pigs don't actually sweat. So saying "I'm sweating like a pig" is not correct.
- D.

3. Why did the author write this text?

- A. The author's main purpose is to inform. The author provides lots of details. Persuasion means the author shares an opinion and supports their opinion with facts. Each paragraph gives new details about pigs. The author does not mention humans taking care of pigs.
- B. details. Persuasion means the author shares an opinion and supports their opinion with facts. Each paragraph gives new details about pigs. The author does not mention humans taking care of pigs.
- C. about pigs. The author does not mention humans taking care of pigs.
- D. pigs.

4. What was the most important fact from this text? Why was it important?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **The most important fact in this text is...**

Example: The most important fact in this text is that pigs are clever. I think this is important because many people think pigs are not smart. However, if they are clever they can make good pets.

★ Emma's Baby Sister

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.7b, 3.8b, 3.8c, 3.3b

Prior to reading: Share observations about text features. The image shows a newborn baby with a cap on. She is wrapped in a blanket with her eyes closed. **Who do you think this baby is?** Invite personal connections and background knowledge. **What is it like having a baby sibling?** **What did it feel like before the baby was born? What about after the baby was born?** Invite predictions. **What genre do you predict this text will be? What do you think will happen in this text?**

★ Questions & Notes for the teacher

1. This story is fiction. Which of these statements about the story elements is true? Review story elements, if necessary. How can we decide who the main character is? How can we decide was the main problem and solution are?

2. At the beginning of the story, the setting is... The author provides clues for the setting. Which part of the story will we find our answer in? (the beginning)

3. "In fact, Emma thought being a big sister was pretty awful." Why did Emma think being a big sister was so bad? This question gives us a clue for what will happen in the text. Invite predictions. What is this question asking us? How can we make sure we have a correct answer?

4. Based on context clues, the reader can guess that... Review how to use context clues to define a mystery word.

★ Read out loud. Pause to react and discuss.

This first paragraph gives us information about the characters and setting. What have we learned? Mark details in the text and write in the margin.

What is the main topic of this paragraph? Point out the descriptions of Angela. Why do you think the author described Angela in such detail? How is Emma feeling? What does grinning mean?

Emma had been waiting to be a big sister for years and it was finally going to happen! Mom was in the hospital giving birth to her new baby sister. Emma was staying with her aunts, Georgia and Ellen. Emma was trying to be patient, but it was hard. She wanted to know how Mom was and when she could go see her new sister.

Emma stayed with her aunts for two days. Finally, on the third day, Aunt Ellen's phone rang. She answered and listened for a moment. "Yes! That's wonderful news!" Aunt Ellen hung up the phone after a few minutes and told Emma that they could go see her baby sister now.

When they arrived at the hospital, the nurse showed them to Mom's room. Mom looked tired, but happy at the same time. Next to her bed was a tiny bed. Emma ran over to it and looked at her sister. The baby was bundled up in a white blanket and had a little squishy face. Her dark hair was covered by a tiny cap. Her eyes were scrunched closed and her mouth was open just a little. "This is your sister Angela." Emma gently touched her sister's cheek. Her skin was so soft! Emma **grinned** with happiness. She was **grinning** so much her cheeks hurt!

The next day Mom and Angela got to come home. Angela cried the whole way home. Emma covered her ears to block the noise. When they were inside their home, Emma reached down to take her sister out of the car seat, but Mom stopped her. "She's too little," Mom said. "Instead, you can sit down with me and you can hold her with me." Mom picked up Angela and they all sat down on the couch.

Mom put one arm around Emma. She carried little Angela in her other arm. Emma held Angela's little legs and feet on her lap. After a couple minutes, something began to stink. "Ewww! Something smells gross!" said Emma. Mom said she needed to change Angela's diaper. "Yuck! All this baby does is cry. I can't even pick her up and play with her. And she stinks and poops!"



Who do you think Aunt Ellen was talking to? What do you think they said? What information helped you answer those questions? Readers just drew a conclusion.

Readers can write their answers in the margins and underline their evidence: How do you think Emma felt in the first paragraph? What about the third paragraph? What about this paragraph?

for TEKS/STAAR

Later that evening, Emma asked her mom to play a game with her. Mom whispered, "I can't right now. I'm feeding Angela and then it will be her bedtime." An hour later, Angela was finally asleep, but Mom forgot all about the game. It seemed like being a big sister was not all it was cracked up to be. In fact, Emma thought being a big sister was pretty awful.

The next day, Mom needed to put some clothes in the washing machine and asked Emma to watch Angela while she was sleeping. Emma looked at her baby sister in her little bed. Angela opened her eyes. "Maybe I should get Mom," Emma said, but she didn't leave. She kept observing Angela. Angela moved her little head back and forth. Angela looked at Emma. Emma reached out her finger and gently touched Angela's cheek like she had done in the hospital. Suddenly, Angela started to smile. Emma felt like she was smiling right at her. Emma kept touching her cheek and Angela kept smiling at her. She didn't cry at all!

When mom came back in the room, she was surprised that Angela was awake. "Great job, sweetie! She must really like you. She didn't cry at all when she woke up!" Emma smiled proudly. Maybe she would enjoy being a big sister.

"It seemed like being a big sister was not all it was cracked up to be." What do you think that means? How is Emma feeling about being a big sister? Why? Those of you who had baby siblings, did you react like Emma? How would you react if you were Emma? Readers can share responses or write in the margin.

What do you think was the most important part of this paragraph? Why? How is Emma feeling?

★ Reflect: Who is the main character in this story? What was the main problem? Summarize the story with readers. How can you connect with the characters or events of this story? What if you have never had a baby sibling? Point out connections to baby cousins, or meeting a new family member. Do you think Emma learned a lesson? What do you think will happen next for these characters? Encourage students to share evidence for their predictions. Did you learn a lesson in this story?

★ Answers and ★ Proof

1. This story is fiction. Which of these statements about the story elements is true?

- A. Emma moves the plot along. We read her thoughts. She experiences the main conflict.
- B. correct— these are the 2 main settings of the story. Emma is at her aunts' house at first, but that setting is less important because she hasn't met her baby sister yet.
- C. There is no evidence that Angela, the baby, dislikes her home.
- D. The laundry was not part of the main problem. The main problem was that Emma was having trouble adjusting to her new baby sister. The solution was when Emma was able to experience some joy

2. At the beginning of the story, the setting is...

- A. Refer students back to the beginning paragraphs of the story.
- B. "Where is Emma during this paragraph?" Find proof in the text.
- C.

3. "In fact, Emma thought being a big sister was pretty awful." Why did Emma think that being a big sister was so bad?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Emma didn't like being a big sister because... I know this because...**

Example: Emma didn't like being a big sister because she felt ignored. I know this because her mom had to keep taking care of baby Angela. Emma's mom didn't have time to play a game with Emma.

4. Based on context clues, the reader can guess that...

- A. Which clues prove that "grinning" means the same thing as
- B. "smiling"? The text says Emma was grinning so much her cheeks hurt, so grinning is something our face does. The text also says that
- C. Emma grinned with happiness. The author used exclamation points so it sounds like Emma is excited.
- D.

★ Luke's Birthday

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.7b, 3.8b, 3.8c, 3.3b

★ **Prior to reading:** As I observe these text features, it reminds me of the previous text we read, "Emma's Baby Sister". What connections do you notice? *There is an image with babies. This title mentions a birthday. Perhaps Luke was just born.* What are your predictions for this text? Invite students to share predictions about the genre, along with elements from the text. Encourage students to share evidence.

★ **Questions** & Notes for the teacher

1. This is a fictional story. What are the elements of this story? (setting, main character) This question confirmed our predictions about the genre. We know this is a fictional story now. Review story elements, if necessary.

2. Put the numbers 1, 2, 3, and 4 to show which event came 1st, 2nd, 3rd, and 4th. Review strategies for putting events in order.

3. Compare this story with the last story, "Emma's Baby Sister". Write one thing that is similar. As we read the story, we can pause at the end of each paragraph and think about this question. "How does this part of the story compare to 'Emma's Baby Sister'?"

4. Compare this story with the last story, "Emma's Baby Sister". Write one thing that is different between these two stories. We can mark these details in the text by underlining them.

★ **Read** out loud. Pause to react and discuss.

What details did we just learn? How does the beginning of this text compare to "Emma's Baby Sister"? Students can mark the details or write in the margin.

Anna was excited. She had been telling her classmates all the details for weeks. Her new baby brother was coming home any day now! She was so eager to meet him. Abby was Anna's younger sister. Anna was only 3 years old when Abigail was born. Anna could not remember her birth. Now Anna could be the helpful big sister with her baby brother.

Anna's father told the two girls that baby Luke would be arriving soon, but she did not think it would be the next morning! At breakfast Anna found out that her father had driven her mother to the hospital during the night. Her grandmother would take care of them until her father returned home.

As the two girls ate their breakfast, their grandmother told them their baby brother was born earlier that morning. "He arrived just after midnight wearing his birthday suit! He's ready to meet his sisters," Grandma said playfully.

Anna was confused as she listened to her grandmother. Anna had helped pack the bag her mother took to the hospital, but there wasn't a suit for baby Luke in the bag. 'Dad didn't mention that Luke would be wearing a suit at the hospital,' she thought. 'Do we need to dress up too??' She was about to ask her grandmother about this, but the phone rang.

How do you think Anna felt when her father shared this news?

It was her father! "Go get dressed," he told Anna. "I'll be home in a few minutes to take you three to the hospital!"

When her father arrived, Anna started asking questions about baby Luke. "Does he cry a lot? Does he look like Abigail and me? When did you buy Luke his birthday suit??" Her father answered all the questions, except the one about Luke's new birthday suit. He only laughed when Anna asked that one.

At the hospital, the girls followed their father up the elevator and down a long hallway. They stopped outside a door. Their father tapped on the door gently. He opened it and the girls rushed in. Mom seemed happy and tired at the same time. The girls gave her a gentle hug.



Have you heard of a "birthday suit" before? What do you think Grandma is talking about?

How do you think Anna is feeling when she asks her dad these questions? What is your evidence?

for TEKS/STAAR

"Where's Luke," Anna whispered to her dad.

"He's in the **nursery**. The nurse probably has him in there so that Mom can get some rest." He led them down the hallway to a large window.

Anna was amazed as she looked through the window at all the newborn babies. She wondered which one was her brother. "Daddy, which one is Luke?" Her father pointed to a crib where Luke lay sleeping. Luke was wrapped in a soft white blanket with a small hat on his head.

Anna glanced at her father and said, "Daddy, Grandma said he would be wearing a birthday suit."

Her grandmother replied, "Anna, that baby is dressed in their birthday suit." Grandma pointed to where a baby was being **tended** to.

Anna stared at the nurses caring for the infant. "That baby is not wearing any clothes!"

Her grandmother chuckled and replied, "I know. You were wearing the same birthday suit the first time I saw you at the hospital, too."

A nursery is a room where babies are taken care of. The image at the beginning of the story is probably the hospital nursery.

First, work together to define the phrase "tended to". "Tended to" is a phrase that means being "cared for". Next, discuss the new phrase Anna learned. What is a "birthday suit"?

★ Reflect: Summarize the story. **What kind of conflict did the author describe in this story?** *Anna was confused about a phrase: birthday suit.* **What do you think was the most important detail in this story? What lessons did characters learn in this story? Based on what we read, what do you think happens next in this story? How do you know?** Invite students to verbally share comparisons to the previous text, "Emma's Baby Sister".

★ Answers and ★ Proof

1. This is a fictional story. What are the elements of this story? (setting, main character)

Setting: The main setting is a hospital during the day.

Main character: The main character is Anna.

How do we know? Invite students to share their reasoning.

2. Put the numbers 1, 2, 3, and 4 to show which event came 1st, 2nd, 3rd, and 4th.

2

Work together to identify each event in the story. Students should practice scanning for keywords and context. I know that Anna and Abby joined their dad at the hospital somewhere near the middle of the story. I'll start scanning there. I'm looking for the word "hospital". Here it is. I can underline this sentence.

3

3. Compare this story with the last story, "Emma's Baby Sister". Write one thing that is similar.

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Both of these texts...**

Example: Both of these texts are about a new baby sibling being born. In the first text it was a baby named Angela. In this text it was a baby named Luke.

Other ideas: the older siblings are excited at first; the older siblings are staying with another relative while Mom is at the hospital.

4. Compare this story with the last story, "Emma's Baby Sister". Write one thing that is different between these two stories.

Open-ended. Emphasize writing in complete sentences.

Suggested stem: In "Emma's Baby Sister" ____, but in "Luke's Birthday" ____.

Example: In "Emma's Baby Sister" Angela goes home with Emma and Mom but in "Luke's Birthday" the setting is the hospital.

Other ideas: Emma is annoyed in the story, but Anna is confused; Emma is staying with aunts, but Anna is staying with Grandma.

★ Gordy's Garden

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.7b, 3.8b, 3.8c, 3.3b

P **Prior to reading:** Share your observations about the text features. *The image shows a kid's hands scooping soil into a pile around a seedling.* Do you notice that seedling in the image? A seedling is a baby plant. What kind of plant do you think that is? What can you conclude based on these text features? Invite students to share predictions about the genre and the text elements. Build background knowledge and connections. Have you ever made a garden before, or worked on a garden? What tasks did you have to take care of? Was it difficult/easy/fun?

★ **Questions** & Notes for the teacher

1. Which statement is NOT true? How will we be able to prove we have selected the correct answer? Readers will need to refer back to the text for evidence.

2. Which task did 4th graders start with? If necessary, you can point out to students that the table text feature will be helpful for answering this question.

3. Based on clues in this story, which statement is probably true? This question is asking if something is "probably true". I can conclude that we will be drawing a conclusion to answer this question. That means the answer will not be directly in the text. Instead, we will be looking for clues to decide which answer is best.

4. Would you enjoy a day like this? Why, or why not? This is an open-ended question. Readers will share their opinion and explain their reasoning using evidence from the text.

★ **Read** out loud. Pause to react and discuss.

What do we know about the setting after reading this paragraph? What are the characters going to be doing in this story?

It was 11 o'clock in the morning, which is supposed to be math time for 3rd graders. Today was a special day though. Gordy's class was helping create a community garden in a park near their school. However, it didn't look like a garden yet! The ground was hard and rocky. There were no plants growing. Gordy looked around and saw giant piles of dirt, **gravel**, and rocks. He saw stacks of wood. He saw wheelbarrows, wagons, and shovels. All the students from third, fourth, and fifth grade were looking around, wondering the same thing: Could this space really become a garden full of vegetables, fruit, and flowers?



"Alright, my friends," called out the music teacher, Mr. King, with his booming voice. "As you can see, we have a lot of work to do!"

Mr. King posted the list of tasks, and who would complete what:

third	Place rocks along the edges of the garden path.
fourth	1. Fill the garden paths with gravel. 2. Divide the soil and move it to the garden beds.
fifth	1. Build the garden bed walls. 2. Help 3rd and 4th graders.
Everybody	Plant some seeds! Move seedlings to the garden beds.

Who is Mr. King? Review the table. Ask readers questions to recall details from the table. **What would you write as the title or caption for this table?** After sharing out loud, have students write their ideas in the margin next to the table.

Based on this sentence, how are people feeling as they work? What evidence helped you draw a conclusion? Students can mark evidence and write their responses in the margin.

Mr. King played music through large speakers while we worked. Each class took turns picking the songs. There was lots of laughter and talking while students began working. Gordy and his friends put rocks on the edges of garden paths. Fifth graders used nails and screws to connect pieces of wood into large rectangles. Fourth graders filled those wooden rectangles with soil.

for TEKS/STAAR

"Oh, THAT'S what you meant by garden bed," Gordy said while he looked at a finished garden bed. "I was thinking about the beds we sleep in..."

Mr. King laughed. "Plants need soil to grow in. The soil must be healthy, and it must hold the right amount of water. Our ground is too rocky and sandy. The plants would be thirsty all the time! So, we built them these beds to grow in. We filled the beds with soil that will hold enough water for the plants' roots."

Gordy was most excited about their final activity. First, he would plant some seeds. His teacher handed him three seeds from a bag labeled "snap beans". He wrote "snap beans" on three little paper cups. He put one seed in each cup and covered the seed with soil. He sprinkled some water on the soil. He put the cups of soil with the rest of his classmates' cups.

Then, it was time to put seedlings in the garden beds! He picked up a new cup with his name on it. Inside was a **seedling**, or baby plant. It was very small, and just had three leaves on it. One day, it would grow into a long vine with lots of cucumbers! Gordy walked with his cucumber seedling to his class' garden bed. He dug a hole in the soil. He put the cup with his seedling in the hole. His teacher explained that the paper cup would break apart in the soil.

"I'm going to come check on you every day after school," Gordy whispered to the seedling. Then, it was time for Gordy to head back inside and wash up.

Mr. King is explaining a "garden bed". What makes a garden bed special? Readers can underline the details that define a garden bed.

Refer back to the table. Where can we find this final activity that Gordy is doing? Circle it in the table. What seeds will Gordy plant in the community garden?

★ Reflect: Summarize this text. Point out that there is a main character and setting, but there isn't a large conflict. Instead, a summary that shows the sequence of events might work better. Review the events of this story, in order. **Which of these details are the most important to include in our summary? Why?** Provide nonexamples of important details as well, so students can practice discerning. **What were some important lessons the main character learned? How can you connect with this story?**

★ Answers and ★ Proof

1. Which statement is NOT true?

- A. According to the table, 4th graders built garden beds.
- B. 3rd grade was in charge of placing rocks along the garden paths.
- C. In the 3rd to last paragraph, Gordy planted seeds.
- D. In the 2nd to last paragraph, Gordy put seedlings in the garden.

2. Which task did 4th graders start with?

- A.
- B. Refer back to the table. Ask students to identify each task for the other grade levels as well.
- C.
- D.

3. Based on clues in this story, which statement is probably true?

- A. There is no evidence that Mr. King is mean. There is evidence that he jokes around and has fun with students.
- B. Mr. King is able to explain garden beds. He is also the one directing students on what to do in the garden.
- C. During this text, students had to work together. It's possible they do this often.
- D. There is no evidence that Gordy is causing mischief in this text.

4. Would you enjoy a day like this? Why, or why not?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **I would/would not enjoy a day like this because...**

Example: I would enjoy a day like this because it seems like a lot of fun. In the text, students picked music to play. Students were laughing and working together. Plus, students were able to plant new seeds and that sounds like fun.

★ The World Melts Away

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.7b, 3.8b, 3.8c, 3.3b

★ Prior to reading: Start by building background knowledge and connections. **Have you ever felt like time is passing by slowly? Usually this happens when we're waiting for something.** Share a personal story about waiting for something. **When we're bored, time can seem to pass slowly too.** On the other hand, is there an activity you do that makes you lose track of time? **When some people play video games, they don't notice that hours have passed.** Some people lose track of time when they read. Invite discussion. Then, observe and analyze text features. **Based on these text features, what are your predictions about this text? What do you think is happening in this image?** *The image shows a girl with headphones and a tablet.* Invite connections.

★ Questions & Notes for the teacher

1. Based on context clues, what could a reader guess about the word "miserable"? Review how to find and use context clues. **What should we do to make this question easier to answer?**

2. Write one context clue that helps a reader guess the meaning of the word "miserable". Review context clue strategies.

3. Which of the following summaries has all the correct story elements? Review the elements of a strong summary. Readers can keep track of story elements as they read by writing notes in the margin.

4. Would you enjoy trying Omari's app? Why, or why not? Omari must be a character in the story. I can conclude that in this image, we see a character using Omari's app on the tablet. When we answer this question, we will be sharing an opinion. We will also share our reasoning.

★ Read out loud. Pause to react and discuss.

Why is the main character, Mia, in the hospital? Readers can underline details or jot their answer in the margins.

"I'm bored," Mia mumbled. She was in the hospital waiting room with some of her family. Mia's mom was having a knee surgery. She always felt pain when she walked or stood for too long, and this surgery would help stop that pain. Family members gathered at the hospital to show their love and support. They were all here to greet her when the surgery was done, and when she was ready to see people.

Mia was happy that her mom would feel better after this surgery. However, Mia also felt like she had been stuck in the waiting room for a year! She had already finished her book. She had already looked at all the covers of the magazines. She had already eaten her granola bar and her little bag of chips from the vending machine. She sighed and slumped down in her chair.

"You look *miserable*," said Omari. He was Mia's older cousin.

She looked up at him. "I look miserable because I am miserable," Mia responded.

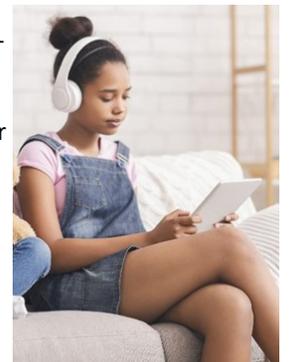
"Let me show you something," Omari said with a smile. He turned on his tablet and opened an application.

"Is it a game?" Mia asked with excitement.

"No, this app isn't a game. It's an app to make music."

Mia was disappointed. 'This will probably be better than looking at all the magazines again,' Mia thought to herself. She looked at the screen. She saw an array. It had 8 columns and 7 rows. There was a different little symbol next to each row. "That looks like a drum," Mia said while pointing to one of the symbols.

"It is," Omari said. He tapped on a square next to the drum and the square turned yellow. Mia heard the beat of a drum. Then she heard it again. "This is called looping," Omari



How is Mia feeling? What evidence helped you answer that question? Mia hasn't really been in the hospital for a year. Her exaggeration helps

What is the math word Mia used to describe what she saw? Students can circle the word "array" along with the description of what an array is.



for TEKS/STAAR

explained. "Each square in the row is a beat. The drum sound happens once. We count 7 beats and on the 8th beat we will hear the drum again. 1, 2, 3, 4, 5, 6, 7, bam! 1, 2, 3, 4, 5, 6, 7, bam!"

You could model this pattern with students. The pattern will keep repeating.

When Mia heard it was time to see her mom, what did she respond with? What can we conclude from Mia's response? Mia is no longer bored.

Omari tapped all the squares in the drum row. Now Mia heard 8 drum beats. She tapped on a square next to a hand. She heard a clap! "This is pretty cool," she said to her cousin.

"Here, play around with it," Omari said with a smile. He gave Mia the tablet and his headphones.

Mia tapped the buttons to hear different sounds. She didn't know how much time passed as she made her own song using the different sounds.

"Mia, it's time to go see your mom," Uncle Sal said.

"Already?" Mia said. She couldn't wait to show her mom the song she was making!

★ Reflect: When we summarize this story, which frame is better: a frame that describes all the story elements, including the conflict? Or a sequence of events? Work together to summarize the story. Which characters do you connect with the most in this story? Why? Encourage students to explain why they hold opinions. Encourage students to share evidence from the text that helps them form those opinions. What is going to be the next event that happens for these characters? What lessons did Mia learn in this story? What do you think the author wanted us to take away from this story?

★ Answers and ★ Proof

1. Based on context clues, what could a reader guess about the word "miserable"?

- A.
- B. Invite students to share context clues that helped them define this word. In context, there are actions, thoughts, and feelings that can help define "miserable": Mia is slumped in her chair, she feels like she has been waiting for a year, she sighs, she says she is bored.
- C.
- D.

2. Write one context clue that helps a reader guess the meaning of the word "miserable".

Open-ended. Emphasize writing in complete sentences.

Suggested stem: I knew "miserable" means ___ because in the text...

Example: I knew "miserable" means something negative because in the text Mia is complaining about being bored.

3. Which of the following summaries has all the correct story elements?

- A. Read each option and highlight what is missing or incorrect. Example: **Option B has events that really happened. However, this summary could give more information about why everybody is in the hospital. Instead of focusing on what Omari did, the summary should focus on Mia because she's the main character.**
- B.
- C.
- D.

4. Would you enjoy trying Omari's app? Why, or why not?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: I would/wouldn't enjoy trying Omari's app because... In the text...

Example: I would enjoy trying Omari's app because I enjoy music. In the text Mia learns how to make her own song and she can show that song to her mom.

★ **SPLAT Accident!**

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.7b, 3.8b, 3.8c, 3.3b

★ **Prior to reading:** This text doesn't have an image. However, when we read the title, what clues does it give us about this story? SPLAT is an onomatopoeia. An onomatopoeia is a spelled out sound. What can you predict about this text based on the title? Hear predictions. Let's make some connections. Was there a time when you made a mess that went SPLAT? How did it happen? How did you feel afterwards?

★ **Questions** & Notes for the teacher

1. Which word can replace "banner" in this story? You might already know a definition for the word "banner". Remember that some words have several definitions. To pick the right definition, we need to think about how the word is used. We have to think about the word's context.

2. Which sentence is not true? Review strategies for finding and proving answers.

3. Which sentence is NOT a lesson from this story? After reading this story, we will reflect on lessons the characters learned.

4. Think about how Li reacted when Surya dropped the paint. How do you think Li should have reacted? Why? This is an open-ended question where readers can share their opinion and their reasoning.

★ **Read** out loud. Pause to react and discuss.

The author wrote details that can help us draw conclusions about this story's elements. What can we conclude?

Surya and his classmates had been looking forward to today's big project all week. They had all written the same thing in their planner for Friday: "Bring a smock and any painting supplies!" All the students were going to work together to paint a giant paper banner for the Spring Festival. Each class would tape up their banner on the walls of the school.

Students showed up with lots of different supplies on painting day: glitter paint, paintbrushes, stamp sets, sponges, and lots more. They were very excited, but they had to be patient! They could start making their banner after lunch.

After lunch ended, it was time to get started! Students put on their smocks. Some students were wearing large old shirts that must have been their parents'. Other students were just wearing t-shirts that were okay for getting messy.

Surya was going to work on part of the banner with three of his friends: Leila, Ingeri, and Li. They had started planning their section yesterday. Li showed the group a sketch he made of a tree. "Do you three like the shape of this tree?" he asked.

"Can you make the trunk a little thicker?" suggested Leila. Everybody nodded their heads to agree with Leila. Li began erasing and redrawing the tree trunk.

Ingeri excitedly pulled sponges out of her backpack. "We can use these for the flowers," she explained. She showed how they could dab the sponge on paper to make little flowers.

Surya went to the paint station. His team was going to need green, brown, pink, blue, and yellow. He carefully poured the paint into small cups. "Should I carry these to my team in two trips? Or can I carry all five cups at the same time?" he thought to himself.

He decided to carry all five cups at the same time. He walked over to his team and kneeled down. "Put the cups here," Ingeri said.

Splat! The green, blue, and yellow paint cups fell out of Surya's hands. They fell right on Li's drawing. "My tree!" Li cried.

What materials would you bring if our class was going to paint a large banner?

After reading this dialogue, I can draw conclusions about how this team works together. What would you conclude? Write responses in margins. What details support your conclusion?

Did you have a feeling this would happen? What details helped you predict this was going to happen?

A colon here tells us the next part of this sentence is a list. What is the author listing here?

What would you tell Surya right now if he asked you this question? Students can write their response in the margin.

"Our banner!" Leila and Ingeri cried.

"Oh no," moaned Surya. "I'm sorry, Li, it was an accident! I know you were working hard on that drawing. I ruined our class banner."

Li sighed. He paused for a moment to calm himself down. "What do we do now?"

Leila squinted her eyes and looked at the colorful blob of paint on their section of poster. "You didn't ruin our poster, Surya," she said. "We just have to change our plan a little bit."

"The blending colors look interesting," Ingeri added. She swirled her finger in the blob and made a spiral of green, yellow, and blue.

"Good idea!" said Li. He dipped a paintbrush in the swirling colors. He made crisscrossing lines.

"Help us out, Surya," said Leila as she dipped a brush in the paint. She began drawing squiggles next to Li's lines. Surya sat next to Ingeri. He picked up a marker and wrote a message. "There are no mistakes in art!"

If you were Li, would you react this way? What does this action tell us about Li?

★ Reflect: What was the genre of this text? How do you know? What would have to change to make this (nonfiction/fantasy/folk tale)? Summarize the text together. How did these students solve the main problem? Were you surprised by this solution? Model connecting with and drawing conclusions about a character. I connected most with Ingeri in this story, because she brought extra painting to supplies to share. She seems generous and thoughtful. Which characters do you connect with? Why? Invite student connections to characters and plot.

★ Answers and ★ Proof

1. Which word can replace "banner" in this story?

- A. _____
- B.** Remind readers that some words have multiple definitions. All of these are correct definitions for the word "banner". These definitions don't all make sense with the way "banner" was used in this story. Reread the sentences that use the word. Try substituting these options.
- C. _____
- D. _____

2. Which sentence is not true?

- You can use this question as an opportunity to model scanning for information in the text. Try to recall which part of the text you are going to look in. Scan for keywords.
- A. These are students in a classroom.
 - B.** The first paragraph states that students are working on a banner for the school's Spring Festival.
 - C. This is true.
 - D. Evidence can be found in paragraph 3.

3. Which sentence is NOT a lesson from this story?

- A.** The character might have thought this was true at first, but then they made a choice to continue working with their project.
- B. The characters modeled this by changing their plan from drawing a tree, to making colorful designs with the spilled paint.
- C. Surya learned this when he spilled all the paint he was trying to carry.
- D. This group was successful because they worked together and listened to each other.

4. Think about how Li reacted when Surya dropped the paint. How do you think Li should have reacted? Why?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **When Surya spilled the paint, Li...**

Example: When Surya spilled the paint, Li reacted in a positive way. He was probably frustrated or disappointed, but he took some time to calm down. He wasn't rude to Surya. Instead, they worked together to solve the problem.

★ Prior to reading: Based on this title, can you predict what might happen in this text? Invite responses. This text is about a boy named Leo. He moves from Florence, Italy, all the way to Austin, Texas. Show on a map. I have moved somewhere new before, and I remember how it felt. Invite student connections— positive and negative feelings. If Leo was moving to our school from Italy, what would you say to him? How would you behave? What do you think might be in store for Leo? Highlight the image. What part of the story do you predict this image is showing?

Q Questions & Notes for the teacher

1. This is a fictional story. Identify the following story elements: (main character, setting, conflict/problem, resolution) This question let us know what genre we will be reading. Review story elements if necessary.

2. A reader drew a conclusion. She said, “The teachers are kind, but some students are not being kind to Leo.” Which of these clues supports the reader’s conclusion? (Pick 2.) Review tips for drawing conclusions based on the text. What should we do to make this question easier?

3. Why did Julio ask Leo to play soccer on his team? We might need to go back in the text to find this answer. What key-words can we scan for?

4. If you were a student in Leo’s class, what would you have done on Leo’s first day? This question doesn’t have a wrong answer. You can share your thoughts based on what you read in the story.;

R Read out loud. Pause to react and discuss.

Based on this dialogue, what can you infer about this student? What can you infer about the teacher? Model glaring if students are unsure of how to define.

How do you feel hearing what is happening on Leo’s first day? What do you think should be different? Readers can write responses in margins.

Leo just moved to Austin, Texas from Florence, Italy. On his first day of school in third grade, his teacher introduced him to the class. “Class, this is Leonardo Ferrari,” Mrs. Smith said. He is from Italy. Do you remember the country we talked about that looks like a boot? That’s Italy.”

One of the boys whispered, “The new kid comes from a boot. I wonder if he smells like one.” A few kids giggled. They stopped giggling when Mrs. Smith **glared** at them.

Mrs. Smith continued, “I know you will all make him feel welcome and help him as he figures out his new school.”

It seemed as if no one heard what Mrs. Smith said that morning. Leo spent the morning feeling lonely, even though his class had 21 students. No one talked to him, so he just focused on listening to the teacher. He tried to keep up with all the reading and writing. His school in Italy was in English, but the books were all different.

At 10 o’clock the students went to music class. Leo shook hands with the smiling teacher. Leo quietly watched as the students started playing a game. No one bothered to explain what to do, and everyone laughed when Leo walked the wrong direction and sang the wrong words. He was relieved when Mrs. Smith came to take them back to class.

Back in the classroom, everyone started getting ready to go to lunch. Some were grabbing lunch bags. Others had a book or jacket. A few kids were grabbing a big mesh bag with balls to play with. Leo slowly lined up behind the rest of the class. He held his lunch with both hands and sighed.

At lunch, Leo sat by himself and ate his lunch slowly. He let himself daydream about his friends at his school in Italy. He wondered if they missed him. Leo had always loved lunch and recess the most because he had so many friends to talk to and play with. Leo was one of the best soccer players, so the other kids always



The text says Leo is feeling lonely. Why is he feeling lonely? What do you think would help Leo? Readers can answer in the margin.

Based on earlier events, what do you predict will happen during lunch? What is going to happen after lunch?

for TEKS/STAAR

We feel butterflies in our stomach when we are excited or nervous. What do you think will happen? Which team do you want to win? Readers can write responses in the margins.

wanted him on their team. Here, no one was even looking at him.

Mrs. Smith walked up to the students. Leo’s class cleaned up and headed outside. Leo followed them and wondered what he would do at recess. Would he just be standing around watching everybody else play? To his surprise, a boy named Julio called his name. “Hey Leo, do you know how to play soccer?”

Leo replied, “Yeah, I love soccer.” Julio explained that his friend Hoa was absent. Julio needed another player to make the teams even. Leo felt a smile grow on his face as they hurried to the field. Julio’s team was playing against Bina’s team. Leo felt butterflies in his stomach as he ran onto the field. He hoped he could impress the other kids.

Bina’s team had the ball first. Her team dribbled down the field, passing the ball from kid to kid until they finally shot toward the goal. *Ding!* The ball hit the goalpost and bounced out to the side. Next, Julio’s team dribbled the ball to the other end of the field. Leo stood near the goal. Julio passed the ball right to him. Leo steadied himself, stared at the corner of the goal, and kicked as hard as he could.

“GOOOOOOOOAAAALLL!” Leo’s teammates ran up to him and gave him high fives. “Good job, new kid!” Leo smiled and felt his heart beating quickly as he ran down the field. Maybe he wouldn’t feel so alone here after all.

What did we just learn about Leo? I noticed the image shows a boy with a soccer ball. I can conclude that that’s Leo.

★ Reflect: Summarize this text. **Leo felt lonely. What was making Leo feel so lonely?** Invite responses. Leo was feeling lonely because he was somewhere new, and the other students and teachers seemed to be unhelpful in making him feel welcome. **“Maybe he wouldn’t feel so alone here after all.” Why does Leo think this in the end?** Invite responses. **What do you think is going to happen next for Leo?** Review the image. **Which part of the story is this image from? How do you know?** What lesson can you learn from reading this story?

★ Answers and ★ Proof

1. This is a fictional story. Identify the following story elements:

Main character: The main character is Anna.

Setting: The main setting is a hospital during the day.

Conflict/Problem: Leo is feeling lonely, and the other students are rude or unwelcoming.

Solution: Leo is invited to play soccer, and has fun playing with the other students.

How do we know? Invite students to share their reasoning.

2. A reader drew a conclusion. She said, “The teachers are kind, but some students are not being kind to Leo.” Which of these clues supports the reader’s conclusion?

- A. Action: The teacher is smiling as they shake Leo’s hand.
- B. Action: giving high fives is a kind thing to do.
- C. Action: laughing when somebody makes mistakes is can be unkind
- D. Action: when the teacher walks up to the students, there is no clue if it’s kind or unkind.

3. Why did Julio ask Leo to play soccer on his team?

- A. This might be true, but it is not what Julio said.
- B. Correct– This is the explanation Julio gives in paragraph 9.
- C. There is no clue that Julio already knows Leo loves soccer. Leo hasn’t been talking to the other students or teachers.
- D. This is not true. Julio asked Leo to join their soccer game.

4. If you were a student in Leo’s class, what would you have done on Leo’s first day?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **If I were a student in Leo’s class...**

Example: If I were a student in Leo’s class, I would try to help him out. The students in Leo’s class just laugh when he makes mistakes. I would rather teach him our class rules so he can feel more welcome.

★ The New Video Game

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.7b, 3.8b, 3.8c, 3.3b

★ **Prior to reading:** Observe the text features together. The image shows a kid looking down at their pockets and their pockets are pulled out. What can you infer after observing these text features? What are some ways that you have earned money? What were you earning money for? Invite readers to make connections and predictions.

★ **Questions** & Notes for the teacher

1. "Oscar wasn't thrilled with the idea, but he was determined to get the new video game." What does the word "thrilled" mean in this sentence? This question gives us some clues about what will happen in this story. How can we find the meaning of a mystery word if we don't have a dictionary?

2. Which statement is NOT true? How can we make sure we pick the right answers to a question like this?

3. Which sentence has Oscar's work in the correct order? This is a sequencing question. When Oscar is working in the story, readers can mark events so they can refer back and find the correct order.

4. Compare yourself to Oscar. How are you similar and different? To answer this question, we will need to draw conclusions about Oscar. We can also use events from the text to compare ourselves to Oscar.

★ **Read** out loud. Pause to react and discuss.

This first paragraph introduces us to some story elements. What do we already know?

Oscar was excited to see that the sequel to his favorite video game had just come out! The only problem was that it cost almost 50 dollars... and he only had 5 dollars saved. He decided to ask his dad if he would buy it for him. Dad said no, so he went to ask his mom. Mom also said no, but suggested he try to find a job to pay for it.

"How am I supposed to find a job if I'm only 8 years old?"

Mom replied, "Why don't you go around the neighborhood and ask the neighbors if they have any chores that you can do for them?" Oscar wasn't *thrilled* with the idea, but he was determined to get the new video game.



How did Oscar's parents react when he asked for the videogame? Mark responses in the margin. If you wanted to buy something that cost \$50, would your grown-ups react the same way? How is Oscar feeling about his mom's idea? Would you feel

Review: How did Oscar begin his work day? Model inferring: The author mentions that Oscar wiped his sweaty forehead. He must be working hard.

The next morning, Oscar woke up and put on his most comfortable sneakers. He knew he might have to walk a lot to find jobs. First, he went to visit the Garcia family's house. Mr. Garcia was outside mowing. "Hi, Mr. Garcia," greeted Oscar. "I'm trying to earn some money. Do you have any jobs for me?"

Mr. Garcia said he would pay Oscar 10 dollars to rake the leaves in the backyard. Oscar got right to it, and in 45 minutes he was finished with 3 large bags of leaves. Mr. Garcia paid him \$10, gave him a bottle of water, and wished him luck. 'Only \$40 more dollars to go,' Oscar thought as he wiped his sweaty forehead and moved on to the next house.

He wasn't as lucky at the next two houses. The Richardsons weren't home, and Mr. Vanicek didn't have any chores for him to do. At the next house, Ms. Jackson said that she would love for Oscar to give her two dogs a walk and a bath. Oscar loved dogs, so he immediately said yes. After putting on their collars, he attached the leashes and they took off. Oscar walked them down the street to the park. They enjoyed sniffing all the trees and plants. After about 20 minutes, he led them back to Ms. Jackson's house. She put their shampoo and a hose in the backyard. She helped hold on to their leash as he rubbed the shampoo all over each dog. They shook and got him all wet, but he didn't mind. Ms. Jackson was so pleased that she gave Oscar \$15. He only had \$25 left to earn for his game!

Review: What happened after Oscar left Mr. Garcia's house? Infer: How did Oscar feel about walking and bathing Ms. Jackson's dogs? Predict: Do you think Oscar is going to make his money goal?

The next house was where his friend Austin Akkari lived. When Oscar rang the doorbell, Austin opened the door. "Hey Oscar, did you come to go bike riding?"

for TEKS/STAAR

"No," answered Oscar. "I'm trying to earn money for a new video game. I was going to ask your parents if I could do some chores for them."

"Ok, let's ask them. Maybe we can earn some money together!"

Austin's parents said they would pay \$20 if the boys would wash both cars. "Awesome! Let's go!" They gathered the buckets, the soap, sponges, and towels. As they washed the cars, the friends had a ton of fun spraying each other and laughing. Eventually, both cars were spotless. Austin's mom came out with some snacks and two \$10 bills.

"You can have my \$10," said Austin, "as long as you come over and let me play the new game."

"It's a deal!" replied Oscar. He folded the bills and put them in his pocket.

Oscar headed home to check in with his mom and dad. "Guess what! I've already earned \$45 for the video game," he announced. His parents were very impressed.

"You must have been very determined to earn money for that game," Mom said.

Dad stood up. "Here's an idea," he started, "If you help me with the yard tomorrow, I'll give you the \$5 and we can go get your game right now." Oscar smiled from ear to ear.

What would you say or do if you were Oscar's friend, Austin?

Based on his actions, what can you conclude about Austin Akkari?

How do you think Austin and Oscar felt while doing this chore? Ask for evidence.

Do you agree with Oscar's mom? Was Oscar determined?

★ Reflect: Summarize the text. **The main character, Oscar, had a problem. What was his problem? How did he solve his problem? Who suggested that solution? How did Oscar feel about doing chores in exchange for money? How did his feelings change? What can you conclude about this main character?** Invite readers to share how they are similar/different from Oscar. **I love my job. I'm glad I can enjoy teaching and get paid for it. Then I can buy the things I need or want. How do you connect with the characters and events of this story?**

★ Answers and ★ Proof

1. "Oscar wasn't thrilled with the idea, but he was determined to get the new video game." What does the word "thrilled" mean in this sentence?

- (A.) Discuss context clues that support the correct definition:
 - First we can try substitution: "Oscar wasn't excited with the idea of doing chores." "Oscar wasn't sad with the idea...wasn't scared with the idea...wasn't determined with the idea..."
 - Next we can think about the action. Oscar wants money for a video game, but his parents told him he needs to do chores to earn it. How would you feel if you were Oscar?
- B.
- C.
- D.

2. Which statement is NOT true?

- A. We can draw the conclusion that Oscar works hard when he wants something, because we see him working hard to achieve his goal.
- B.
- (C.) If somebody is spoiled, they usually get whatever they ask for. Did Oscar easily get what he asked for?
- D. This seems true based on the story: Oscar plays while he works and enjoys doing some of the chores.

3. Which sentence has Oscar's work in the correct order?

- A.
- (B.) For this question, readers must refer back to the text. Discuss strategies that promote accuracy. Have students model their strategies.
- C.
- D.

4. Compare yourself to Oscar. How are you similar and different?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Both Oscar and I...**

Oscar _____, but I _____.

Example: Both Oscar and I like to play video games. We both work hard when we want to achieve a goal. Oscar enjoys walking and washing dogs, but I don't. Oscar has a friend named Austin, but I don't.

★ An Astounding Person: Climbing to the Next Problem

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9a, 3.10a

★ Prior to reading: Read the title and define the word "astounding". An "astounding" person is a person who is surprising, amazing, or impressive. Who are some astounding people you know of? Invite responses. What makes them astounding? This text was written by a student. Each student had to pick one astounding person and write about them. What genres of text describes a real person's life? (biography, nonfiction). As we read, we can learn why this student thought the person they picked is so astounding. What can we predict based on the images?

★ Questions & Notes for the teacher

1. What was the author's main purpose for writing this text? Students might be able to predict an answer to this question already. They must read to find evidence to support their answer.

2. How old was Ashima when she started rock-climbing and bouldering? This question gives me a clue for who the subject of the text is. She is a rock-climber. This sounds like an answer we will be able to point to in the text.

3. Problem: Ashima's family couldn't pay for her to practice in the special rock-climbing gyms. Solution: What is this question asking us? How can we make sure we have the correct answer to this question?

4. What do you think was the most important detail in this text? Why? This question is asking an opinion. We will have to explain our opinion and show our reasoning.

★ Read out loud. Pause to react and discuss.

This paragraph gives us a lot of information.

Review with readers. They can underline or write notes in the margin.

The author gave us a hint at what makes Ashima Shirai-shi astounding. Review.

For my Astounding Person Report, I decided to write about Ashima Shirai-shi.

Ashima Shirai-shi has faced many problems. Each time she solves a problem, she finds a new, more difficult problem. Then she figures out how to solve that one, too. Ashima Shirai-shi is a rock climber. Her passion is finding ways to climb up huge rocks called **boulders**. Another name for what she does is **bouldering**. Ashima Shirai-shi is so astounding because she is a world-famous bouldering champion at only 19 years old. She overcame many obstacles and big rocks to become world-famous.



Review: **What is a boulder? How do you know?** (the word is defined in the first paragraph; the image shows young Ashima climbing a large rock)



Ashima's amazing story started in New York. Her parents were artists from Japan, and they moved to New York. One day, when Ashima was 6 years old, she climbed a boulder in Central Park. An adult named Yuki saw her, and he offered to teach her about bouldering. There are special climbing gyms people can use to practice rock-climbing. There was a problem, though: Ashima's parents did not have enough money to pay for her to go to these gyms. However, because she was so young, the gyms let Ashima practice for free!

Readers can note a quick summary of this paragraph using the 5Ws. **How old was Ashima when she started climbing the boulder? Would you have felt ready to climb a large rock at 6 years old?**

"Techniques" are the special tricks to complete a task.

Ashima practiced, and practiced, and practiced. She learned new **techniques** from different coaches. In rock climbing, each path is called a problem. Ashima thought of her body as a tool. She used her body to figure out the solution to these rock-climbing problems. She fell a lot. However, Ashima did not give up! "Each fall is a message, a hint, an idea," she says. "A new way to move from over there to over here." Ashima is now 19 years old. She is famous around the world. She is working with a company that makes shoes for rock climbers. The extra



for TEKS/STAAR

This last paragraph sums up what the author talked about in this text. They explain again what makes Ashima Shiraishi astounding. Review details.

money they make from selling shoes will go to groups that teach kids how to do rock climbing.

Ashima Shiraishi is astounding because she is very **determined**. Each time she solves a problem, she celebrates and looks for a new problem to solve. Also, Ashima remembers that it was very difficult to begin rock climbing without money. So, she is finding ways for kids to try rock-climbing when they don't have a lot of money. Ashima Hiraishi is astounding because she shows perseverance, compassion, and courage.

What are some details we learned about Ashima from this paragraph? "She fell a lot. However, Ashima did not give up!" What is a word you would use to describe Ashima?

★ Reflect: Summarize the text. This isn't a fictional story, so we shouldn't use our frame for fictional stories. We could summarize using the 5 Ws. We could summarize using a sequence of events. Or we could summarize using a series of problems and solutions. Which of these do you think would be best? Decide on the best form of summary for this text. Invite students connections and observations. What did you learn from reading this text? I read that Ashima Shiraishi is selling shoes and using that money to pay for more kids to learn how to rock climb. I can conclude that she is generous. What are some of Ashima Shiraishi's characteristics?

★ Answers and ★ Proof

1. What was the author's main purpose for writing this text?

- A. *Persuasive texts would share an opinion and then have lots of reasons to convince the reader to share the same opinion.*
- B. *Correct: The text contains lots of different details about one person who does bouldering.***
- C. *This text would have more information about rock-climbing and bouldering and less information about Ashima Shiraishi.*
- D. *This text is nonfiction.*

2. How old was Ashima when she started rock-climbing and bouldering?

- A. *The answer for this text can be found in the 2nd paragraph: "One day, when Ashima was 6 years old, she climbed a boulder in Central Park."*
- B. *The answer for this text can be found in the 2nd paragraph: "One day, when Ashima was 6 years old, she climbed a boulder in Central Park."*
- C. *Encourage students to share tips on how to scan for answers in text. "What keywords did you scan for?"*
- D. *Encourage students to share tips on how to scan for answers in text. "What keywords did you scan for?"***

3. Problem: Ashima's family couldn't pay for her to practice in the special rock-climbing gyms. Solution:

- A. *The answer for this text can be found in the 2nd paragraph:*
- B. *"However, because she was so young, the gyms let Ashima practice for free!"***
- C. *Encourage students to share tips on how to scan for answers in*
- D. *text. "What keywords did you scan for?"*

4. What do you think was the most important detail in this text? Why?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **The most important detail in this text is... This is important because...**

Example: The most important detail in this text is that Ashima Shiraishi has made mistakes and fallen. This is important because it shows that she is determined. She works very hard to get better at bouldering.

★ An Astounding Person: Giving, No Matter What

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9a, 3.10a

★ Prior to reading: Read the title and review your definition for the word "astounding". An "astounding" person is a person who is surprising, amazing, or impressive. Who are some astounding people you know of? Invite responses. What makes them astounding? We read a text about an astounding person named Ashima Shiraishi. Review the previous text. This text was written by a different student. What genres of text describes a real person's life? (biography, nonfiction). As we read, we can learn why this student thought the person they picked is so astounding.

★ Questions & Notes for the teacher

1. What was the author's main purpose for writing this text? Students might be able to predict an answer to this question already. They must read to find evidence to support their answer.

2. Which statement is NOT true about Ms. Rosales? This question gives me a clue for who the subject of the text is. What strategies should we use when answering this question?

3. A reader said, "Both Ashima and Ms. Rosales are astounding because they work really hard and want to help others." What details can you find in the text to support this? Readers will need to find evidence that supports this opinion. After reading the text, readers can decide on keywords to scan for if they need to revisit the text.

4. What do you think was the most important detail in this text? Why? This question is asking an opinion. We will have to explain our opinion and show our reasoning.

★ Read out loud. Pause to react and discuss.

The subject of this text is an astounding person. The first paragraph introduces us to the subject of this text.

Why does the writer think this person is astounding? Do you agree that these details make a person astounding?

Ms. Rosales and Isabel were not accepted by their community. That conflict is an example of person vs. the community. How did they solve this conflict?

For my Astounding Person Report, I decided to write about my neighbor, Ms. Rosales.

Concepcion Rosales has lived many different places and she has lived for many years. She is 71 years old! She has lived through many good times and many hard times. Ms. Rosales amazes me because she never gave up, even when life was difficult. Also, no matter what is happening in her life, Ms. Rosales is always ready to help anybody in need.

Ms. Rosales was born in Guatemala. She grew up speaking a language called Quechua. This is what the very early people of Guatemala spoke, before Spanish people came and taught them Spanish. She went to school in Guatemala until she was 10 years old. Then, she could not go to school anymore because her parents could not pay for it. Instead, Ms. Rosales began helping in the house. She helped take care of her siblings, and she took care of the other neighbors' children.

When Ms. Rosales was 20, she decided to leave Guatemala. She moved to Mexico and she started learning Spanish. Ms. Rosales met a woman named Isabel. Ms. Rosales and Isabel loved each other, but other people did not like that. Ms. Rosales and Isabel could not get married because it was not allowed. Ms. Rosales and Isabel heard they could have a better life in the United States of America, so they decided to move here.

Ms. Rosales started learning another language when she moved here: English! She worked very hard to earn money. She worked as a babysitter, she cleaned a jewelry store, and she worked at a bakery! She always tried to help others when she could. She adopted a little boy named David when his parents had to go back to Mexico. She gave the bakery's extra bread and cakes to hungry people at the end of the day.

What did we learn about Ms. Rosales in this paragraph? Write notes in the margin or underline in the text. How would you compare yourself to Ms. Rosales?

How many languages can Ms. Rosales speak? What else did we learn about Ms. Rosales from this paragraph?

for TEKS/STAAR

This paragraph says that Ms. Rosales "gives us so much love." How does Ms. Rosales show love?

Even today, Ms. Rosales helps people when she can. She volunteers at our school and gives free clothes and food to families who do not have enough money. Her son lives in another city and Isabel has passed away. We all try to take care of Ms. Rosales just as much as she takes care of us. She gives us so much love, and we have so much love for her!

★ Reflect: Summarize the text. **This isn't a fictional story, so we shouldn't use our frame for fictional stories. We could summarize using the 5 Ws. We could summarize using a sequence of events. Or we could summarize using a series of problems and solutions. Which of these do you think would be best?** Decide on the best form of summary for this text. Invite students connections and observations. **What did you learn from reading this text? After reading this text, I can draw a conclusion about Ms. Rosales. She has always been a very generous person. What evidence from the text did I use to draw that conclusion?** Practice scanning the text for evidence, marking, and citing the text. "In paragraph _ is says..." **How else would you describe Ms. Rosales after reading this text?**

★ Answers and ★ Proof

1. What was the author's main purpose for writing this text?

- A. *There are no clues that the author enjoys this story.*
- B. *correct— The author claims chickens are cowardly, then uses Chicken Little as an example.*
- C. *In this sentence Chicken Little is described as jumpy and anxious, not brave.*
- D. *Mentioning Chicken Little doesn't help a reader know what a chicken is.*

2. Which statement is NOT true about Ms. Rosales?

- A. *C is correct. Students should refer to paragraph one and read sentences around "devour"- author is describing food. Then students*
- B. *can try substituting the different options and see which one makes the most sense.*
- C.
- D.

3. A reader said, "Both Ashima and Ms. Rosales are astound-

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I know the setting is...**

Example: Based on details in the text, I know the setting is a new home. The character is in her bedroom. The story takes place at night, and it's windy outside.

4. What do you think was the most important detail in this text? Why?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I know the setting is...**

Example: Based on details in the text, I know the setting is a new home. The character is in her bedroom. The story takes place at night, and it's windy outside.

★ Birthday Surprise

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.7b, 3.8b, 3.8c, 3.3b

Prior to reading: When you read the title of this text, what does it make you think of? What genre do you predict this text is? Invite reasoning, personal connections and experiences. **What do you predict a story would be about if it is titled "Birthday Surprise"?** Bring attention to the image. **How would you describe this image?** The image shows a girl sitting down with her head on her hand. Her face looks serious. **How do you think this girl is feeling? How do you think this relates to the title, "Birthday Surprise"?** Invite predictions. **As we read, we can modify or change our predictions when we learn new information.**

★ Questions & Notes for the teacher

1. This text is fiction. Read these statements about the story elements. Which statements are true? Review story elements if necessary. **If we aren't sure about one of these statements, how can we check ourselves?**

2. Correct the false statements from Question 1. Write them here: We are going to change the details in the false statements to make them true statements.

3. Who is Sebastian in this story? What strategy can we use to check our answer for this question?

4. Do you think this surprise was a good idea? Why? This is an open-ended question where you will share your opinion. You can use details from the story to explain your reasoning.

★ Read out loud. Pause to react and discuss.

This paragraph gave us information about some story elements. What did we just learn? Write responses in the margin.

We made some predictions before reading the text. Do we need to modify or change our predictions? Why?

Why do you think Gina's family left her alone on her birthday? We can infer that Gina is really upset based on her actions and her thoughts.

Gina woke up Saturday morning and looked at the clock. It was 9:15 but her apartment was too quiet. She couldn't hear her mom or brothers moving around the kitchen or living room. She smiled and slowly got out of bed. She picked out her favorite outfit. It was her 9th birthday and she wanted to look especially fabulous.

"Good morning! Buenos días," she yelled out as she left her room. No one answered. She walked around and discovered that no one was even home! Why hadn't they greeted her like they did every year, with their special birthday song? They didn't forget today was her birthday... Did they?

Gina wandered around the apartment and peeked out the windows, making sure no one was home. On the kitchen table, she noticed a note from her mother along with her mom's cell phone. The note said that they had gone over to Tía Monica's house to help her out with some things. Tía Monica, her aunt, always needed help with the new twin babies. Gina was disappointed that no one had woken her up to go with them. The note said Mom would call soon.

Gina was too disappointed to eat anything. Why had they left her at home on her birthday? This was supposed to be a special day full of celebration and special attention. Instead she was alone. Tears began to well up in her eyes as she turned on the TV. She laid on the couch and changed the channel, trying to distract herself.

A few minutes later, the cell phone started ringing. Gina answered. "Hello," she said quietly.

"Good morning, amor," Mom said cheerfully. "How are you this morning?"

"Fine," Gina responded, but she wasn't fine. She didn't feel like talking to her family if they didn't even remember today was her birthday.

"Have you eaten breakfast?"

"No."

"Get dressed and eat some cereal. We will be home in an hour or two. If you need anything, you can call your dad's phone, okay?"



So where is Gina's family? How is Gina feeling? How would you be feeling in this situation?

The author said that Mom's voice is cheerful. What do you think Gina's voice sounds like when she's talking with her mom?

for TEKS/STAAR

Gina simply responded, "Okay." Her throat felt tight. She didn't know how to share her disappointment and sadness with her mom. So, she hung up and sat back down on the couch.

Just a few minutes later, her older brother Sebastian came in the front door and yelled, "Your favorite brother has arrived!" He was always joking that she loved him more than her other brother Cesar, and Cesar would always joke that HE was actually the favorite brother. Right now, Gina didn't feel like joking, so she didn't respond.

"Come on, let's go!" said Sebastian. "You're going to help me with something at Tía Monica's house."

Gina sank deeper into the couch. She responded, "I don't really feel like it. I'll just stay here."

Sebastian insisted, "Come on, you have to come help."

"I don't feel like it!" Gina sank deeper into the cushions. 'Soon this couch will swallow me up,' she thought.

"If I call Mom you know she's going to say that you have to help. Too bad, so sad, hermanita."

"Ugh!" Gina smacked the cushions. "Fine." She stood up and put on her shoes.

As Sebastian pulled up to Tía Monica's house, Gina noticed the street was crowded with cars. They opened the front door and it was like Gina's apartment this morning: dark and quiet. Suddenly, someone turned on a light and Gina heard lots of voices shouting "Feliz Cumpleaños! Happy birthday!" Gina was shocked to see her parents, brother, aunts, uncles, and cousins all jump out from hiding places. Through the window, she could see the backyard had tables decorated with balloons and gifts. There was even a piñata hanging from the tree. Her frown turned into a smile and the smile kept growing. They hadn't forgotten after all!

The author said that Mom's voice is cheerful. What do you think Gina's voice sounds like when she's talking with her mom?

At the end of this paragraph, Gina says "they hadn't forgotten after all". What is she talking about? How does she know that her family didn't forget her birthday? What had actually happened?

How would you describe this new character?

★ Reflect: Let's summarize this text. Which frame should we use? Which details should we include in our summary? Create a summary together, correcting as necessary. Now we can draw a conclusion about why the author titled this story "Birthday Surprise". Discuss, sharing evidence from the text. What do you think will happen next for these characters? Did any characters learn a lesson?

★ Answers and ★ Proof

1. This text is fiction. Read these statements about the story

- (A) There are no clues that the author enjoys this story.
- (B) correct— The author claims chickens are cowardly, then uses Chicken Little as an example.
- (C) In this sentence Chicken Little is described as jumpy and anxious, not brave.
- (D) Mentioning Chicken Little doesn't help a reader know what a chicken is.

2. Correct the false statements from Question 1. Write them

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I know the setting is...**

Example: Based on details in the text, I know the setting is a new home. The character is in her bedroom. The story takes place at night, and it's windy outside.

3. Who is Sebastian in this story?

- A.
- (B) The author's main purpose is to inform. The author provides lots of details. Persuasion requires reasons supporting a claim. Each paragraph gives examples of how humans used chickens.
- C.
- D.

4. Do you think this surprise was a good idea? Why?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I know the setting is...**

Example: Based on details in the text, I know the setting is a new home. The character is in her bedroom. The story takes place at night, and it's windy outside.

★ Class Recipes

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d, 3.10a, 3.10b

Prior to reading: Based on this title and the image, what do you predict we are about to read? Invite students to share prior knowledge on recipes: text features, what to expect, what recipes are used for. **Recipes are a procedural text, or a how-to text. Recipes usually tell you how to cook something. One of these recipes is "figurative". You won't actually cook something with one of these recipes. You will create a special event though.**

★ Questions & Notes for the teacher

1. What is the 1st author's main purpose? Review PIE if necessary. What details can help us decide if an author is writing to inform, entertain, or persuade us?

2. What is the 2nd author's main purpose? Same as above

3. In the first text, which step comes first: What strategies should we use to make sure we put things in the right order?

4. In the second text, we learn about Ramadan. What do you think is the most important detail about this celebration? For this question, readers will share their opinion. They should explain their reasoning.

★ Read out loud. Pause to react and discuss.



What do you think we can learn about a person from reading their recipe?

Our class has 28 students and 1 teacher. We are all unique in many ways, but we also share some similarities. Each person created a recipe to share in our recipe book. Some of these recipes can be used to make food. Other recipes can be used to create special events. Please read through our recipes and enjoy learning about each of us!

Kennedy's Gluten-Free Cookie Cereal

I have an egg allergy, so I can't eat anything with egg in it. I also have a gluten allergy, which means that I can't eat anything with wheat. Wheat is used to make flour, so that means I shouldn't eat regular cake, bread, or cookies... I didn't let that stop me though! This recipe makes tiny, delicious, crispy cookies.

Cooking tools and Ingredients:

A baking sheet	½ cup of butter, soft	1 cup of oat flour
An oven	¼ cup of sugar	½ cup of oats
1 small cup	1 tablespoon of flaxseed meal	½ teaspoon of baking powder
1 small bowl	4 tablespoons of water	⅓ cup of mini chocolate chips
1 medium bowl	1 teaspoon of vanilla	
A fork and spoon		

The author of this recipe is Kennedy. What did we learn about Kennedy from the first paragraph of her recipe? Write notes in the margin.

The author made this text look different from the rest of the text. Describe if necessary: The words are in a list; they're written in columns. How can that help the reader?

The next part of the text is written in paragraphs again.

Review: What did we learn how to make with this recipe? What did we learn about the author? Would you try making this recipe? Have you made a similar recipe before?

Preheat the oven to 400 degrees. In a cup, mix the flaxseed meal and water. This will get thick, and it acts like an egg in the recipe. In a small bowl, mix the butter and sugar. Add in the vanilla. When the flaxseed mixture is thick like gel, mix it in as well. In the medium bowl, combine the oat flour, oats, and baking powder. Pour the wet ingredients into the bowl of dry ingredients. Mix the dough together, and then add in the chocolate chips. Scoop a small ball of dough. I use a teaspoon to make my balls, so they are about the size of a quarter. Put the dough on the baking sheet. Press the dough down to make it flat. These cookies won't spread out, so you can put the dough balls close together. Bake for 13 to 15 minutes. I like to put a handful of cookies in a bowl and eat them with milk, like cereal!

for TEKS/STAAR

This name is pronounced: "Ah-eed al Fee-ter"
/i:d əl 'fɪtər/
Or IPA: [fi:d əl fit'r]

These materials are not food ingredients like the last recipe.

This recipe tells us how to create a special event instead.

Do the ingredients and details of this second recipe remind you of special events in your family?

Eid al Fitr - A Holy Feast

My family is Muslim, and we have two very special religious events the spring. One is Ramadan, which is a time when we fast. That means we don't eat or drink during the day. The next event is Eid al Fitr, which happens at the end of Ramadan. This is a large celebration! Here is how to make an amazing Eid al Fitr.

Materials Needed:

- A new crescent moon in the sky
- Plenty of food and drinks
- Gifts (for children and people in need)
- Family and friends
- Money
- Flowers
- Prayers
- A bath or shower
- A mosque (the place Muslim people pray)

Directions:

First, you must prepare your soul during Ramadan. Then, after 28 days of fasting, look up in the sky. When you see a new crescent moon, it is time to celebrate Eid al Fitr! Buy and wrap gifts. Collect flowers and place them in your home. Next, take a bath or a shower. After you are clean, you may go to the mosque with your family and friends. Bring the money and donate it to a charity or to somebody who does not have enough money. Then, begin your prayers. After prayers, gather family and friends at your home. Give them food and drinks. Give presents to people who are in need and the people you love. Eid mubarak! This is what we say to celebrate. It means Blessed feast!

What did we learn about this author from the first paragraph of their recipe?

Review details: What is the mosque? (the place where Muslim people pray)

★ Reflect: Let's review: what type of text did we just read? To summarize this text, it does not make sense to use a story summary frame, or the 5 Ws. Instead we could share the main idea and supporting details as a summary. Model out loud with students. Substitute if you already have a frame. What did we learn about these two recipe authors? What are the similarities and differences between you and these authors? Would you try making these recipes? Have readers share their reasoning.

★ Answers and ★ Proof

1. What is the 1st author's main purpose?

- (A) To verify and extend understanding, discuss details the author
- B. would need to add to change the purpose to option B, C, or D. Example: If the author wanted to persuade us to eat food without
- C. gluten or eggs, she could add some reasons why egg-free or gluten-free food is better.
- D.

2. What is the 2nd author's main purpose?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: The 2nd author's main purpose is to... I know this because...

Example: The 2nd author's main purpose is to inform us about how to celebrate a special holiday called Eid al Fitr. I know this because the author gives us directions on how to celebrate the holiday, and the materials we would need.

3. In the first text, which step comes first:

- A.
- B. Readers should refer to the text if they can't remember the order of steps. Encourage students to practice scanning the text for key-
- (C) words such as "chocolate chips" or "bake".
- D.

4. In the second text, we learn about Ramadan and Eid al Fitr. What do you think is the most important detail about this celebration?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: An important detail about this celebration is that...

Example: An important detail about this celebration is that you spend time being kind to others. The author says that people give gifts to each other and to people in need.

★ Class Recipes

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d, 3.10a, 3.10b

Prior to reading: Based on this title and the image, what do you predict we are about to read? Invite students to share prior knowledge on recipes: text features, what to expect, what recipes are used for. **Recipes are a procedural text, or a how-to text. Recipes usually tell you how to cook something. One of these recipes is "figurative". You won't actually cook something with one of these recipes. You will create a special event though. Based on what we read last time, what do you predict for these texts?**

★ Questions & Notes for the teacher

1. What is the 1st author's main purpose? Review PIE if necessary. **What details can help us decide if an author is writing to inform, entertain, or persuade us?**

2. What is the 2nd author's main purpose? Same as above

3. In the first text, which step comes first: What strategies should we use to make sure we put things in the right order?

4. Which of these recipes would you most like to try? Why? For this question, readers will share their opinion. They should explain their reasoning.

★ Read out loud. Pause to react and discuss.



What do you think we will learn about this author from reading their recipe?

Our class has 28 students and 1 teacher. We are all unique in many ways, but we also share some similarities. Each person created a recipe to share in our recipe book. Some of these recipes can be used to make food. Other recipes can be used to create special events. Please read through our recipes and enjoy learning about each of us!

Scrumptious Korean Tacos

My mother's family is from Korea and my father's family is from Mexico. In our house, we make a lot of food. Some of the food is Korean, some of the food is Mexican, and some of the food is a mix of both! These tacos are a mix of Korean and Mexican. When I eat them, they remind me of how special our family is because we are a mix of cultures. This recipe makes 8 tacos.

What did we learn about this author from the first paragraph of their recipe? Write notes in the margin.

Point out the different text format once again. How can this help the reader?

Cooking tools and ingredients:

A pan	1 cup of carrots cut in little sticks	½ cup of kimchi (Kimchi is cabbage in a red peppery sauce with seasonings. It is spicy, sweet and salty, and a little sour. If you don't have kimchi or you don't like spicy food, you can use pickles or ketchup and mustard)
A mixing bowl and spoon	2 cups of sliced cabbage	
8 corn tortillas	1 tablespoon of sugar	
1 tsp oil	1 teaspoon of salt	
3 eggs	1 teaspoon of garlic powder	

I noticed the author took the time to describe what kimchi is. Why do you think they did that?

Directions:

First, heat up your tortillas. Put the tortillas in a container to keep them warm. Then, put the carrot and cabbage into a mixing bowl. Crack the eggs and add them into the bowl. Sprinkle in the sugar, salt, and garlic powder. Mix it well. Next, heat up a pan and pour in the oil. When the pan is hot, pour in the egg mixture. Stir the mixture while it cooks. When the egg is finished cooking, turn off the heat.

Review: What did we learn how to make with this recipe? What did we learn about the author? Would you try making this recipe? Have you made a similar recipe before?

Scoop some of the egg mixture onto a tortilla. Add some kimchi on top. Fold it up and enjoy your taco!
We eat these tacos for breakfast, lunch, or dinner.

for TEKS/STAAR

Movie Night with the Chee Family

What can you already predict about this recipe from the title?

My family has a very special tradition. On the last Friday of each month, we watch a movie together. Even my older brother who lives by himself comes to watch the movie with us. Sometimes we go to a movie theater together, but sometimes we watch something at home. Here is my recipe for an amazing movie night.

What did we learn about this author from the first paragraph of their recipe?

We can predict these ingredients will not all be food ingredients like the last recipe. This recipe tells us how to create a special event instead.

Cooking tools and Ingredients:

- | | |
|----------------------------|-------------------------------|
| 1 movie | 3 cups of cuddles |
| 2 blankets | 2 gallons of laughter and fun |
| 3 bags of popcorn | Family and Friends |
| 5 handfuls of sweet treats | |

Directions:

First, put all your family and friends on couches, chairs, or the floor. Cover them with blankets. Next, begin to play the movie. Sprinkle everybody with cuddles. Then, divide the popcorn and sweet treats for each person. Pour laughter and fun on everybody. By the end of the movie, everybody should feel full of enjoyment, happiness, and gratitude.

Do the ingredients and details of this second recipe remind you of special events in your family?

★ Reflect: Let's review: what type of text did we just read? To summarize this text, it does not make sense to use a story summary frame, or the 5 Ws. Instead we could share the main idea and supporting details as a summary. Model out loud with students. Substitute if you already have a frame. What did we learn about these two recipe authors? What are the similarities and differences between you and these authors? Would you try making these recipes? Have readers share their reasoning.

★ Answers and ★ Proof

1. What is the 1st author's main purpose?

- A.
- B. *To verify and extend understanding, discuss details the author would need to add to change the purpose to option B, C, or D. Example: If the author wanted to teach readers about Korean food, every paragraph would have lots of details about Korean food.*
- C.**
- D.

2. What is the 2nd author's main purpose?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **The 2nd author's main purpose is to... I know this because...**

Example: The 2nd author's main purpose is to show us how to have a great family movie night. I know this because the author gave us a list of materials and directions to follow.

3. In the first text, which step comes first:

- A.
- B. *Readers should refer to the text if they can't remember the order of steps. Encourage students to practice scanning the text for key-*
- C. *words such as "sugar", "carrot", "egg", or "tortillas".*
- D.**

4. Which of these recipes would you most like to try? Why?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **I would like to try __ because...**

Example: I would like to try making Korean tacos because they sound delicious! I have always wanted to try kimchi and I already know I like tacos. My family enjoy spicy food, so they would probably like these tacos too.

★ How to Do a Science Experiment

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d, 3.10a, 3.10b

★ Prior to reading: After reading this title, what do you predict the genre of this text will be? This is a procedural, or how-to text. What will we learn? We'll learn the steps of a science experiment. Use the image if necessary as you review or introduce the steps of the scientific process. Ground in prior knowledge. What steps do you remember from a past science experiment? What questions do you think this text will answer? I notice the text is formatted differently. Some paragraphs are written in italics. Why do you think that is?

★ Questions & Notes for the teacher

- 1. What is this author's main purpose?** Review PIE. Review the details that can help highlight an author's purpose in writing a text.
- 2. What is another way to say "procedure"?** What strategies can we use to find an answer for this question? (Substitution, context clues to define a word, etc)
- 3. Which answer has the steps of the scientific process in order?** This is a sequencing question. What do we have to put in order for this question?
- 4. Why did Breonna decide to do her science experiment?** When I read this question, I can conclude that the text mentions somebody named Breonna. Perhaps they tell a story about Breonna. What do we have to answer for this question?

★ Read out loud. Pause to react and discuss.

Why do you think the author started their text with this paragraph? You can discuss this question with students out loud as a way to activate prior knowledge.

Which steps of the scientific process have been mentioned so far? You can refer to the image if you need help.

After the author mentions a step, they are sharing part of Breonna's story as she does an experiment. Note her steps.

How did Breonna plan for her experiment? This image shows the marks Breonna made on her cups to measure the liquid.

Science experiments! Do you think of big school events where everybody puts their posters up? Maybe you imagine volcano models exploding, or potatoes being used as batteries. Some science experiments take a lot of planning and a lot of equipment. However, you might have everything you need to do a science experiment at home!

An experiment is a **procedure**, or a set of steps. Usually, this procedure starts with an observation.

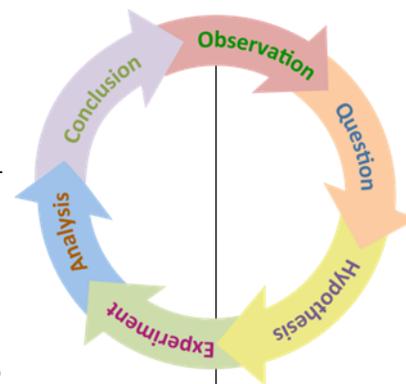
Example: One day, Breonna spilled water on the sidewalk. She was about to wipe it up when her uncle stopped her. "Don't worry about it, Bre. The water's going to dry on its own." Breonna looked for the water later, but it had disappeared! Her uncle explained that this is called evaporation. Water turns into a gas and is carried off in the air.

After observing something, the scientist wants to explore and learn more. So, they create a question. Then, they predict the answer to their question.

Example: After observing the disappearing puddle, Breonna looked at the other liquids in her house. There was orange juice, milk, rubbing alcohol, nail polish remover... "Will these liquids evaporate like the water I spilled outside?" she asked herself. She predicted that water would evaporate the fastest because she had never seen any other liquids evaporate.

Next, the scientist must plan their experiment. Following the steps of the experiment will show if their prediction was correct. The scientist chooses their materials and decides how they will measure their observations. They decide how long they will run their experiment for. All the factors in an experiment need to be the same except for one factor.

Example: Breonna decided to use saltwater, rubbing alcohol, and regular water for her experiment. She had three identical plastic cups. She marked the cups like a ruler, so each cup showed 2 inches. Then she marked the quarter inches. She decided to check the cups each morning to see if the liquid had evaporated.



This paragraph was written differently from the first paragraph. This paragraph was written in italics. The first paragraph was written like nonfiction, but this paragraph was written like a story. Review and note details.

What does the scientist do when they are planning their experiment? Write details in the margins.



for TEKS/STAAR

After planning, the scientist can run their experiment. They can write their measurements and observations in a science notebook.

In this step, Breonna is writing down her measurements. What do you observe? Recall specific details from the chart. What can we conclude?

Example: Breonna poured 2 inches of liquid in each cup. She left the cups on a sunny windowsill. Breonna checked the cups of liquid every morning and wrote her observations down in a table.

	water	Saltwater	Rubbing alcohol
Day 1	2 in.	2 in.	2 in.
Day 2	1 ¾ in	2 in.	1 ½ in.
Day 3	1 ½ in	1 ¾ in	1 in.

When the experiment is done, the scientist needs to reflect on what they observed and the information they measured. They figure out what the information means. Was their prediction correct? What else did they learn? The scientist can ask themselves another question using their new observations. Maybe now they will do some research, or maybe they will start another science experiment to answer their new questions!

What questions did Breonna ask after looking at her table of measurements? Why did she start asking that?

Example: After a few days, Breonna observed that the rubbing alcohol completely evaporated. There was still some liquid in the water cup. The saltwater cup had the most liquid. Breonna drew a conclusion: "So, the rubbing alcohol evaporates the fastest," Breonna said to herself. She started asking new questions: "Why does the saltwater evaporate slower? If I put more salt in the water, would it evaporate even slower?" The gears in Breonna's mind were turning. She was about to do another experiment!

When you look at Breonna's chart, what questions do you want to ask?

★ Reflect: First, let's summarize. What kind of summary frame would you use for this text? Invite responses and have readers share their reasoning. This is a procedural text, so that means we are learning a sequence. Summarize together. Which step in the scientific process is the most important? This text also had a character named Breonna. Why did the author include the story about Breonna in the middle of a story about how to complete a science experiment? Review Breonna's steps. Why did she decide to do her experiment? What did Breonna learn? What do you think she will do next? Why? Would you do this experiment? Why?

★ Answers and ★ Proof

1. What is this author's main purpose?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **This author's main purpose is to...**

Example: This author's main purpose is to inform readers about the scientific process and how to complete science experiments. The author shared details about running an experiment.

2. What is another way to say "procedure"?

- A.
- B. Review how readers decided on this answer. Highlight strategies students are using. Find the definition of "procedure" in a dictionary.
- C.
- D.

3. Which answer has the steps of the scientific process in order?

- A.
- B. Review the possible answer choices and correct the errors. **What would happen if you did a science experiment following these steps in a different order?**
- C.
- D.

4. Why did Breonna decide to do her science experiment?

- A.
- B. This is an example of making an observation. We can make observations any time when we are out and about in the world. Share other ideas of observations and their consequent questions.
- C.
- D.

★ Beans on the Brain

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.7b, 3.8b, 3.8c, 3.3b, 3.10a

★ **Prior to reading:** What does it mean when you have something on your mind? It means you are thinking about something. What do you observe in this image? The image shows the life cycle of a bean plant. What can we predict about this text from this title and the image? What genre do you predict this text will be? Have students explain reasoning. What do you think will be the author's purpose?

★ **Questions** & Notes for the teacher

1. Which of the following best describes the "observation" part of Matthew and Carla's science experiment?

This question gave us some clues about what we will read in this text. What key words help us know what we need to think about to answer this question correctly? Which part of the scientific process is this step?

2. Which of the following is Matthew's hypothesis? What strategies should we use to think about and answer this question?

3. What do you predict will happen next? Why do you think that? For this question, you will share your idea. Then you will share your reasoning.

4. If you were going to do this experiment, which details would you change? This question does not have a right or wrong answer. You will explain your reasoning as well.

★ **Read** out loud. Pause to react and discuss.

What did we learn from this text so far? Readers should take notes or mark in text. What did we learn about the plot? What about the characters? What can you conclude about Matthew and Carla?

Repeat, "How can we measure 'easiness'?" What are your thoughts? Invite students to share their own answers to Carla's question.

The experiment started when Matthew was helping put away the groceries. He was holding a bag of dry black beans when he paused to really look at them. They were like little black pebbles. But when they were cooked, they were soft. "Where do beans come from?" he asked the kitchen.



"They grow on a plant," responded his cousin Carla as she put away the bread.

This made Matthew more curious. "Do they grow on a tree, like pecans? Or do they grow underground, like potatoes? Or on a vine, like tomatoes? Are they a seed, like the ones inside cherries?"

"You ask too many questions," Carla said, shaking her head. Carla didn't know the answer, either.

After putting away the groceries, Carla and Matthew began doing some research.

"They just look like tiny bushes!" exclaimed Matthew when Carla searched for a picture of a bean plant. The two cousins learned that the bean seeds grow in long, skinny pods on the bean plant. The pods need to turn dry and hard before breaking them open and pulling out the beans.

Next, Carla found a picture of a bean seed **germinating**. That's when a little sprout starts growing out of the seed and turning into a plant.

"I wonder how easy it is to start a bean plant," Matthew thought out loud.

"That sounds like the start of a science experiment," Carla responded. "How can we measure 'easiness'?"

The cousins were quiet while their gears started turning.

"What if we measure how long it takes for a bean to become a 5-inch sprout?"

"Great idea! We have a few different beans we can try."

The cousins gathered their materials: 6 paper cups, potting soil, a ruler, and seeds. They decided to use black beans, pinto beans, and lima beans. They decided to use 2 of each bean in case one bean didn't grow for some reason.

Matthew and Carla have completed some of the scientific process already. Which steps have they completed? Observation: looking at the bean and asking a question. Doing research and learning some information.

When the author says "their gears started turning", she means the characters are thinking.

for TEKS/STAAR

Why does everything need to be the same? What would happen if they gave different amounts of water to the different beans? They might change the results but they won't know why the results changed.

Matthew examined the different beans. "I think the lima bean will grow the fastest, because it's so big."
 "Really?" said Carla. "I think the black bean plant will grow the fastest, because black beans seem to get softer when they're cooked."
 "We have to make sure everything is the same for each cup," Carla said. "That's how we make a fair experiment. Each cup will have the same amount of soil, water, and daylight. The only difference should be the different beans."
 They put the same amount of soil in each cup. They made a 1-inch hole in each cup. They placed each bean in its own cup. They covered the beans with soil and poured the same amount of water on each bean.
 "We'll check the beans every day and write down their measurements and any other observations," Matthew said. Carla agreed.

What Matthew and Carla doing here? What part of the scientific process are they practicing?

★ **Reflect:** How should we summarize this text? Review the genre and story elements. Why do you think the author wrote this story? Did we get to read about the end result of Carla and Matthew's science experiment? How does that make you feel? What do you predict will happen next? Why do you think that? Invite connections to the character's experiences. What did you learn from this text? What do you think the characters learned during this text?

★ **Answers** and ★ **Proof**

1. Which of the following best describes the "observation" part of Matthew and Carla's science experiment?

- A. _____
- B. *Options A, B, and D show what happens after a scientist makes a prediction, or hypothesis, and begins planning and setting up their experiment. Option C shows what a scientist does before making a prediction. This is the observation step: when a scientist notices something, begins asking questions, and looking for information.*
- C. _____
- D. _____

2. Which of the following is Matthew's hypothesis?

- A. *Encourage students to refer back to the text. "Which part of the text will this information be located in: beginning, middle, or end?" What important words can we scan for to find the information we need?" The evidence can be found in the 5th from last paragraph.*
- B. _____
- C. _____
- D. _____

3. What do you predict will happen next? Why do you think that?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I predict that...**

Example: Based on details in the text, I predict that Carla and Matthew are going to start checking on their seeds every day. I agree with Matthew and think the lima bean will grow the fastest.

4. If you were going to do this experiment, which details would you change?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **If I were doing this experiment...**

Example: If I were doing this experiment, I would use 3 or 4 of each bean. I know it's hard to grow new plants so I would try more seeds just in case something goes wrong and a seed doesn't germinate.

★ She Won't Mind!

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d

Prior to reading: Invite observations about the text and image. This image is a quadcopter. "Quad" means "four". What gives the quadcopter its name? Invite connections to the title and image. **When have you heard somebody say, "She won't mind!"** What do you think that has to do with a quadcopter? **Have you ever flown a quadcopter, or something similar?** Was it difficult? **When you are playing with a remote-controlled device, how careful do you have to be?** Invite predictions. **What do you think is going to happen in this text?**

★ Questions & Notes for the teacher

1. Select all the correct statements about story elements: Review story elements if necessary. **How can we make sure we are correct about these story elements?**

2. Noah and Jay just made a decision. What did they decide to do? It sounds like Noah and Jay are characters in this story. You'll have to answer this after reading the text and learning about their actions.

3. Do you agree with the decision Noah and Jay made? Why, or why not? This question is asking for your opinion. You'll also explain your thinking.

4. Make a prediction. Based on the text, what will happen next? What strategies should you use to make a strong prediction?

★ Read out loud. Pause to react and discuss.



What details did the first paragraph give us? Readers can make notes in the margin.

It was Tuesday morning, and Jay's class was getting started with the school day. He turned in his homework folder and hung up his backpack. He picked up his chapter book from his cubby. His friend Noah was also getting his book from his cubby.

"Hi, Noah!"

"Hi, Jay," replied Noah. "Did you see Kayla this morning? We didn't get to try out her remote-control **quadcopter** yesterday and she said we could try it today at recess."

"I didn't see her in the cafeteria for breakfast," Jay answered. He looked around the classroom. Kayla wasn't in class yet, either.

Kayla didn't show up during their morning talk. She didn't show up during independent reading time, or during math. At 11 o'clock, everybody lined up for lunch and walked to the cafeteria. Noah sat next to Jay.

"I guess Kayla isn't coming to school today," Jay said while he munched on the curry his mom packed for him. "That's too bad. I really wanted to try flying her quadcopter!"

"Yeah," agreed Noah. He took a bite of his sandwich. "We were supposed to get a turn yesterday, but we ran out of time at recess. She promised we could try it out today!"

When lunchtime was over, everybody lined up and went back to the classroom to drop off their lunch boxes and leftover food. It was time for recess. Noah tapped Jay's shoulder and pointed at the shelf next to their teacher's desk. "Kayla left her quadcopter," Noah said.

The little green quadcopter was sitting on the shelf. Its remote control was right next to it. "I guess Kayla left it here since we didn't get a turn to try it out yesterday."

"Let's take it to recess," suggested Noah with excitement.

"But Kayla's not here," Jay replied.

"She promised us we could try it today! Besides, I already know how the controls work and everything."

Who is Kayla? Why are Jay and Noah talking about Kayla right now?

I can conclude that Noah and Jay are feeling disappointed. What clues helped me draw my conclusion?

What did the boys see sitting on the shelf? What was Noah's idea? What do you think of his idea?

for TEKS/STAAR

Noah started walking towards the shelf. Jay followed him.

'Kayla did say she would give us a turn to fly her quadcopter,' Jay thought. Noah picked up the quadcopter and remote control.

To be continued...

Do you notice how this line doesn't have double quotation marks? That means Jay is thinking this in his head instead of saying it out loud. What is Jay thinking?

★ Reflect: What genre of text did we just read? How should we summarize this text? Invite students to create a summary with you. What was the main conflict in this story? What was Noah and Jay's solution? What are they planning to do next? How do you know? Have you ever been in Noah and Jay's position? Invite connections to personal experiences. Have you ever been in Kayla's position? Invite opinions on this situation. What do you think is the right thing to do? Why? What do you predict will happen next for these characters?

★ Answers and ★ Proof

1. Select all the correct statements about story elements:

- A. *Kayla is important but she is not the main character. She doesn't do important actions or make things happen in this story.*

- B. *correct— We can hear Jay's thoughts. Jay and Noah have actions that make things happen in the story.*

- C. *Correct— the text mentions that the characters are in school on a normal school day.*

- D. *Kayla is missing, but the main problem is that Jay and Noah wanted to borrow Kayla's quadcopter.*

2. Noah and Jay just made a decision. What did they decide to do?

Open-ended. Emphasize writing in complete sentences.
 Suggested stem: **Noah and Jay decided to... I can tell because...**
 Example: Noah and Jay decided to use Kayla's quadcopter even though Kayla wasn't at school. I can tell because they were picking up the toy and controller at the end of this text.

3. Do you agree with the decision Noah and Jay made? Why, or why not?

Open-ended. Emphasize writing in complete sentences.
 Suggested stem: **I do/do not agree with Jay and Noah's decision because...**
 Example: I do agree with Jay and Noah's decision because Kayla already told them they could play with the quadcopter yesterday. She probably won't have a problem with them using it, even though she's not at school.

4. Make a prediction. Based on the text, what will happen next?

Open-ended. Emphasize writing in complete sentences.
 Suggested stem: **Based on the text, I predict that...**
 Example: Based on the text, I predict that Noah and Jay are going to try flying Kayla's quadcopter. However, I think it will not work because Kayla took out the batteries.

★ She Won't Mind! Part 2

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d

Prior to reading: This text is titled "She Won't Mind, part 2". So first, let's review part 1 of this text. Review with students. Review their predictions and connections from yesterday. Based on what we read, what do you think will happen in part 2 of this story? Do you think Kayla will mind that Noah and Jay used her quadcopter?

★ Questions & Notes for the teacher

1. In part 1, the main problem was that Noah and Jay wanted to play with Kayla's quadcopter, but Kayla wasn't at school. What is the main problem in part 2 of this story? Review how to confirm the main problem of a story. What do we need to think about when we are identifying the main problem of a story?

2. Which of these statements is probably true about Kayla? What strategies do we need to use for this question? Readers will have to draw conclusions about Kayla. How can we make sure our conclusions are correct?

3. What do you think Jay and Noah should do now? Why? This question is open-ended. You can explain your thinking.

4. What is a lesson that readers can learn from this text? This question is open-ended too. What is it asking you?

★ Read out loud. Pause to react and discuss.

<p>The author gave us a little recap in case we forgot information from part 1 of this story.</p>	<p><i>Previously: Noah and Jay wanted to play with Kayla's quadcopter, but she wasn't at school. She did leave her quadcopter at school. So, the boys had to decide if they were going to play with Kayla's quadcopter while she was absent.</i></p>	<p>Were our predictions correct so far? What did the boys decide to do?</p>
<p>Review predictions again. Were our predictions correct?</p>	<p>Noah held the quadcopter as they walked outside for recess. It was about the size of his two hands. The frame was shaped like an X. The four propellers were still right now, but soon they would be spinning so fast they would be a blur.</p> <p>Noah and Jay had so much fun flying Kayla's quadcopter! It buzzed like a loud bee and had a flashing red light when it was zipping through the air. At first, they had some trouble figuring out how to control it. It bumped into some things and dove into the ground a few times. They got the hang of it after a few tries.</p> <p>"Fly it over that tree!"</p> <p>"Have it fly through this hula hoop!"</p>	<p>It sounds like Jay and Noah had a blast flying Kayla's quadcopter. Do you think they made the right choice?</p>
<p>Something made Jay stop laughing. That doesn't sound good.</p>	<p>The two friends heard their teacher's whistle cut through the air. Jay made the quadcopter drop to the ground. Noah picked it up and they ran to join the rest of their classmates.</p> <p>As they walked inside, Jay and Noah talked happily. "Kayla's quadcopter is so cool!"</p> <p>"It is awesome. I didn't know it could fly so fast."</p> <p>Noah placed the quadcopter back on the shelf. Jay set the remote control next to it. "Remember when I tried to land it on Jordan's head?" Jay said, giggling. Noah was laughing too. Then, Jay noticed something that made him stop laughing.</p>	<p>What's wrong? What did Jay observe?</p>
	<p>"Um, Noah? Did you notice this before?" Jay touched the side of the quadcopter's small green frame. There was a crack that went along one arm of the X.</p> <p>"Uh oh," Noah said. He picked up the quadcopter to look at it more closely. "Do you think we did it?"</p> <p>Jay thought about all the cool tricks they made the quadcopter perform. It was tricky at first, and it did bump into a lot of things at first... Jay shrugged his shoulders. "What do we do?" he asked Noah. Then, Noah</p>	

looked at the door. His eyes grew wide for a second. He quickly put the quadcopter back on the shelf. "What is it?" Jay asked Noah. He looked at the door to see what had surprised Noah.

Kayla had just walked through the door. "Hi Kayla," called out some friends. "We missed you!"

"Hi, folks! I had an appointment with the dentist," Kayla responded, smiling. She saw Jay and Noah, waved at them, and began walking towards them."

Why did Noah's eyes get wide when he looked at the door? Draw a conclusion about how Noah is feeling. What other clues helped you draw that conclusion? How would you feel if you were in their position?

★ Reflect: Let's summarize both parts of this story. Review the story elements. **How did this story end? Was there a resolution? This story left us with another cliffhanger. A cliffhanger is when something exciting or dramatic happens, and we don't get to see what happens next. Invite predictions. What do you think will happen next for these characters? Were there any lessons for Noah, Jay, or Kayla to learn in this story? How do you connect with this story or the characters?**

★ Answers and ★ Proof

1. In part 1, the main problem was that Noah and Jay wanted to play with Kayla's quadcopter, but Kayla wasn't at school. What is the main problem in part 2 of this story?

- A. *These 3 events did happen, but they were not the main problem.*
- B. *These issues were solved very quickly. Noah and Jay still decided to borrow the quadcopter at recess. Noah and Jay practiced and were able to get the hang of flying the quadcopter.*
- C. _____
- D. *This is the main problem because it is the most dramatic. It wasn't solved yet.*

2. Which of these statements is probably true about Kayla?

- Invite students to share the clues that helped them answer this question.*
- A. *Noah and Jay think Kayla would be okay with them using the quadcopter. When she was at school she said they would get a chance to use it.*
 - B. *When Kayla walked into the classroom, students greeted her in a friendly way. She greeted them back in a friendly way.*
 - C. *The boys seem confused when Kayla is not at school. There are no clues that she misses a lot of school.*
 - D. *Several students greeted Kayla when she entered the classroom.*

3. What do you think Jay and Noah should do now? Why?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Jay and Noah should... because...**

Example: Jay and Noah should be honest about using the quadcopter because it is cracked. If they broke the quadcopter, they should take responsibility and help Kayla fix it.

4. What is a lesson that readers can learn from this text?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **One lesson readers can learn is that...**

Example: One lesson readers can learn is that if you borrow somebody's toy, you could break it without meaning to. You should be careful with people's things and ask for permission.

★ The Sleepover

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d

★ **Prior to reading:** What text features do you observe on the page? Invite background knowledge and personal connections. What do you know about sleepovers? If you are invited to attend a sleepover, how do you feel? What do you notice about the girls in the image? How do you think they are feeling? (The image shows three smiling girls relaxing on a bed.) Invite predictions about the text. What genre do you predict this text will be? What do you predict we will read in this text?

★ **Questions** & Notes for the teacher

- 1. Write a summary for this text.** Review the steps to make a strong summary.
- 2. Put these events in order. Write 1, 2, 3, or 4 if the event came 1st, 2nd, 3rd, or 4th.** How can you make sure you put the events in the correct order?
- 3. Which of the following sentences is most likely true?** Review strategies for drawing conclusions. Readers will need to confirm their answers by finding evidence in the text.
- 4. Make a connection to an element from this story. Explain your connection.** What are different elements of a story? What does it mean to "make a connection"?

★ **Read** out loud. Pause to react and discuss.

This sentence is surprising, because people are usually happy for their friends on their birthday. Why do you think it's a problem that Hannah's friend is having a birthday sleepover?

Build connections. Have you ever pretended to be sick to get out of an event? Did Hannah decide to try this strategy?

What were Lauren and her friends doing when Hannah arrived? What game do you think they're playing?

Hannah's best friend, Lauren, was having a birthday sleepover... and this was a big problem. Hannah had been invited to a couple other sleepovers but had never gone. The truth is that she was scared to sleep at someone else's house. What if everyone fell asleep and she was left awake in a dark house? What if strange noises kept her awake? What if the sleepover games weren't any fun? She couldn't skip this sleepover, though. Lauren was her best friend and Hannah didn't want to let her down.

All week, Hannah thought about the sleepover on Friday. Mainly she thought about excuses she could use to get out of going. Maybe she could pretend to be sick! Her mom could always tell when she was faking, though. Friday arrived. There was no backing down now, so Hannah began to pack her overnight bag. She collected her pajamas, clothes for Saturday, and her toothbrush.

An hour later, her mom drove her to Lauren's house. Hannah asked, "Mom, if I feel sick or anything, can I call you to come pick me up?"

Hannah's mom answered, "Of course, but you have nothing to worry about. You'll have a fantastic time!"

Hannah shrugged her shoulders and kissed her mom goodbye. "Can you call Lauren's dad later tonight to check up on me?... Just in case." Hannah's mom agreed.

Hannah knocked on the house's front door. She took a deep breath as the door cracked open. "Hi Laur...whoa!"

Lauren had opened the door, but Hannah was too surprised to finish her sentence. Lauren's smiling face was covered in bug stickers! "Hi, Hannah! You're just in time for our first game!"

Hannah giggled nervously and followed Lauren into the house. She saw the other girls' sleeping bags and pillows on the living room floor. The other girls had bug stickers on their faces too!

"Here's how we play," Lauren began. She explained the rules of the game and gave Hannah some stick-



Why is the sleepover a problem? Review details and write down a response in the margin. Hannah doesn't want to "let down", or disappoint her friend. What would you do if you were Hannah?

What is happening in these three paragraphs? Hannah's mom is dropping her off at Lauren's house. How is Hannah feeling? Does it seem like her mom helped her feel better? Invite predictions.

for TEKS/STAAR

ers. After the game, everybody's face and hands were covered in butterfly, cricket, and ant stickers. Next, they played Cookie Face. Each girl took turns trying to move a cookie from her forehead to her mouth without using hands. The living room was echoing with laughter.

What is the main idea of this paragraph? How are the girl's feeling? Review predictions from a few paragraphs ago. Do our predictions seem correct?

What do you think is the most important detail in this paragraph? What do you think Hannah will tell her mom?

After their games, it was already quite late. The girls watched a movie and shared some popcorn. After all the laughing, Hannah was starting to feel **drowsy**. She was wrapped in Lauren's cozy blanket and the only light in the room was coming from the TV. Her eyes slowly closed. Lauren's father walked in. "Sorry to interrupt," he began. "Hannah, your mom is on the phone."

He handed the phone to Hannah. "Hi Mom," Hannah said with a yawn.

"Hi, sweetie! Are you feeling better about this sleepover?"

Hannah smiled sleepily. "I'm feeling much better. Thanks, Mom."

★ **Reflect:** Let's reread the first sentence of this text: "Hannah's best friend, Lauren, was having a birthday sleepover... and this was a big problem." We made some predictions about how Hannah was going to feel at this sleepover. Were our predictions correct? Summarize the text. What is the best summary frame to use for this story? What are the important details to include in our summary? Invite predictions. What do you think is going to happen next for these characters? Did any characters learn important lessons in this story? Did you learn a lesson from this text? Invite connections. I can connect with Hannah in this story because when I was younger, I felt nervous about sleeping at other people's houses. What elements of this story can you connect with?

★ **Answers** and ★ **Proof**

1. Write a summary for this text.

Open-ended. Emphasize writing in complete sentences.

Suggested frame: **Somebody...Wanted... But.. So... Then...**

Example: Hannah wanted to go to her friend's birthday sleepover but she was feeling nervous. So, Hannah asked her mom to call and check on her in case she needed to come home. Then, Hannah ended up having a great time at the party!

3. Which of the following sentences is most likely true?

- A.
- B. Ask students to explain their reasoning out loud. Encourage students to cite the text: "In paragraph __ it says... I think this means that..."
- C.
- D.

2. Put these events in order. Write 1, 2, 3, or 4 if the event

4

- 1** Review the events with students. Remind students of strategies, such as dividing the text into the beginning, middle, and end, and scanning for key words.
- 2**

3

4. Make a connection to an element from this story. Explain your connection.

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **One element I connect with is the ___ because ...**

Example: One element I connect with is the setting because I had a birthday sleepover once.

★ Camping Trip

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d

★ Prior to reading: Invite observations about the title and image. The image shows a landmark from Ink's Lake, a state park in central Texas. The image shows people climbing and jumping off a large rock into water. **What do you predict about this text after observing the title and image? What details do you think will be included in this text about a camping trip? What might be the conflict?**

★ Questions & Notes for the teacher

1. Which of these choices is the best summary for the text?

Review the elements of a strong summary.

2. Put the numbers 1, 2, 3, and 4 to show which event came 1st, 2nd, 3rd, and 4th.

What strategies should we use to make sure we put events in the correct order?

3. Put a check next to the statement if it's true for both "The Sleepover" and "Camping Trip".

We can draw a conclusion. These two texts have some similarities and differences.

4. Make a connection to an element from this story. Explain your connection. What are different elements of a story?

What does it mean to "make a connection"?

★ Read out loud. Pause to react and discuss.

What did we learn about the genre of this text from the first paragraph? What did we learn about the characters? Write notes in the margin. What is Jenny excited about/nervous about?

Jenny had been excited about the family camping trip for a few weeks. Every year, her family made a trip to Inks Lake with their cousins. In four days, they would pack up their car and drive to the campsite with all their gear. Everyone in the family had a task to do to prepare for the trip. Jenny's job this year was to help gather the food that they would cook at the campsite. That was an easy job for her since she usually helped dad with grocery shopping. One thing did make her nervous about the trip, though. It was the rock **ledge** that she had promised everyone she would jump off into the water this year.



At school, Jenny worked on her shopping list when she had free time. She daydreamed of hot dogs, chips, fruit salad, and smores. Her family usually didn't eat food like hotdogs or smores, except for on camping trips. Thursday after school, her dad took her to the grocery store and Jenny got to work. She grabbed items and marked them off her list as she went. By the time they got to the checkout, Jenny had a full cart. Dad helped her unload all the food and paid for it. "Are you sure you got everything?" he asked. "Maybe we need an extra bag of chips for the drive home," he added playfully.

What were Jenny and her dad doing in this paragraph? Would you enjoy this task? Why?

Who is Manuel and what did he do? What did Edward do? I can draw a conclusion here: Jenny's family works together. Discuss.

The next afternoon, Jenny and her brothers helped dad pack the car. Jenny's brother, Manuel, oversaw all the sporting equipment. He packed the floats for the lake, the baseball gloves, and an assortment of balls. Jenny's other brother, Edward, oversaw packing the sleeping gear and tent. He put in the tent, sleeping bags, pillows, and blankets. Jenny's father was busy putting in the backpacks of clothes and bathroom supplies. A half hour later, they were ready.

I read more evidence for my conclusion: Jenny's family works together. What details from the text support my conclusion? What else do you notice about Jenny's family?

As they arrived at the campsite, they saw their cousins were already there. They were working on putting up their tent and starting a fire in the fire pit. Jenny and her family said hello, then unpacked their car and got to work. Edward and dad worked together to put up the tent while Jenny and Manny unpacked the rest of the car. Jenny got out the hot dogs and sticks. Everyone gathered around and cooked their hot dog over the fire. They laughed at how Cousin Shani liked his hot dog burnt all over.

As they were eating, Cousin Aidee sat next to Jenny. Her eyes were big and bright with excitement. "Are you really going to do it this year, Jenny? That cliff is so high!"

for TEKS/STAAR

When the author says the cliff "loomed over the water like a giant", what do you imagine? "Loomed" is a word to describe when something huge is standing nearby. How do you think Jenny is feeling?

Jenny replied, "Sure! I'm eight now, so I'm ready." Inside, however, she wasn't quite sure.

The next day, the families had a blast. They had breakfast, went hiking, and played baseball. After lunch, they decided it was warm enough to go swimming. They walked down to their favorite swimming area. There was a trail that led up to the top of the famous cliff. The cliff's rocky edge **loomed** over the water like a giant.

Jenny's brothers and cousins all started walking up the trail. Jenny looked up at the cliff. There were people at the top already. She watched somebody jump off the edge of the cliff and fall down, down, down until they splashed into the water. "Well, it's now or never," she said to herself.

She followed behind cousins and brothers and watched as they took turns jumping down and splashing into the water. Finally, she and Edward were the only ones left. Jenny wasn't sure she could do it. Edward encouraged her, saying, "You can do it, sis. It feels scary to jump at first, but you're brave!"

Jenny had always wanted to know how it felt to jump off this cliff, because her brothers enjoyed it so much. If she didn't do it on this trip, she would have to wait a whole year! Jenny inched forward. She peeked over the edge. Her brothers and cousins were waving at her. She took a deep breath in and jumped off. Her stomach felt tickled by butterflies as she fell. *Splash!* What an amazing feeling! Her heart was beating quickly. The whole family was clapping and whistling. She would never forget this trip!

They must be talking about that large rock ledge people jump off at the lake. Would you do that? Do you predict Jenny will really jump?

If you were Edward, what would you say to Jenny?

★ Reflect: Share some words that you would use to describe this text. Encourage words that label the genre or story elements. **What should we include in our summary of this text?** Write out a summary for added support or just share verbally. **Let's think about Jenny at the beginning and at the end of this story. How was Jenny feeling at the beginning of this story? How was she feeling at the end? What important events changed Jenny's feelings?** Invite reflections. **Were our predictions for this story correct? Which characters do you connect with in this story? What other story elements do you connect with from this story?**

★ Answers and ★ Proof

1. Which of these choices is the best summary for the text?

- A. *This summary does not include the solution to the main conflict. It also doesn't share what happened in the middle or end of the story.*
- B. *This summary doesn't share who the main character is. It just says "she".*
- C.** *This summary has all the important story elements.*
- D. *This summary doesn't have details from the beginning of the story, like the main conflict.*

2. Put the numbers 1, 2, 3, and 4 to show which event came

- 1**
- 2** *Review the events with students. Remind students of strategies, such as dividing the text into the beginning, middle, and end, and scanning for key words.*
- 3**
- 4**

3. Put a check next to the statement if it's true for both "The

- Invite discussion. In "The Sleepover", Hannah is nervous about attending the sleepover. Jenny is nervous about jumping off the cliff.*
- Both characters decide to try something new.*
- This is only true for "The Sleepover".*
- Hannah's mom encourages her to attend the party. Jenny is*

4. Make a connection to an element from this story. Explain your connection.

Open-ended. Emphasize writing in complete sentences.
 Suggested stem: **One element I connect with is the ___ because ...**
 Example: One element I connect with is the main conflict because I was scared to try a roller coaster once. My cousin encouraged me to try anyways and I had a great time!

★ **Going Buggy**

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d, 3.10a, 3.10b

★ **Prior to reading:** "Going buggy" is usually a saying (or idiom) for when a person is acting silly or strange. However, I think the author chose this title for a different reason. What do you think? Point out the text features, such as images and captions. The 1st image shows green leaves with tiny green specks. The 2nd image shows a close-up— the green specks are aphids. The 3rd image is a labeled diagram of a bee. Based on these text features and the title, what do you predict about the text? Specify genre and content. Begin a KWL chart. What do you already know about insects? What questions do you have that this text might answer? As we're reading, we should underline important details and write notes about what this text tells us.

★ **Questions** & Notes for the teacher

1. Which statement about the text is true? This question is asking readers to think about the author's purpose. How can we make sure we pick a true statement? We could go back to the text and look for evidence, or clues.

2. Put a check mark if the statement is true. This question is asking readers to recall specific facts from the text.

3. Which of the following insects eats grasshoppers? What keywords can we scan for if we need to check this answer? (eat, grasshoppers)

4. What do fireflies, butterflies, and bees have in common? When we're reading, we should mark the information about these 3 animals in the text. Or we can scan for these words after we read.

★ **Read** out loud. Pause to react and discuss.

The author started this text with a hook. They decided to describe the setting for us. This helps us imagine what the author is going to write about.

Imagine sitting outside for a few minutes on a cool, sunny day. If you are outside, there are probably some plants nearby. Maybe there's even a whole garden, or park! If there are plants nearby, what else would you expect to see? Wherever you find plants, there are going to be lots of animals as well. They just might be so small you don't notice them at first.



Do you notice the little dots covering this leaf?



If you use a magnifying glass, you will see this leaf is covered in **aphids!**

What can we add to the chart? Specific questions: What do aphids look like? What do they eat? How do they eat? What do you think eats aphids?

One tiny animal you might not notice at first is an **aphid**. An aphid is a tiny insect with a soft body. Aphids usually live in groups. Their mouths are sharp, and they poke holes in the branches and leaves of plants. Aphids suck the liquid out of plants. This liquid is called sap. Even if you can't see the aphid itself, you can probably see the holes in leaves, or the sticky piles of goo left behind by aphids! If aphids are left alone, they can kill plants by eating them up. However, aphids can get eaten up too!

If aphids get eaten by **predators**, then who are their predators? One predator is the ladybug, or ladybee-tle. These flying insects can travel from plant to plant, enjoying an aphid buffet. Another predator you might find outdoors is a praying mantis. These green insects eat aphids, along with many other bugs. The praying mantis will eat crickets, grasshoppers, spiders, butterflies, and beetles. Firefly babies, or larva, also eat aphids! However, when fireflies get older, they start to choose different food: nectar and pollen.

Read the first caption. Have you ever noticed this on a plant before. Read the 2nd caption and examine the image. Aphids are these tiny bugs. They're so small we can hardly see them when we look at a plant. Add info to KWL charts.

Which bugs were mentioned in this paragraph? Circle the names. Underline the bugs that eat aphids. What else did the author say about these different bugs? Add to the KWL chart.

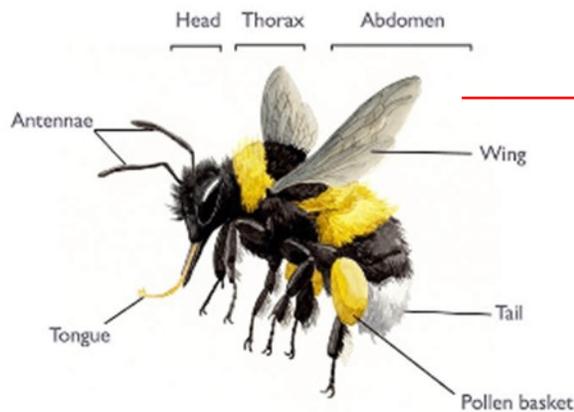
for TEKS/STAAR

Invite students to list pollinators first.

What is a proboscis? How many types of bees are there? Why do flowers need to be pollinated?

Along with fireflies, what other pollinators can you find outside? A lot of people love watching butterflies and moths flutter around flowers. These insects dip their long, straw-shaped tongue into flowers to suck out the nectar. This tongue is called a **proboscis**. Bees also buzz around and dip their proboscis into flowers to slurp up nectar. There are over 20,000 different types of bees buzzing around in the world, pollinating our flowers!

The next time you go outside, find a plant- it could be some grass, some flowers, a tree, or a shrub. Be still and observe. At first you might not see any animals around you. Then, you will notice they are everywhere!



Can you find the proboscis? What else do you notice about this diagram?

How does this last sentence make you feel?

★ Reflect: Let's review our KWL chart and add some details. What details did the author share with us in this text? Did this text answer any of our questions? What new questions do we have after reading this text? Invite readers to summarize and analyze author's purpose. What type of summary is best for this text? The main idea could be "Bugs are living all around us." What details support this main idea? Why do you think the author wrote this text? Invite readers to draw some conclusions. Based on the information in this text, how do you think the author feels about bugs? Why?

★ Answers and ★ Proof

1. Which statement about the text is true?

- A. This story didn't have a main character, or a sequence of events.
- B. Each paragraph has new details about different bugs.
- C. The author did not give us many steps for finding insects.
- D. The author did not give us many reasons for why we should protect bugs. The author didn't mention protecting bugs at all.

2. Put a check mark if the statement is true.

- Where did you find evidence? This is found in the 2nd paragraph.
- This evidence is found in the 3rd paragraph.
- The author doesn't say that butterflies eat aphids. The author does say that butterflies drink flower nectar in paragraph 4.
- This evidence is found in the 3rd paragraph.

After finding our evidence, it seems like the main topic of the 3rd paragraph is "bugs that are predators".

3. Which of the following insects eats grasshoppers?

- Which paragraph did we find evidence in?
- A. Aphids only eat plant sap.
 - B. Correct—the praying mantis eats a lot of bugs. Some even eat small birds. (evidence in paragraph 3)
 - C. Firefly larva eat aphids, but not grasshoppers.
 - D. Butterflies eat flower nectar.

4. What do fireflies, butterflies, and bees have in common?

Open-ended. Emphasize writing in complete sentences.
Suggested stem: **Fireflies, butterflies, and bees all...**
Example: Fireflies, butterflies, and bees all fly. They all need flowers to survive. They are all pollinators.

★ Ordinary/Extraordinary

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d

★ **Prior to reading:** What is a synonym for "ordinary"? What is a synonym for "extraordinary"? What do you observe in the image? The image shows a hand holding a pencil. It looks like the person is ready to write but there is nothing on the page. What do you think this person is about to write? Based on the title and image, what do you predict about this text?

★ **Questions** & Notes for the teacher

1. Which option shows the main problem and solution of this story? This question gives us a clue— the text is a story, with a problem and solution.

2. Put the numbers 1, 2, 3, and 4 to show which event came 1st, 2nd, 3rd, and 4th.

What strategies will make this question easier to answer?

3. Which of the following is probably true about Ariana? We can conclude that a character in this text is named Ariana. What strategies can help us answer this question more easily?

4. Make a connection to one of these story elements: the main character, the problem, or the solution. What does it mean to "make a connection"?

★ **Read** out loud. Pause to react and discuss.

What do we already know about this story? Look at the image again. Who's hand is in the image?

Alan was tapping a pencil against his forehead and staring up at the ceiling. He was supposed to be writing a story about his weekend, but he couldn't think of anything to write about.

"It looks like you have writer's block," said Ariana when she saw his blank paper. Ariana lived in the same apartment building and she watched over

Alan while his mom was at work. "Writer's block is when your brain has trouble figuring out what to write. I have to do a lot of writing in high school, and I get writer's block a lot!"

"How can I cure writer's block?" Alan asked. "This story is my last homework assignment and I just want to relax for the rest of the day!"

Ariana responded, "When I have writer's block, I like to go for a walk. Even just a 5-minute walk outside helps me clear my mind and think about what to write next."

Alan jumped up. "Let's go!"

As they exited the apartment building, Ariana and Alan greeted their neighbors. "It sure is a beautiful day for a walk," said one neighbor. His dog barked as if he was agreeing. "The honeysuckle is blooming, and it smells amazing!"

Alan and Ariana stepped outside and they could smell a sweet scent in the air. "I think honeysuckle smells like honey and vanilla," Ariana said. She walked up to the bush and inhaled deeply. A big bumblebee buzzed around the flowers. Alan and Ariana kept walking.

Alan heard a little kid cry out, "My ball!" Alan looked over and saw the kid's soccer ball rolling across the busy street towards them. Alan picked it up and threw it back to the kid. "Thank you!" the kid yelled out. Alan smiled. They kept walking.

Ariana stopped and pointed. "Look at that cardinal! It's chasing another cardinal," she observed. Alan saw the red birds racing through the air.

"Maybe that bird took the other bird's worm," Alan guessed. They kept walking.



What did we just learn about Ariana? List details in the margin or underline. Have you had writer's block before? How did you cure it?

The author is sharing lots of details. This imagery helps us imagine what Alan and Ariana are sensing with their 5 senses.

Where are Alan and Ariana going? Why? What does Alan have to write?

What did Alan just do? What can you conclude about Alan?

for TEKS/STAAR

Ariana was looking at the ground as they walked. "Aha," she yelled. She crouched down and pulled a small clump of grass out of the ground.

Alan was confused. "What did you do that for?"

Ariana showed Alan the grass. "This is called verdolagas, or watercress," she explained. "We can eat it!" Alan scrunched up his nose. "Trust me, you'll love it. I cook it with some onion and garlic and add it to beans."

"Okay that does sound kind of good," Alan confessed. "I'll help you look for more."

Alan and Ariana walked around for a few more minutes before going back to the apartment building.

"When we get inside, I'll start cooking," Ariana said. "Do you know what you want to write about now?"

Alan smiled and nodded his head. "I have a lot to write about now!"

How did Alan react when Ariana pulled the plant out of the ground? How did you react? What can you conclude about Ariana?

Did Alan cure his writer's block? How do you know?

★ Reflect: Let's summarize the text. Which summary frame would be the best to use for this text? Summarize the story together. What was the main conflict of this story? This is a "person vs. person" conflict. Alan was having some trouble with his own mind, because he couldn't figure out what kind of story to write. How did he solve this conflict? Invite connections. When you had writer's block, how did you cure it? Some people go on walks or exercise. Some people meditate, or shower. What lessons did Alan learn in this story? What lessons did you learn from this story? What is Alan going to do next?

★ Answers and ★ Proof

1. Which option shows the main problem and solution of this story?

- A. *We don't know if Alan dislikes this homework. We just know he is having trouble with it.*
- B. *This happened, but it is not the main problem. This is a small detail from when Alan and Ariana are outside.*
- C.** *Correct—This is the main problem that Alan tries to solve in the story.*
- D. *This did happen, but it is a small detail from the story.*

2. Put the numbers 1, 2, 3, and 4 to show which event came 1st, 2nd, 3rd, and 4th.

4

3 Review the events with students. Remind students of strategies, such as dividing the text into the beginning, middle, and end, and scanning for key words.

1

2

3. Which of the following is probably true about Ariana?

When we draw conclusions, clues might be dialogue, actions, feelings, or thoughts.

- A. *Ariana mentions that she writes a lot in school, but there are no clues that she dislikes it.*
- B. *Ariana points out the birds and they watch for a while. There are no clues she is afraid.*
- C.** *Ariana suggests a walk. She says walks help her cure writer's block.*
- D. *There are clues that Ariana takes good care of Alan. She cooks food for him, and helps him finish his homework.*

4. Make a connection to one of these story elements: the main character, the problem, or the solution.

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **One element I connect with is the ___ because ...**

Example: One element I connect with is the solution, because I think walks help me too. I go for a walk when I need to relax or I need to clear my mind.

★ The Earth's Poles

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d, 3.10a, 3.10b

★ Prior to reading: What do you observe in the image? The image shows a diagram of Earth. There are arrows pointing to the North Pole and the South Pole. Based on these text features and the title, what do you predict about the text? Specify genre and content. Begin a KWL chart. What do you already know about the poles? What questions do you have that this text might answer? As we're reading, we should underline important details and write notes about what this text tells us. This text also lends itself to a Venn diagram. Create as a class or independently.

★ Questions & Notes for the teacher

1. What was this author's main purpose? What clues help us figure out an author's purpose? (persuasion, opinions, story elements, facts about certain topics)

2. Put a check mark if the statement is true for BOTH the North Pole and the South Pole. What strategies can help us answer this question?

3. What is something that is only true about the North Pole? Is there a way we can take notes to make these questions easier?

4. What is something that is only true about the South Pole?

★ Read out loud. Pause to react and discuss.

The author started this text with a hook. The author started by asking us a question. How does this question make the text more interesting?

Have you ever imagined what life would be like at the North or South Pole? There are lots of rumors about special people and creatures that live at the poles. But why is it called a pole? There isn't an actual pole sticking out of Earth. These are just the points where our planet spins from. Scientists made a model of Earth spinning and called it a globe. You might have one of these in your classroom! The North Pole and South Pole have some similar characteristics and some unique ones too.

The author gave us some details about Earth and the earth's poles. Review and write details or underline.

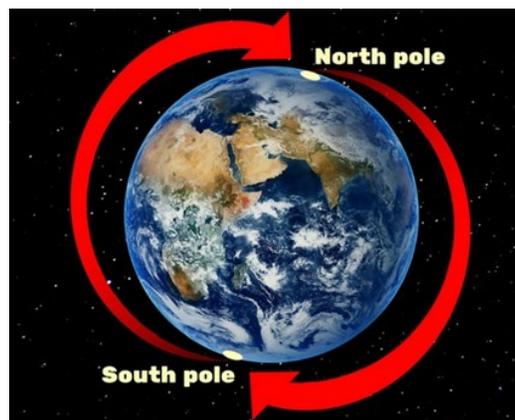
No matter what day of the year it is, the weather is very cold at the North Pole and South Pole. The average temperature at the North Pole is 40 degrees below zero. For comparison, people usually keep their freezers at 0 degrees. In the middle of summer, the North Pole might reach 32 degrees. The South Pole is even colder... it can get as cold as 83 degrees below zero!

Model how Earth is titled as it rotates.

Earth is *tilted* when it travels around the sun. This tilt gives Earth different seasons. This tilt also makes day or night very long at the northern and southern poles. If you decided to live at the North Pole or South Pole for a year, you would only see one sunrise and one sunset that whole year! There is always a dark nighttime sky from October until March at the North Pole. There is always a daytime sky from March through September. At the South Pole, these dates are flipped: you would see dark, nighttime skies from March through September and daytime skies from October until March.

What do you think will be the main topic of this paragraph? *Animals that live at the poles*

The windy, icy weather and long days or nights can make this a difficult place for visitors to survive. There are some animals that do just fine in this ecosystem. Different birds travel to and from the North Pole. Sometimes polar bears visit, too! Shrimp and fish live under the ice. The South Pole is another story. It's in the mid-



What is colder: a freezer or the North Pole? What is colder: the North Pole or the South Pole? You may need to show comparisons on a number line.

This paragraph is talking about how much sunlight there is at each pole. Here, it gets darker earlier in the fall and winter. But at the North Pole, it is always dark during the fall and winter! People living up there only see the sun in spring and summer.

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dle of the largest, coldest, driest, and windiest desert on Earth. No plants or animals live here. The birds that visit the South Pole are there by mistake!

What important details should we write in our chart?

How can such cold, icy places help us? Who would want to stay somewhere that doesn't see the sun for half the year? Scientists do a lot of research at the North Pole and the South Pole. Under all the ice and snow are clues about Earth's history. The South Pole is even perfect for scientists who study space! Are you ready to book your trip to one of Earth's poles, too?

Invite readers to answer and discuss these questions.

★ Reflect: Before reading this text, we knew some information about Earth and the earth's poles. What were some questions we had? What questions did this text answer for us? What other details did we learn about the North Pole and the South Pole? Invite reflection on the author's purpose. Why do you think the author chose to write this text? What details helped you decide the author's purpose? What new questions do you have after reading this text?

★ Answers and ★ Proof

1. What was this author's main purpose?

- A. *There aren't story elements in this text.*

- B. *The author did not share reasons why we should visit. The author would be trying to convince us if this was the purpose.*

- C. *The author did not provide details about the history, like when they were discovered or when people started visiting.*

- D. *The author did share lots of facts about the North and South Pole.*

2. Put a check mark if the statement is true for BOTH the North Pole and the South Pole.

- ✓ *This is mentioned in a few paragraphs.*
This is only true for the North Pole (paragraph 4)

- ✓ *This is true for both poles (paragraph 3)*

- ✓ *This is true for both poles (paragraph 5)*

3. What is something that is only true about the North Pole?

Open-ended. Emphasize writing in complete sentences.
Suggested stem: **Only the North Pole...**
Example: Only the North Pole has lots of animals. It's too cold for animals to live at the South Pole.

4. What is something that is only true about the South Pole?

Open-ended. Emphasize writing in complete sentences.
Suggested stem: **Only the South Pole...**
Example: Only the South Pole has dark nighttime skies from March through September. The North Pole has daytime during those months.

★ Polar Bears

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d, 3.10a, 3.10b

Prior to reading: What text features do you observe? Invite responses and predictions about the genre of the text. **What background knowledge do we have about polar bears?** You can begin to fill in a KWL chart with readers' background knowledge. Recall information from the previous text. **Which pole do polar bears live near— the north or south?** Invite students to predict and ask questions about this topic: **What questions do you think this author might answer?**

★ Questions & Notes for the teacher

1. "Polar bears are made for the frigid temperatures of the Arctic." "Frigid" means... What strategies should you use if you don't know the meaning of the word "frigid" yet? What strategies should you use if you *think* you know the meaning of the word but want to be sure?

2. Put a checkmark next to the true statements: What should we do to make this question easier?

3. Choose the option that shows a correct example of cause and effect. Clarify and define the concept of cause and effect with concrete, relevant examples if necessary.

4. What do you think was the most important detail from this text? This question is asking your opinion. You should explain your reasoning with details from the text.

★ Read out loud. Pause to react and discuss.

Pause to re-view information and update KWL chart. **Where do polar bears live?** (*Arctic/ North Pole*)

Have you ever thought about the word "polar" in polar bears? Polar bears got their name because they live near the North Pole. This area is called the Arctic. People around the world also call these animals ice bears, sea bears, white bears, and white sea deer. Arctic means "bear" in Greek, so you could guess that bears live there. Antarctic means "no bear". You may have just guessed it... there are no bears to be found in Antarctica!



Write the words *Arctic* and *Antarctic* on the board. **What does Arctic mean?** (*bear*) Underline the "Ant" part of Antarctic. "Ant" is like "Anti". **What does it mean if we are "anti" something?** "Ant" also means "no"

Why is the Arctic perfect for polar bears? Let's review important details from this paragraph. As students share, ask "Why is this important?" "What conclusions can we make about polar bears?"

Polar bears are amazing mammals with many unique characteristics. In the Arctic, temperatures can be as low as 50 degrees below zero! Polar bears are made for the *frigid* temperatures of the Arctic. Their body is covered with a layer of fat that is about four inches thick. This fat helps them conserve heat. It's like having a blanket on your body all the time. If it is very cold, polar bears will dig a pit in the snow and curl up in a ball to stay warm. It may surprise you to know that they have more problems overheating than being cold. In fact, polar bears will quickly overheat when running. So, the Arctic is the perfect environment for polar bears.

A can of soda or a box of cereal weighs 1 pound. How big can polar bears grow, though? (1,150 lbs) This is the same as ten 14-year-olds.

What were the important details for this paragraph? **What was the main idea?**

Baby polar bears are called cubs. When they are born, they weigh about one pound. When they are grown, they can be as heavy as 1,150 pounds or more! That's about ten times as heavy as a teenager. Polar bears are born about a foot long. They can grow to be almost ten feet long. They stay with their mom for a few years to learn how to hunt and swim and survive. They will learn to hunt and eat seals, which is their main diet.

Polar bears look white, which helps them hide in the snow. They have black skin and their hair isn't actually white. It is *transparent*, or clear, but seems white because it reflects light. These bears are the largest car-

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nivores (meat eaters) on land. They have a great sense of smell and can smell a seal up to a mile away. If a seal is under three feet of snow, the polar bear can still smell them. Polar bears are good swimmers as well. One polar bear swam for nine days straight in the freezing sea, covering 400 miles. That's a lot of paddling!

Predators are hunters.

Polar bears don't have predators. They live far away from most humans. However, we are still creating a big problem for polar bears. The way we use natural resources like fossil fuels creates climate change. Polar bears are being harmed by climate change. Temperatures on earth are going up, which means that sea ice is melting earlier each year. Polar bears hunt for their food on the sea ice. When the sea ice is melted, polar bears must swim more. They have less time to hunt for food. For this reason, polar bears are in danger of starving to death.

In summary, polar bears are interesting creatures. Their Arctic habitat can be a harsh environment for some animals but it is perfect for them. It is important that we try to decrease global warming, so these amazing bears can survive. We want these bears to survive so we can keep learning about how they live in the Arctic.

I noticed all these details are related to how polar bears hunt. Which details support this main idea?

What is "climate change"? How is this harming polar bears? Why is climate change happening?

★ Reflect: What is the best way to summarize this text? Before reading this text, we knew some information about polar bears. What new information can we add to our chart?/What new information did the author of this text share? The author said the Arctic is a harsh environment for some animals but it's perfect for polar bears. How are polar bears able to survive in the Arctic? What do you think are some reasons humans should learn more about how polar bears live in the arctic? What questions do you have after reading this text?

★ Answers and ★ Proof

1. "Polar bears are made for the *frigid* temperatures of the Arctic." "*Frigid*" means...

...very cold.

Context clues: the author is describing a temperature in the arctic. The paragraph is about where polar bears live, and we know it's a cold place.

2. Put a checkmark next to the true statements:

✓ Evidence is found in paragraph 4.

Paragraph 4 says polar bears hunt seals.

✓ Evidence is found in paragraph 4.

✓ This detail is in paragraph 3.

3. Choose the option that shows a correct example of cause and effect.

Ensure students understand cause and effect by relating to concrete examples in their lives. Some students get confused about the sequence of cause and effect, and some students get confused by wording. Practice exploring cause and effect in different sentence structures.

A. These 2 details are related but they are backwards.

B. These 2 details are true but they are not related by cause and effect.

C. Correct– This shows the effect of sea ice melting.

D. These 2 details are true and related, but they are backwards.

4. What do you think was the most important detail from this text?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **The most important detail from this text is that...**

Example: The most important detail from this text is that polar bear bodies are perfect for living in the Arctic. I think this is important because humans can learn how to protect themselves in cold areas too.

★ Penguins!

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d, 3.10a, 3.10b

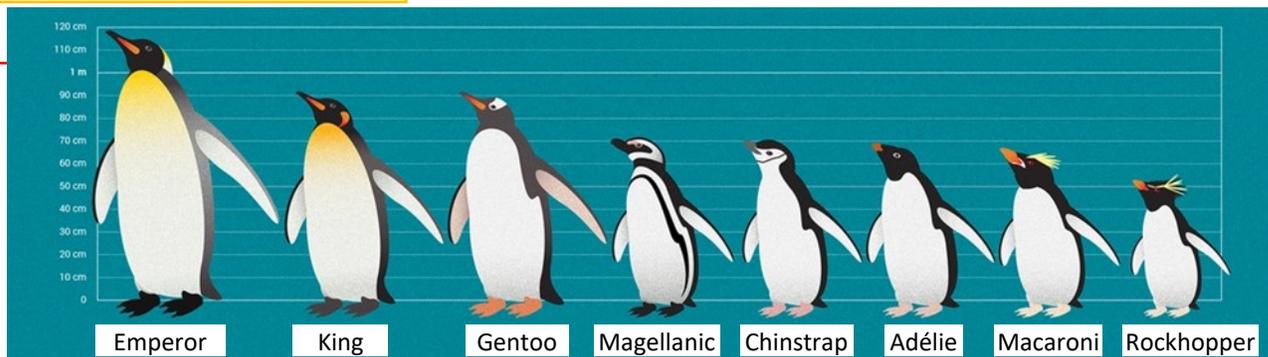
★ **Prior to reading:** What text features do you observe? There is the title, there is a diagram, and there are subheadings. Invite responses and predictions about the genre of the text. What background knowledge do we have about penguins? You can begin to fill in a KWL chart with readers' background knowledge. Recall information from the previous texts. What is this diagram showing us? The diagram shows the heights of different penguins. Invite students to predict and ask questions about this topic: What questions do you think this author might answer?

★ Questions & Notes for the teacher

- 1. Look at the image. Which statement is true?** Where do you need to look to answer this question?
- 2. What was this author's purpose?** Review PIE for author's purpose. What details will help us decide what the author's purpose was?
- 3. Which penguin was described as naughty, reckless, and playful?** What strategies should we use to make it easier to answer this question? Do you need to define these words for your readers?
- 4. Which penguin sounds more interesting to you: Emperor penguins or Adélie penguins? Why?** This question is asking your opinion. You will explain your opinion with details from the text.

★ Read out loud. Pause to react and discuss.

Take some time to read the penguin names, and note details about the penguins. The heights are split up into 10cm intervals. The largest number is 120 cm.



Polar bears are the famous animal of the Arctic, which is at the top of our planet. They aren't found anywhere else in the world, except for at zoos. The bottom of our planet, Antarctica, has its own famous animal. That famous animal is the penguin.

There are many different species of penguins. They all have similar bodies with a few unique details, like height or feather colors. Their lives also have some unique details. Emperor penguins only lay one egg every year. Macaroni penguins lay 2 eggs each year. Rockhoppers make their nests in the grass. Emperor penguins and king penguins keep their eggs on their feet! Some species can be very aggressive, like gentoos and chinstraps. Others are known to be playful.

The Emperor Penguin

Emperor penguins are the only penguins that breed during the winter. The female penguin lays an egg and gives it to her mate, or partner. The partner keeps it safe while the female travels to get food. The mate looks after the egg for nine weeks. During that time, he is *fasting*- that means he isn't eating any food. He keeps the egg on his feet, so it is safe and warm. After about 70 days, the chick hatches out of its egg. Finally, the female penguin returns. Her mate is now very skinny! She recognizes him by the sounds he calls out. She takes care of the chick while her mate travels to the sea to eat.

What important details should we mark from this paragraph? Should we mark that polar bears live in the Arctic?

What was this paragraph mostly about? The author mentioned that the penguin is fasting while taking care of the egg. What does fasting mean? How long does the penguin fast for?

I can tell that the main idea of this paragraph is that different penguin species have unique traits. Review details. Ask specific questions. "How many eggs to emperor penguins lay each year? What do we know about gentoos?"

The Adélie Penguin

The Adélie penguin is known for its entertaining personality. Many explorers describe these penguins as fearlessly curious, reckless, and playful. Some observers think the Adélie penguins act like naughty children. Sometimes the penguins will push each other into the water. Sometimes, parents won't just give their chicks food- the parents will make their chicks chase after them! Even though these penguins can act naughty, they are very careful parents. Both mates work together to look after their eggs, and then their chicks.

What was the main idea of this paragraph? What are the supporting details? The author says Adélie penguins are naughty-why?

★ Reflect: What is the best way to summarize this text? Before reading this text, we knew some information about penguins. What new information can we add to our chart?/What new information did the author of this text share? Why do you think the author wrote this text? What questions do you have after reading this text?

★ Answers and ★ Proof

1. Look at the image. Which statement is true?

- A. Correct- they stand at the tallest height on the chart.
- B. Rockhoppers are the shortest penguin on the chart.
- C. Adélie penguins are taller than rockhoppers.
- D. Emperor penguins are taller than Adélie penguins.

2. What was this author's purpose?

- A. Review the elements of author's purpose as necessary. Discuss as a class: **What details would the author need to add if they wanted to...**
- B.
- C.
 - convince readers to take a trip to see penguins?
 - teach readers about where all the world's penguins live?
- D.
 - share silly stories about penguins?

3. Which penguin was described as naughty, reckless, and playful?

- A.
- B. This information is found in the last paragraph. Review strategies readers used to answer this question and to check their answer.
- C.
- D.

4. Which penguin sounds more interesting to you: Emperor penguins or Adélie penguins? Why?

Open-ended. Emphasize writing in complete sentences.
 Suggested stem: **Based on what I read, ____ penguins sound more interesting because...**
 Example: Based on what I read, Adélie penguins sound more interesting because the author said they are playful and reckless. I think these penguins might be more fun to watch than Emperor penguins.

★ Take a hike!

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d, 3.10a, 3.10b

P **Prior to reading:** The title of this text is "Take a hike!" Usually this is something you say when you want somebody to leave. Model what this would sound like. **However, I have a feeling this title means something different in this text. What do you notice about the text features on the page?** The image shows the figure of a person walking. They have on a backpack and they're using a walking stick. Invite observations. **What do you notice about how the text is formatted?** This text is written as a letter. Label the parts of a letter: the greeting, body, closing, and signature. **What can we predict based on these parts of the letter?** Invite background knowledge. **Have you gone hiking before? How did you prepare? Did you experience any problems, or learn any lessons about how to have a better experience next time you hike?**

- Q** **Questions & Notes for the teacher**
- 1. What is the main purpose of this text?** Review strategies for deciding on an author's purpose.
 - 2. Who sent this letter to Layla? Where will we find clues for this question?** There are clues in the body of the letter: what sort of information does the writer share? What can we infer about the writer and the person receiving the letter? The closing and signature might be a clue, too.
 - 3. The first sentence of the letter says, "Thank you for sending us an email." What do you think Layla said in her email?** How will we be able to answer this question if we can't see Layla's email? Readers will need to draw conclusions based on this letter.
 - 4. What do you think is the most important thing to take on a hike? Why?** For this question, you can share your opinion and explain your opinion using details from the text.

R **Read** out loud. Pause to react and discuss.

Point out the greeting again.

Dear Layla,

What is this letter going to be about? Who is going hiking?

Thank you for sending us an email. We are so excited for the adventure you and your family are about to take! Your first hike is going to be full of new experiences. We are happy to give you some advice so all of you are ready to enjoy your hike.



Invite readers to predict what the best hiking clothes are.

First off, make sure you know where you are going! Read the map carefully so you know how long you will be walking. You should also watch out for hills you will be climbing. After you have planned your *route*, or path, share your plan with others. This will help keep your group safe when you are hiking. Remember that each mile will take you about 20 to 30 minutes. Try to keep your hike less than 4 hours.

We know the person who wrote this letter is giving advice. What was the main idea of this paragraph? Why is it important to tell people your route?

What was the main idea of this paragraph? What are the supporting details?

Next, you should plan what to wear. Your shoes should be comfortable for walking. They should also have strong soles, so you don't get hurt when walking on rocks or branches. You should dress like an onion... and that means wearing layers! If you wear layers, you can be prepared for cool weather or warm weather. You should also wear sun protection, like a hat, sunglasses, and sunscreen. Some people like taking a hiking stick with them. This stick can help you balance if you're walking somewhere rocky, or slippery.

What was the main idea of this paragraph? Why do you think the writer recommends bringing safety pins? a whistle?

Then, you should prepare a list of things to keep in your pack. You will need plenty of water while hiking. You can carry two large water bottles in your pack and have some water in the car for when you finish the hike. Take some small snacks, like granola bars, nuts, and dried fruit. You should also carry a compass and map, a small first-aid kit, a loud whistle, and some safety pins.

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Identify the closing and signature of the letter. **How do you feel when you see this closing?**

Finally, rest up the day before your hike so you can enjoy every second of it! Some hikes can be difficult if there are lots of hills, or if the weather is not pleasant. Try to focus on the positive things when you start to feel uncomfortable. There will be plenty of animals and plants to see. Please take a picture during your hike and send it to us!

Happy travels!

The Perilla Hiking Crew

What is the main idea of this paragraph?

★ Reflect: Who wrote this letter? Why did they write this letter? I can conclude that Layla hasn't been on many hikes before. What can you conclude about the Perilla Hiking Crew? Invite discussion. Do you think the writer gave enough information to Layla? After reading this letter, how would you feel about going on a hike? Is there information you think the writer forgot? Or is there information you don't agree with? What would be the best way to summarize this information?

★ Answers and ★ Proof

1. What is the main purpose of this text?

- A. Review the elements of author's purpose as necessary. Discuss as a class: **What details would the author need to add if they wanted to...**
- B. **to...**
- C.
 - **share their amazing experience hiking?**
 - **share reasons why the reader should try hiking in nature?**
- D.
 - **share information about their hiking company?**

2. Who sent this letter to Layla?

- A. Explore the role of voice in writing letters. Different writers have different voices. How does a friend talk, compared to a teacher?
- B. What details would we read if this letter was coming from a relative in a different state?
- C.
- D.

3. The first sentence of the letter says, "Thank you for send-

- A. We can draw this conclusion based on the information Perilla Hiking Crew wrote in their letter. They are explaining how to prepare for a hike. So, Layla is not an expert hiker already.
- B.
- C. They did not share many reasons for why they think hiking is amazing.
- D. They did not share memories of a hiking trip.

4. What do you think is the most important thing to take on a hike? Why?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **The most important thing to take on a hiking trip is ___ because...**

Example: The most important thing to take on a hiking trip is water because you need to stay hydrated when you are walking! If you don't have enough water, you can start to feel weak or sick.

★ The Resources We Wear

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d, 3.10a, 3.10b

★ **Prior to reading:** Review the meaning of resources. Resources are materials we use. We need resources to make all the of the tools we use and the food we eat. Water is a resource our body uses to stay healthy. What do you observe about this text? The picture shows clothes hanging on a line. We need resources to make clothing, too. What do you already know about how clothes are made? What do you know about the resources that we use to make clothes? Invite background knowledge and experience, especially if anybody has made clothes or if they have relatives who have made clothes.

★ **Questions** & Notes for the teacher

1. Which of these statements is the main idea of the text? Review strategies for identifying the main idea of a text. Support readers by taking note of the main idea of each individual paragraph. These can be the supporting details for the whole text’s main idea.

2. Which statement is FALSE? What strategies will help make this question easier? Emphasize that students are marking the false statement.

3. What was this author’s main purpose? Review PIE and the elements of each type of purpose.

4. Which material do you think is the best for clothes? Why do you think that? This question is asking your opinion. You’ll explain your opinion with details from the text.

★ **Read** out loud. Pause to react and discuss.

Some people have to wear a uniform to school, and some people don’t. However, we all have to put on some clothes to head to school! You might know where your clothes are from, but do you know what they are made of? Have you ever looked at the little tag on your clothing? It shows what your clothes are made of. Some words you might see are “acrylic”, “cotton”, “spandex”, or “hemp”. These materials feel different. They also have different consequences for our world.



Share background knowledge about the clothes students are wearing. Give students a moment to check their tags. Do you know where these materials come from? What do you think the author means when they say these materials have different consequences?

What are examples of natural resources? What is a non-renewable resource?

Acrylic is not a natural resource. Acrylic thread or yarn is made of plastic. Plastic is made from fossil fuels. Fossil fuel is a **non-renewable resource**. So, when it’s gone, it’s gone for good! Clothes made from acrylic can be soft and fluffy, or smooth and thin. They can come in lots of colors. When acrylic clothing is washed, it leaves tiny pieces of plastic in the water. This plastic gets washed into rivers and oceans. It even gets carried into clouds and falls back down in rain.

Review details with students. Review as pros and cons, or as supporting details for the paragraph’s

Review details from this paragraph. What are some similarities between spandex and acrylic?

Spandex is not a natural resource, either. It is made by mixing a couple chemicals together. Spandex is a stretchy material. It’s a popular material for making socks, leggings, shirts, and much more. If you want your clothing to be tight and stretchy, you will probably want to use spandex! However, spandex can’t be recycled. That means unwanted spandex clothes end up in the trash and in our landfills.

Cotton is a natural resource. It’s a **renewable resource**, so we can grow more of it. Cotton can be used to make anything, and many people think it is very comfortable. It helps keep your body dry when you sweat. It also helps keep your body warm if it’s cold outside. However, cotton farms need to be careful. Sometimes

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they use a lot of bug poison to keep the cotton plants safe, but this bug poison can harm the people and animals who live near the cotton!

How is cotton similar and different from the other materials?

Review: **What is a natural resource? What is a renewable resource?**

Hemp is also a natural, renewable resource. It's a tall, green plant! To make fabric from hemp, you need the long stem. Hemp is a strong plant. Bugs can't cause it much harm, so it doesn't need that much bug poison. Hemp can also grow really close together, so it doesn't need as much space as cotton. However, clothing made from hemp can feel a bit scratchy.

How is hemp similar and different from the other materials?

In this last paragraph, the author "ties up" their writing. They give a tiny review of what they shared in each paragraph.

All our clothing is made using resources. Some of these resources are natural, and some are renewable. Some are not! Take a look at the tags on clothes in your home. Which resources are you and your family using?

★ Reflect: What was the genre of this text? How do you know? Invite responses. What were some important details from this text? Compare and contrast the different materials. You can create individual Venn diagrams or bubble charts. Based on the information you read, what might be the best material for you? What might be the worst material for you? Encourage students to share reasoning. Some clothing tags show that there is a mix of materials. Why do you think some people mix these materials to make clothes? Do you think there are certain materials we should use more often/less often? Why?

★ Answers and ★ Proof

1. Which of these statements is the main idea of the text?

A. Cotton, hemp, and Spandex are only mentioned in one paragraph.

B. The main idea of the text is going to have supporting details repeated in each paragraph.

C.

3. What was this author's main purpose?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **The author wrote this text to...**

Example: The author wrote this text to teach readers about different clothing materials. The author shares lots of details that show how materials are similar and different.

(D.) Each paragraph does mention different materials and their traits.

2. Which statement is FALSE?

Review strategies with students such as scanning for key words. Here, students can scan for material names and bolded words to help find their answer.

(A.) Context clues for "natural resources" can be found in paragraphs 2, 3, and 4.

B. Defined in paragraph 4.

C. Identified in paragraphs 4 and 5.

D. Identified in paragraph 3.

4. Which material do you think is the best for clothes? Why do you think that?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I think ___ is the best for clothes.**

Example: Based on details in the text, I think cotton is the best for clothes. The author said it's a natural renewable resource so we can keep growing it. It's also comfortable.

★ The Challenge

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d

★ Prior to reading: What sort of challenges have you experienced in school? Have there been times when the teacher plans a challenge for you? Invite students to share experiences and connections. **How do you normally feel when you're about to start a challenge? What about during the challenge?** Invite responses. **What makes a challenge easier to overcome? What makes a challenge more difficult to overcome?** Invite students to share predictions about this text based on the title and image. The image shows a person manipulating spaghetti sticks, gumdrops, and marshmallows.

★ Questions & Notes for the teacher

1. Which event is most likely to happen next in the story? Now we know that this is a story, which means there will be characters and a setting. After we read we can decide what might happen next.

2. Which sentence shows events from the story in the correct order? What strategies should we use when we think about this question?

3. According to Damiana, what makes a STEM challenge so special? What does STEM stand for? Damiana must be a character in the story.

4. Do you like to do STEM challenges? Why, or why not? We can answer this question after reading the text. We'll share our opinion but we can use details from the text to explain our opinion.

★ Read out loud. Pause to react and discuss.

Can you make a connection to this? Why do you think the teacher changed their daily schedule?

Some students in Ms. Johnson's 3rd-grade class thought it was a little weird that science was at a different time today. Usually science starts at 11:00 AM, but today they did social studies at that time instead!

"Did Ms. Johnson forget our daily schedule or something?" Rocco asked Jaime. Jaime shrugged and they opened their book about life in a Cherokee tribe.

Everybody went to lunch. Then, they came back to their classroom. However, it looked different! The tables were pushed together into long rows. Each row had containers with lids. There were also papers on the table, but they were flipped over, so the words were covered.

"It must be a STEM day!" Damiana exclaimed. She loved STEM day! STEM stands for Science, Technology, Engineering, and Math. STEM activities are like puzzle challenges. In each STEM challenge, the students would have an objective, or goal. They would have to work together to plan how to reach their goal.

Before getting started, everybody had to review the expectations for this activity. "Is it normal to have conflicts in your group?" Ms. Johnson asked the class.

"Yes!"

"What should you do when you have a conflict in your group?"

"Pause and talk about it! Share your plan. Decide together!"

"Is it normal for your plan to fail or fall apart?"

"Yes!"

"What should your group do when your plan fails, or something doesn't happen the way it's supposed to?"

"Pause and talk about it! Write down observations. Write down our new plan!"

"What if you don't accomplish the objective when time is up?"

This reminds me of the story we read where a student spilled paint on their class banner and had to create a new plan.



Can you make a connection with this part of the story? (A previous STEM challenge, or working together)

for TEKS/STAAR

How are the students feeling at the end of this story? How are you feeling? Why do you think the author ended the story with Ms. Johnson saying "begin"?

"That's okay! We are supposed to learn from this activity. Even if we don't accomplish the objective, we still learn something from the choices we made."

Finally, Ms. Johnson showed us our objective and our materials. "Today, you are going to be building a tower. You will have 20 uncooked spaghetti noodles, 20 mini marshmallows, and 40 gumdrops. Your objective is to build the tallest tower you can using your materials."

All the students started whispering in their groups, eager to begin planning.

Ms. Johnson looked at all the students. "Any questions?" The students were quiet. They looked at their teacher. They looked at their materials, and at each other. "Ready?" The students all nodded eagerly. "Begin!"

It sounds like students are reviewing expectations for this challenge. Do you agree with this expectations? Why?

★ Reflect: What is the best way to summarize this text? Create a summary together. What was the author's main purpose for writing this text? How do you know? If the author was trying to inform us about the steps for a STEM challenge, how would that text look different? Review the beginning, middle and end of the text. What are these characters going to do next? Invite connections. Make a connection to an element from this story. Discuss. If you were a student in your class, what would your plan be for this STEM challenge?

★ Answers and ★ Proof

1. Which event is most likely to happen next in the story?

- A. This happened at the beginning of the story.
- B. correct— When the teacher said to begin, she was inviting them to begin planning.**
- C. Review the paragraph where Ms. Johnson shares the objective.
- D.

2. Which sentence shows events from the story in the correct order?

- A.
- B. Review where each event occurs in the story. Start by asking students to recall: Did students go to lunch near the beginning, middle, or end of the story? Then have them recall the paragraph.**
- C.
- D.

3. According to Damiana, what makes a STEM challenge so special?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Damiana thinks STEM challenges are special because... The text says...**

Example: Damiana thinks STEM challenges are special because they are fun. The text says they are like puzzle challenges.

4. Do you like to do STEM challenges? Why, or why not?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **I would/would not like to do a STEM challenge because...**

I do/do not like STEM challenges because...

Example: I do not like STEM challenges because they are sometimes too difficult. Also, students need to work together during STEM challenges and I like working by myself.

★ Fortune Teller

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d

★ Prior to reading: Observe the text features on this page. Invite students to share observations out loud. **What do you know about fortune tellers?** The images show a Magic 8 Ball. One image shows the 8 on the ball, and the image at the end shows the ball with the text "Better not tell you now". **Have you ever seen one of these before?** Invite students to share connections. **Now let's draw some conclusions. Based on these text features, what can you predict about this text?**

★ Questions & Notes for the teacher

- 1. A reader draws a conclusion after reading this text. "The narrator thinks the ball can really tell the future!" What clues did the reader use to draw this conclusion?** Review strategies for drawing a conclusion. What conclusion did the reader make? We have to find the evidence.
- 2. What do you know about the main character in this story?** Now we know this story has a main character. We can recall details from the text and draw conclusions about the character.
- 3. (skip the summary for now) Is this a good summary for the text? Why, or why not?** How can we make sure we have a strong summary?
- 4. Do you agree with the narrator's thinking at the end of the story? Why, or why not?** This question is asking for an opinion. You can explain your opinion with details from the text.

★ Read out loud. Pause to react and discuss.

Make a connection. **What would you bring if our class did this activity? What did Gerardo bring?**

Every Friday, we do a fun activity in class called "Personal Museum". Each student brings an artifact from home. It can't be an animal, and it must be small enough to fit in a paper lunch bag. For his artifact, Gerardo brought a ball made of shiny black plastic.

"This is a fortune telling *device*," Gerardo explained, holding the ball out for us to see. There was a white circle painted on the ball, and inside the circle was the number 8. "That means this ball can tell us the future."

"Ooooooh, spooky," called out Theodore. Cassie giggled.

"How does it work?" asked Jasmine.

"First, you whisper your question into the number 8," explained Gerardo. "Then, you shake the ball, and turn it upside down." He showed us how. "On the bottom you can read your answer. Who wants to try?" Almost every single hand shot up into the air!

"It looks like your fortune telling device is in high demand," said the teacher. "You have permission to take it out at recess, and people can ask their questions then."

At recess, everybody crowded around Gerardo and his fortune telling device. "Theodore, you can go first," Gerardo said. He handed Theodore the ball.

"What did my mom give me for lunch today?" Theodore quietly asked the 8 on the ball.

"Oh, sorry, you can't ask those types of open-ended questions. The ball can only answer 'yes' or 'no' questions."

"Oh. Did my mom make me a sandwich for lunch today?" Theodore shook the ball and turned it upside down. He read the message out loud. " 'Don't count on it.' But she always makes me sandwiches!" Theodore handed the ball back to Gerardo.



What is a fortune-telling device? How does this device work? What do you think about this device? How are the other characters feeling about this device?

How did the teacher conclude the fortune telling device was in high demand?

Do you think Theodore believes the fortune he received?

for TEKS/STAAR

I can conclude that Jasmine is excited about her fortune.

Gerardo gave the ball to Jasmine. She asked the ball, "Did I get a perfect score on the math test?" Jasmine shook the ball and read her message. "It is decidedly so! Yes!"

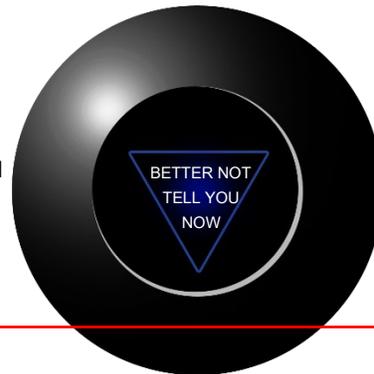
Next, Gerardo handed the ball to me. "Can you really tell the future?" I asked the ball. I shook the ball and felt liquid sloshing around inside. I turned the ball over and saw a little window, with my answer: "Better not tell you now."

Why did the whole table gasp when Theodore opened his lunch?

At lunch time, everybody watched Theodore. "My mom always makes me sandwiches," he said again as he unzipped the lunchbox. He gasped. Theodore had pulled out a plastic container of lasagna. The whole table gasped, including me.

After lunch, the teacher passed out our graded math tests. Jasmine eagerly turned her test over to see the grade. She smiled and showed it to her friend, Martina. "She got a 100," Martina whispered to us. My mouth dropped open.

I peeked at the shiny plastic ball. It was sitting on the teacher's desk. "Better not tell you now," it had said to me. 'I guess you didn't need to tell me,' I thought to the ball, 'I think you have shown the answer to my question!'



This is the answer that we see in the image. What do you think of this response? What do you predict will happen next?

Model a mouth dropping open. What does this action usually mean? Why did the narrator's mouth drop open?

★ Reflect: How should we summarize this story? Pick a frame and summarize the story together. Why do you think the author wrote this text? Invite discussion on the author's purpose. At the end of the story, the narrator thinks "I think you have shown the answer to my question". What was the author's question? Why does the narrator feel like their question has been answered? Guide students to find the evidence the narrator used to draw a conclusion. What do you think will happen next in this story? If you were a character in this story, would you have asked the fortune telling device a question?

★ Answers and ★ Proof

1. A reader draws a conclusion after reading this text. "The narrator thinks the ball can really tell the future!" What clues did the reader use to draw this conclusion?

- A. This action does not show the narrator believes the ball can tell the future. This action helps describe the ball.
- B. These actions and dialogue help show the narrator believes the ball can really tell the future.
- C.
- D. This action does not show the narrator believes the ball can tell the future. It doesn't have to do with the narrator.

2. What do you know about the main character in this story?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: Based on details in the text, I know the main character...

Example: Based on details in the text, I know the main character believes this ball can tell the future. I can also conclude that the main character is curious because they wanted to ask the ball questions.

3. "Everybody at school is interested in Gerardo's fortune-telling ball. But, the narrator isn't sure the ball can really tell the future. So, they ask the ball if it can really see the future. Then, events match with what the ball said. The narrator thinks they have the answer to their question." Is this a good summary for the text? Why, or why not?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: This is/is not a strong summary because...

Example: This is a strong summary because it shares all the elements of the story. This summary has the main character, setting, conflict, and solution. It has all the details in order.

4. Do you agree with the narrator's thinking at the end of the story? Why, or why not?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: I agree/disagree with the narrator's thinking because...

Example: I agree with the narrator's thinking because the ball was write about everything they asked. Theodore really didn't get a sandwich for lunch, and Jasmine really did get a good score on her test. So, I think the ball can really tell the future.

★ Great White Sharks

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d, 3.10a, 3.10b

★ Prior to reading: Observe these text features and make predictions about the text. Invite students to make predictions about the genre and topic of this text. Make a KWL chart with students. **What do you already know about great white sharks. Why are they called "great"?** Students can predict/share knowledge, or write this question under the W of the KWL chart. **What other questions do we think this text might be able to answer?** Invite questions and write them in the chart.

★ Questions & Notes for the teacher

1. The author wants to add this fact to their text: "Most of the time, great whites hunt for food at night." Which section will this fact go in? This text is divided into sections by subheadings. Remind readers of this term.

2. Put a checkmark next to the statements that are true. What strategies should be used when thinking about this question?

3. What is a difference between shark pups and human babies? For this question, we will need to find details in the text. What are we comparing?

4. What is the most important detail that this author shares with readers? This question is asking for your opinion. You should explain your opinion with details from the text.

★ Read out loud. Pause to react and discuss.

The author started this text with a question to get us thinking about the topic. What else did the author tell us in the first paragraph?

Have you ever watched a documentary or movie about the ocean? If so, you might have been fascinated by videos of different sharks. In this article, you will learn some facts about one amazing type of shark: the great white shark.

Size

The word "great" can mean "really good", or "very large". This shark has "great" in its name because of its size. Did you know that great white sharks can grow up to 20 feet long? This is half the length of a bus! They are also heavier than a piano. They can weigh up to 4500 pounds.

Teeth and Body

One of the reasons people are terrified of great whites is because of their teeth. Scientists call great whites "Carcharodon Carcharias", which means "sharp tooth" in Greek. Great whites have several rows of sharp teeth...they can have up to 300 teeth total! Some teeth are 2 ½ inches long, which is about the length of your finger! They use their first two rows of teeth for cutting and eating. If a tooth falls out, a tooth from the other rows will move in to replace it.

The great white has the normal body parts of a fish. A fin on their back is called a dorsal fin, and the two fins on their sides are called pectoral fins. They also have five gill slits that are used for getting oxygen into their body. They have a grey body with a white belly.

Pups

Female great white sharks usually have between two and ten pups, or babies. They grow in an egg inside of their mother. After hatching from the egg, they leave their mother's body. These newborn pups are about five feet long and weigh around 70 pounds. Newborn human babies aren't even two feet long, and they



Why are these sharks called "great" whites? The author named this section of the text "Size" because this whole paragraph was describing the size of the shark. Add to KWL charts.

What was the main idea of the 2nd paragraph of this section? How does the shark's body compare to other fish? Add to KWL charts.

What section are we reading now? (Teeth and Body). What is the main idea of this 1st paragraph? Clarify: Humans only have one row of teeth, but sharks have several. Add to KWL charts.

for TEKS/STAAR

What does "Habitat" mean? Do you agree that this is the best subheading for this section? Add to KWL charts.

This last paragraph doesn't seem to fit with the section called "Diet". Do you think this section should have its own subheading?

weigh about 7 pounds. When great white pups are born, they can swim off and take care of themselves. They become full-grown adult sharks at 9 years old.

Habitat

Great white sharks like to live in cool waters close to the coasts. They are most often found near Japan, Australia, South Africa, and both coasts of the United States. That is why you sometimes hear reports of sharks in California and Florida.

Diet

Great white sharks are **carnivores**. When they're young, they usually eat small fish. When they are adults, they eat animals such as sea lions, seals, and small whales. Great whites are very fast swimmers and they like to surprise their prey. They will swim up from below, grab prey in their teeth, and burst out of the water. Then the shark pulls their prey underwater. After eating a big meal, great whites can last for 1-2 months without eating again. Some people think that great whites like to eat humans, but this is false. The truth is that we are not their food of choice.

The great white shark has been on our planet since before dinosaurs! They're at the top of their food chain. They have no animals that cause danger to them. However, sharks are in danger because of humans. Some people hunt sharks. Some people also pollute the water that sharks swim in. Sometimes, we also harm their habitats with our large boats. Hopefully we will not cause these sharks to disappear in the future.

What are shark pups? How many pups does a mom usually have? What is special about these pups? Add to KWL charts.

What do great white sharks eat? What is a carnivore? Add to KWL charts.

★ Reflect: Let's review the information in our KWL charts. What were our questions before reading this text? Did the author answer any of these questions? Add info to KWL chart. What did we learn from this text? Review open-ended or ask specific questions to recall details. How big can great whites get? What do they eat? What are baby sharks called? Invite discussion. The last paragraph says great whites have been on the planet since before dinosaurs, but they are in danger now? Why? What other questions do you have after reading this text?

★ Answers and ★ Proof

1. The author wants to add this fact to their text: "Most of the time, great whites hunt for food at night." Which section will this fact go in?

- A. Review the main ideas of each of these sections.
- B. This sentence is talking about how great white sharks get their food. It makes the most sense that this sentence should be in the section called "Diet".
- C. **Correct!** This sentence is talking about how great white sharks get their food. It makes the most sense that this sentence should be in the section called "Diet".
- D. Review the main ideas of each of these sections.

2. Put a checkmark next to the statements that are true:

- Encourage students to use strategies such as scanning and summarizing to find proof as they think through this question. Invite students to reword the false statements to make them true.
- What keywords can we scan for? This sentence is talking about shark babies, so which section should we look under?

3. What is a difference between shark pups and human babies?

Open-ended. Emphasize writing in complete sentences.
 Suggested stem: **Unlike shark pups, human babies...**
Unlike human babies, shark pups...
 Example: Unlike human babies, shark pups are ready to be independent when they are very young. The author said they can swim off and take care of themselves when they're born.

4. What is the most important detail that this author shares with readers?

Open-ended. Emphasize writing in complete sentences.
 Suggested stem: **An important detail from the text is that...**
 Example: An important detail from the text is that great white sharks are carnivores but they don't eat humans. A lot of people are afraid of sharks, but sharks aren't trying to hunt us.

★ Foreign Friend

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d

★ Prior to reading: A "foreign" person is usually a person who comes from a different place, such as a different country. Build connections. Have you met a person from a different country before? What did you notice? Ask for similarities and differences. If you knew a student would be joining our class from a different country, what sort of questions would you start to have? What would you do to make that person feel welcome? As we read this story, we can see what choices a character makes to try and welcome a person from another country. What do you predict will happen?

★ Questions & Notes for the teacher

1. What do readers know about the main character of this story? After reading this story, we have to review details. Who is this question asking about?

2. Choose the best summary for this story. How can we decide which of these summaries is the best? Review strategies and elements of a strong summary.

3. Based on the text, which statement is FALSE? After reading the text we can review details and think about these statements. Are we selecting the true or false statements?

4. If you were Alicia, what would you do to make Raquel feel welcome? This question is open-ended. Readers can use the text's ideas or come up with their own.

★ Read out loud. Pause to react and discuss.

How do you define brainstorming? What did we already find out from this first paragraph?

Alicia was very busy during indoor free time. She was busy *brainstorming*. Alicia was making a plan because she heard her class was going to have a new student.

Alicia knew how it felt to be the new kid. Last December, her parents moved into different houses and Alicia went to live with her mom. She said goodbye to her friends and her 2nd grade teacher. She said hello to a new 2nd grade teacher, and a whole new group of students. It was scary at first, but Alicia was able to make friends. Now she loved her new school!

Alicia wanted this new student to love her school, as well. She wrote down a list of things she knew about this new girl coming to their school:

1. She is a girl.
2. Her name is Raquel.
3. She is from a country called Honduras.
4. She is starting school on Monday!

Why did Alicia write this list? What would you suggest to Alicia?

'If I want Raquel to feel happy when she comes to our class, I need to do things she will like,' thought Alicia. However, she didn't know what Raquel liked! 'All I know is she is a girl, and she's from Honduras...'

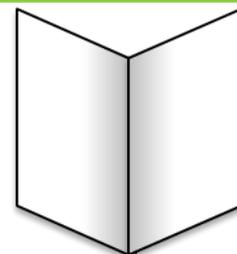
Alicia used a computer to search for information about Honduras. She learned that Honduras is in Central America. It has beaches and rainforests. She also learned that Honduras' official language is Spanish. 'Does Raquel speak English?' Alicia thought. 'Maybe I should learn some words in Spanish, just in case.'

Alicia looked at the girls in her class. Some were building towers. Some were playing computer games or typing stories. Some were reading, and some were drawing. 'This is tricky because girls like all sorts of things,'

What did Alicia decide to do for Raquel? Why did she choose that?

Alicia thought. She tapped her chin. 'Well, most people like receiving nice cards. I can make a card for Raquel!' She didn't have any trouble deciding what colors to use. She was going to use all the colors of the rainbow.

She decided to write her card in English and Spanish. "Welcome to our classroom," Alicia wrote with different markers. Then, she used the computer to translate her sentence. "Bienvenida a nuestro aulo," she



Why did the author tell us this information about Alicia? This information lets us know why Alicia has so much empathy – she knows how it feels to move somewhere new. Can you connect with Alicia as well?

How did Alicia learn this information about Honduras? I notice Alicia is following the same steps we use when making a KWL chart.

for TEKS/STAAR

Why did Alicia decide to write her card in English and Spanish?

copied under the English sentence.

Next, she had to decide how to decorate the card. She drew a white-tailed deer, because that is the national animal of Honduras. She drew a pine tree, because that is Honduras' national plant. Then, Alicia drew a few objects that girls in her class suggested: a dog and cat, a star, some flowers, an airplane, and some smiling faces. Finally, she drew a mustang because that was their school's mascot.

Alicia showed her teacher the card. "This is a really great idea," Alicia's teacher said. "Can all the students sign it? Then you can give it to Raquel when she arrives on Monday."

After everybody signed the card, Alicia put it away until Raquel arrived. Alicia was so excited to welcome Raquel to her new school. She had never been so excited for a Monday!

How did Alicia pick the items to draw on her card for Raquel? What else would you have drawn?

★ Reflect: What was the genre of this text? How should we summarize it? Summarize the text together. What do you think was the author's purpose of this text? Invite connections to the text: I can connect with the main character, Alicia, because I have moved to different schools before. What elements of this story can you connect with? Invite reflection: What did the main character learn in this text? What did other characters learn in the story? What did you learn? Invite predictions: At the end of the story, Alicia is excited for Monday. What do you think will happen on Monday?

★ Answers and ★ Proof

1. What do readers know about the main character of this story?

- A. Alicia is the main character. These details refer to Raquel, the new student who will be attending Alicia's school.
- C. We can draw this conclusion from Alicia's actions and thoughts.
- D. Alicia sees this detail when she is observing the other girls in her class.

2. Choose the best summary for this story:

- Review each option with readers and discuss what makes each option a weaker or stronger summary.
- A. This summary does not have the solution or ending of the story.
 - B. This summary could give more details about the story, including the ending.
 - C. This summary doesn't mention why Alicia is making a card, which would be the beginning and conflict of the story.
 - D. This summary mentions all the elements of the story, and tells us what happened in the end.

3. Based on the text, which statement is FALSE?

- A.
- B. Have readers refer back to the text. Review strategies for recalling details, such as scanning and summarizing.
- C.
- D.

4. If you were Alicia, what would you do to make Raquel feel welcome?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **If I wanted to make a new student feel welcome at my school, I would...**

Example: If I wanted to make a new student feel welcome at my school, I would write them a card too. I would also include some tips about the school, like what the best lunches are and fun learning websites we use.

P **Prior to reading:** Have you heard of the Aztec people before? Invite students' background knowledge and write it in a KWL chart. The Aztecs used to have a huge empire, like a kingdom. It was mostly in the country that is now Mexico. That was hundreds of years ago. How should we had this information to our KWL chart? Write notes down. What do you think life was like in the Aztec empire? Point out the image. It shows two babies in bassinets. The caption says "No one must step over a baby". Based on this image and the title, what do you think the main topic of this text will be? What questions do you think this text might answer?

- Q** **Questions** & Notes for the teacher
- 1. Choose the main idea of this text.** What strategies should we use to decide what the main idea of this text is?
 - 2. Put a checkmark next to the statement if it's true.** Which statements are we marking for this question? After reading the text, how can we make this question easier to answer?
 - 3. Compare the life of children today with the life of Aztec children. What is a difference?** This question is open-ended. You will use details from the text. You might want to guide students to draw a comparing chart. You can also make one for the class.
 - 4. Compare the life of children today with the life of Aztec children. What is a similarity?**

R **Read** out loud. Pause to react and discuss.

In this first paragraph, the author asked us questions. The author asked us to make predictions about what we would learn. What information is the author going to tell us? How does the author know about Aztec life?

Humans have existed for thousands of years. Babies and children existed all that time as well! If you have a little brother or sister, you might know how much care they need. Have you ever wondered how humans cared for their babies hundreds of years ago? Have you thought about what life was like for kids your age in *ancient* communities? The Aztecs wrote stories about daily life. Those texts give us clues about childhood in those *ancient* times.



What is special about Aztec names? How are these babies celebrated? What is the main idea of this paragraph?

This information connects to the image caption, "No one must step over a baby". This sounds like a superstition.

The Aztec empire grew about 700 years ago. In that ancient community, babies were given two names when they were born. One was a personal name. It might be a flower or animal. The other name was based on the special day the baby was shown to the world. On that day, the baby was given a special bath. Then, the baby's full name was shouted out for everybody to hear. Everybody would celebrate!

People in the house protected their babies. Babies couldn't go outside on certain days because it might be bad luck. Nobody should step over babies because that might stop the babies from growing. If someone did step over a baby, they had to step over the baby backwards to reverse the bad luck! Every four years, children had a stretching ceremony. The adults pulled on the child's arms, legs, fingers, ears, feet, and toes. This was supposed to help the child grow. When a child's teeth started to fall out, adults put the teeth in mouse holes. That was supposed to help the child's next set of teeth grow.

What is the stretching ceremony? What is the main idea of this paragraph?

How does this compare to when you were growing up?

Baby girls and boys didn't have to do anything but play until they were three years old. When they were four years old, the children started learning chores and how to be a proper Aztec. Children could take care of a lot of different chores by 8 years old. They were fishing and going to the marketplace. They were spinning

for TEKS/STAAR

The author ended by summing up their text. They also ended with a question to make us think.

thread and weaving to make clothes. They were fetching water, grass, or wood.

Some parts of our life are very different from the Aztecs. However, some parts of our life might still be similar. How does your childhood compare to Aztec childhood?

What kinds of chores did 8-year-old Aztec children have?

★ Reflect: Before reading this text, we knew a few details about ancient Aztec life. Review K from KWL chart. **What were some important details we learned from this text? Did the text answer any of our questions?** Review the W from KWL and write notes. **What were all of these paragraphs about?** Review the main ideas of each paragraph. **What was the final question the author asked us?** Review the question, and invite discussion on similarities and differences between modern childhood and ancient Aztec childhood. **What questions do you have after reading this text?**

★ Answers and ★ Proof

1. Choose the main idea of this text:

Review strategies that readers can use to identify the text’s main idea. They can write the main idea for each paragraph. They can use process of elimination and decide if an option is missing too much information from the text.

- A. This statement mentions the main topic (ancient Aztecs) and what we are learning about them.
- B. This statement is true, but the text wasn’t about all humans– just the Aztecs.
- C. This is not the main idea of the whole text. This was mentioned in one paragraph.
- D. This is not the main idea of the whole text. This was mentioned in one paragraph.

2. Put a checkmark next to the statement if it’s true:

- This is found in paragraph 4.
- This is found in paragraph 2: babies were given 2 names.
- This is found in paragraph 3.
- This is found in paragraph 4: children started chores at four years old.

3. Compare the life of children today with the life of Aztec children. What is a difference?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Unlike Aztec children, modern children...**

Unlike modern children, Aztec children...

Aztec children ___ but modern children ___.

Example: Aztec children are given 2 names and one of the names is an animal or flower, but modern children are not always given 2 names.

4. Compare the life of children today with the life of Aztec children. What is a similarity?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Both Aztec children and modern children...**

Example: Both Aztec children and modern children start chores when they’re kids. I also started doing chores at my house when I was four years old.

★ **Make Your Own**

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d, 3.10a, 3.10b

★ **Prior to reading:** Have you ever taken on a DIY project? What does "DIY" stand for? The image shows the words DIY and that they stand for "Do It Yourself". Invite connections and observations. What are some DIY projects you have heard of? Invite predictions: Based on the title, image, and subheadings, what genre do you predict this text will be? What do you think readers will learn from this text?

★ **Questions & Notes for the teacher**

1. What is this author's main purpose? Review the main categories of an author's purpose and details for each one, if necessary.

2. Which of these items do you need to make your own shopping bags? What do you think you will have to do to answer this question? This question is asking readers to recall details, which means going back to the text.

3. A reader wants to make their own paintbrushes. What do they do after collecting some sticks and some grass? I can conclude this question is asking about sequence. Which keywords helped me decide this question is asking about sequence?

4. Which of these projects would you try? Why? This question is asking for your opinion. Then, you can explain your opinion with details from the text.

★ **Read** out loud. Pause to react and discuss.



Give readers a moment to reflect and discuss this question.

What is the difference between buying something at a store or making it yourself? Some people don't want to spend money buying something in the store. Some people enjoy learning how to make something on their own. Now you can learn how to make three things yourself instead of buying them from a store: a shopping bag, paintbrushes, and snow!

How does the author use this first paragraph? They provide a hook (a reflection question) and then they say what the text will be about.

A durable bag is a strong bag. Durable things last a long time.

DIY Shopping Bags

People use lots of plastic bags, straws, cups, bottles, and much more. All this plastic is filling up our garbage cans and littering the planet. Instead of using plastic shopping bags at the grocery store, you can make your own **durable bag**! For this project, you can use a t-shirt you don't wear anymore. First, you will cut off the sleeves. Then, cut a semicircle shape at the collar. Next, make 1-inch cuts on the bottom of the shirt. Finally, tie the bottom pieces together. Now you have a shopping bag you can use over and over again!

Review: What is the main idea of this paragraph? What materials would you need? Would you do make this bag? Why, or why not? Use details from the text.

If we make a paintbrush with items we find outside, that means we are using natural resources.

Paintbrushes from Nature

Paintbrushes are usually made with a plastic or wooden rod and **bristles**. Bristles can be little pieces of hair from an animal, or they can be made of plastic. However, you can make paintbrushes from items you find outside! First, collect a few sticks that are about 6 to 10 inches long. Next, collect some blades of grass. Cut the grass into pieces that are one inch long. Gather the grass together and tie or tape it to the end of a stick. Instead of grass, you can collect different leaves. Try using different materials for your brushes to see which one you like best. This project would be great on a day with no rain.

Review: What is the main idea of this paragraph? What materials would you need? How do you make these paintbrushes? (re-read steps and visualize/act out, if necessary.) Would you do make these? Why, or why not? Use details from the text.

What do you predict the steps will be to make snow?

Snow, any time of the year

It doesn't have to be freezing outside to play with snow! For this project, you will need one pound of bak-

for TEKS/STAAR

Give readers a chance to answer this final question. **How does the author use this last paragraph? They remind us what they talked about in the text and ask us a final question to keep us thinking.**

ing soda and a can of shaving cream. Before beginning, lay a blanket or tablecloth on the floor. This will catch any spills so you can clean up quickly. Next, pour your baking soda into a large bowl. Then, add some shaving cream and mix it with your hands. Keep adding shaving cream until your mixture looks like snow. Finally, you can use your snow to make snowpeople, houses, or anything else you imagine!

Making something can be difficult, but it can also be fun. You get to practice creativity. Sometimes it can even help the environment, or help you save money. What are some items you like to make yourself instead of buying them from the store?

Review: **What is the main idea of this paragraph? What materials would you need? Would you do make snow using these steps? Why, or why not?** Use details from the text.

★ Reflect: What was the genre of this text? What is the best way to summarize this text? Summarize as a class. You can use a bubble chart or review the procedure for each DIY project. **How did the text features help us as we read this text?** The subheadings help us predict what the section will be about. They also help us when we are reviewing and scanning for information. The image and title let us know what the text was going to be about. **Why do you think the author wrote this text?** Review author’s purpose. **What do you think readers are supposed to learn from this text? Are there details you think the author should add to this text? Which of these projects would you do? Why?**

★ Answers and ★ Proof

1. What is this author’s main purpose?

When reviewing author’s purpose, discuss why each option is incorrect. Discuss what text details the author should add to change the purpose.

The author includes some reasons for why it might be better to DIY,
A. but there would be more reasons if they were trying to persuade us.

(B) Correct—each paragraph contains directions for how to make something.

The author gives some examples of how to make things, but there
C. are not a lot of details that show it’s easy to make **anything**. This text is not persuading us to DIY.

The author does not give much information about where resources
D. come from.

2. Which of these items do you need to make your own shopping bags?

A. Review strategies:

B. • Decide where to start scanning (use subheadings and other keywords)

(C) • refer back to the text

3. A reader wants to make their own paintbrushes. What do they do after collecting some sticks and some grass?

A. Review strategies:

B. • this question is asking about paintbrushes so we need to refer to the paintbrush section.

(C) • Review the order of steps. Mark them in the paragraph.

4. Which of these projects would you try? Why?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **I would try to make my own ____ because...**

Example: I would try to make my own shopping bags because I have some shirts I don’t wear anymore. I also think these bags could be nice to give as gifts, so other people stop using so many plastic bags from the store.

★ All Hands On Deck

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d

★ **Prior to reading:** What do the title and image of this text remind you of? The image shows a circle of hands reaching in towards each other, like when a team is about to send off to start a task together. Invite responses. **A deck is a place on a ship. A long time ago, when somebody said "we need all hands on deck" it meant we need everybody to help us take care of something on our ship. Now, we use this phrase any time we need everybody to help out with something.** Invite connections. **What was a time you remember when you saw "all hands on deck"?** Invite predictions about the genre and content of the text. **This story is from the point of view of a person named Skylar. What do you think the big challenge will be in this story? What do you think the characters will do?**

★ **Questions** & Notes for the teacher

1. "The fundraiser is an annual event." What does "annual" mean?

What strategies should we use when we are thinking about unfamiliar words? Review strategies for context clues.

2. "I helped them, too. I didn't know how to crochet, but I helped tie little paper tags on each item. The paper tag said, 'Made with love, by Ms. Josephine.'" Who is Ms. Josephine?

This question gives us some clues about the story. We know characters will be crocheting. What is this question asking us to find out?

3. Based on the text, which statement is probably true?

This question is asking us to draw conclusions. What strategies help us make sure we are drawing strong conclusions?

4. Compare the community in this story to your own community. Share a similarity or difference. What strategy will you use to answer this question?

★ **Read** out loud. Pause to react and discuss.

Model or define "looming". If Grandma is able to loom over the characters with her pile of yarn, how much yarn do you think she is carrying?

I was playing video games with my older brother when a giant shadow *loomed* over us. We paused the game and looked up.

"Grandma, what are you doing with all that yarn?"

Grandma was carrying a laundry basket and inside the basket was a mountain of yarn. "It's the first of October," Grandma said. My brother and I looked at each other, confused. "It's time to start getting ready for the community *fundraiser!*"

"Ohhh," my brother and I said at the same time.

Families in our community take care of each other. If a parent needs to go to work but they can't pay for daycare, a neighbor helps them. If a family has a broken toilet but they can't afford to pay a plumber to fix it, the neighborhood helps them. Two years ago, my grandma had surgery on her knee. She couldn't go to the grocery store anymore, so neighbors took turns dropping off food for us.

"I can't believe you two forgot about the fundraiser!" Grandma exclaimed. The fundraiser is an *annual* event. It happens every year on December 1st. Our community makes all sorts of things and sells them. Even people from other cities come to buy the things we make. Our next-door neighbor makes delicious fruit jams. Mr. Floyd down the street sells beautiful bowls and cups made from wood. Grandma *crochets* cozy hats, scarves, and baby blankets. All the money is shared by people in the community so we can keep helping each other.

Grandma sat down and got right to work. "I'm going to start with a baby blanket," she decided. She pulled out some soft yellow yarn and a crochet needle. A crochet needle looks like a little metal stick with a tiny hook.

Grandma hummed as she worked. Sometimes she listened to the radio, or the news. Sometimes she



The author said Grandma has a "mountain of yarn" they used figurative language. A mountain is huge, so Grandma must have a lot of yarn. What is all this yarn for? What is a fundraiser?

What did we learn about our setting from this paragraph? What are your opinions about how this community behaves?

Define *crochet*. You can show a picture for example. A fundraiser is an event to collect money. How does this community collect money? What do they use the money for? What is Grandma going to do for this fundraiser?

When I read that Grandma hums while she works, it made me think that Grandma enjoys crocheting.

for TEKS/STAAR

Why do you think Albert decided to help Grandma?

Beaming means grandma had a huge smile. Why is she smiling?

talked to us while she crocheted. After crocheting for a few hours Grandma would have to rest. She rubbed her wrists.

One day, Grandma was taking a break and rubbing her wrists. My brother Albert sat down next to Grandma. "Grandma, can you teach me how to crochet? I want to help you."

Grandma **beamed!** "I would love to teach you!" she said. They spent the whole day practicing together.

Albert had a hard time at first, but he didn't give up. By the end of the day, Albert was making a scarf! He held it up to show me. "It's only 2 inches long now, but tomorrow it'll be even longer!"

I helped them, too. I didn't know how to crochet, but I helped tie little paper tags on each item. The paper tag said, "Made with love, by Ms. Josephine."

By December 1st, Albert and Grandma had turned the whole mountain of yarn into clothes and blankets.

"Thank you for your help, Albert and Skylar! Hopefully we will raise a lot of money for the community."

I have heard that when you crochet a lot, your hands and wrists can get sore. That could be a problem. Invite solutions.

We can draw some conclusions from these details. What conclusion can we draw about Albert? (He doesn't give up, he's helpful?)

★ Reflect: Let's summarize this text. What was the genre of this text? Which summary frame should we use? Summarize the text together. Then, invite connections. What elements of the story can you connect to? I felt a connection when Albert was learning to crochet and it was difficult at first. I tried to learn a new skill once and it was difficult, but I didn't give up. Invite others to share connections. Then, reflect. Why do you think the author wrote this text? Do you think this community is unique, or normal? Why? How does your family compare to the family we read about today? How does your community compare to the community we read about today?

★ Answers and ★ Proof

1. "The fundraiser is an annual event." What does "annual" mean?

- A. _____
- B. Review details from the text to show an annual event happens each year. The sentence right after the word "annual" is used says the event happens each year on December 1st.
- C. _____
- D.** _____

2. "I helped them, too. I didn't know how to crochet, but I helped tie little paper tags on each item. The paper tag said, 'Made with love, by Ms. Josephine.' " Who is Ms. Josephine?

- A. _____
- B. These tags are being placed on the items that Grandma is making. So it makes the most sense to draw the conclusion that Ms. Josephine is Grandma.
- C.** _____
- D. _____

3. Based on the text, which statement is probably true?

- A. *There are no clues that the siblings do not like the fundraiser. We just know they forgot it was coming up, and that they helped prepare.*
- B. *Albert and Skylar helped prepare for the fundraiser, so they probably don't **only** like video games.*
- C.** *The author shared a paragraph of examples for how the community takes care of each other.*
- D. *The author wrote that Skylar doesn't know how to crochet.*

4. Compare the community in this story to your own community. Share a similarity or difference.

Open-ended. Emphasize writing in complete sentences.
 Suggested stem: **Both my community and Skylar's community...**
Unlike my community, Skylar's community...
Unlike Skylar's community, my community...

★ A Trip to Washington, DC

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d

Prior to reading: Observe the title and image. The image shows popular monuments in Washington, DC, including the Washington monument, Lincoln memorial, and White House. **What do you predict about the genre of this text? What do you predict this text will be about?** Invite readers to share prior knowledge about Washington, DC. **At first you might predict this is a nonfiction text, but it is actually a story about taking a trip to Washington DC. The main character's family is going to visit this new city.** Invite connections: **Have you visited a new city with your family before? Why did you go? How did you feel before visiting? How did you feel during, and after?** Discuss. **As we read, we can think about how the main character's feelings change during their trip.**

★ Questions & Notes for the teacher

1. (Skip the summary for now.) Is this a strong summary for this text? Why, or why not? What do we have to do for this question? Readers will need to analyze the summary and decide if it is strong or not.

2. When Aaron returns to school, he has to write a persuasive text. Which text do you think he will write?

Review details of a persuasive text.

3. What did you learn about Aaron from reading this text? For this question, we will need to think about the details we learned from reading the text. Afterwards, we can draw conclusions about Aaron.

4. Make a connection to one of this story's elements. Review the elements of a story.

★ Read out loud. Pause to react and discuss.

What did we just learn about Aaron's feelings? (He's not excited about this trip.)

"Killing 2 birds with 1 stone" means getting things done at the same time.

Why is the family visiting Washington, DC? What is Aaron's opinion? Would you agree?

Which famous monuments did Aaron's family see? Which one sounds most interesting to you?

Aaron had learned about Washington, D.C. in school. He knew it was the nation's capital and that there were lots of **monuments** and museums to see. Even so, he was not excited that his family was going to visit for vacation. He wanted to go to Disney World or the beach. His older sister was thinking about going to a university in Washington D.C., so mom and dad decided to take a trip to visit the city and the university. Dad called it "killing two birds with one stone".

"I'd call it boring," Aaron said to himself.

The first day, mom said they were going to visit the National Mall. "Ugh! I hate shopping!" protested Aaron.

"Don't be silly, honey. This is not a shopping mall. They just call this park the National Mall. It has monuments and a famous reflection pool."

They visited the Lincoln Memorial first. It looked like a huge Greek temple from the movies. The 19-foot-high statue of a seated Abraham Lincoln was enormous! Aaron knew the building and statue are on the five-dollar bill and the penny, and it was cool to see them in person. It wasn't very exciting though. Aaron also learned that Martin Luther King, Jr.'s "I Have a Dream" speech was given on the steps of the Lincoln Memorial. There was a long pool next to the memorial steps, but nobody was allowed to get in. Washington's monument was nearby: a long, skinny tower with a pointy top.

The following day, the family went on a tour at the university that his sister wanted to attend. Aaron never imagined that a school could be so big! It wasn't just one building like his elementary school. This school had lots and lots of buildings. Some of them were for classes, and others were called dorms. This is where the students slept and ate. Aaron was glad he didn't have to sleep at school. They even had a library that was as



Where is the family going first? (The National Mall) Aaron thought this was a shopping mall at first, but it is actually a park.

What was the 2nd place Aaron's family visited? What was Aaron's opinion of the university? How is he feeling about his trip so far?

for TEKS/STAAR

What was the 2nd place Aaron's family visited? What was Aaron's opinion of the university? How is he feeling about his trip so far?

big as his whole elementary school. His sister seemed so excited that Aaron felt excited for her too.

In the afternoon, Aaron's parents said, "You've been so patient, Aaron. We are going to take you somewhere we think you will really enjoy." Aaron had always loved airplanes and dreamed of being a pilot one day. So, when they walked into the Smithsonian National Air and Space Museum, he felt like he was in heaven. There were airplanes of all types. Some were from the first days of flight, and others were from recent years. They also got to watch a show called "Journey to Space 3D" at the IMAX theater. It felt as if he were in space floating around with the astronauts. Aaron could have stayed there for another four hours, but the rest of his family was ready to leave.

What was the 3rd place Aaron's family visited? What did they see? What was Aaron's opinion of the museum? How do you know?

Landmarks are the details that make a place special.

Over the next couple of days, they visited the White House and a few other **landmarks**. Aaron enjoyed the sites but was still most impressed with the National Air and Space Museum. He couldn't wait to tell his friends all about his trip and show them his pictures. What he thought was going to be a boring trip ended up being a great adventure with awesome memories!

★ **Reflect:** Before reading this text, we predicted what would happen. Let's summarize the text. Summarize together. **What was Aaron's opinion of this trip to Washington, DC at the beginning of the story? Why did he feel that way?** Encourage students to use details from the text to support their inferences and conclusions. **What were some important details from the middle of the story?** The different locations Aaron's family visited. **What do you think Aaron would say was the most important place his family visited on their trip? How do you know?** Once again, encourage evidence from the text. **How did Aaron's opinion of the trip change? How would you feel about taking this trip? Would you enjoy the National Air and Space Museum as much as Aaron did?**

★ **Answers** and ★ **Proof**

1. "Aaron's family was visiting Washington DC, but Aaron was not very excited about it. Aaron liked the National Air and Space Museum." Is this a strong summary for this text? Why, or why not?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **This is/is not a strong summary because...**

Example: This is not a strong summary because it does not tell us the end of the story. In the end, Aaron was glad his family took the trip.

3. What did you learn about Aaron from reading this text?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **I learned that Aaron...**

Example: I learned that Aaron really enjoyed the National Air and Space Museum because he dreams of being a pilot. This museum was probably the perfect place for his family to take him.

2. When Aaron returns to school, he has to write a persuasive text. Which text do you think he will write?

A. Since Aaron enjoyed his trip, he probably won't write this.

B. Most likely, Aaron enjoyed the trip and has details he can use to persuade readers.

C. Unlikely, since Aaron enjoyed the museum the most.

D. Unlikely, because Aaron does not have interest in being a doctor according to the text.

Review the details from the text that help support the correct answer, and the details that show which options are incorrect.

4. Make a connection to one of this story's elements.

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **I can connect with the ___ because...**

Example: I can connect with the conflict because I didn't want to take a trip with my family once. We were going to visit a relative and I thought it was going to be boring.

★ Dao Says Goodbye

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d

★ **Prior to reading:** Dao is the name of a girl in this story. Her name is Thai— she lives in Thailand. The image shows a girl resting her head against the head of a young elephant. She’s holding on to the elephant’s trunk. **Based on the image and title, what do you predict we will read in this text?** Share predictions. **Sometimes, we say goodbye for a short period of time like when we leave school for the day. Sometimes, we say goodbye for a long period of time. Sometimes we say goodbye and we don’t know if we’ll see that person or place again. What sort of feelings do you have when you say goodbye?** Invite discussion, then set a purpose. **As we read, we can think about how we connect to the elements of the story. We can also think about the new things we learn from this story.**

★ **Questions** & Notes for the teacher

1. Put a checkmark if the statement is true. Which sentences will we need to mark here? What strategies should we use when thinking about this question?

2. What details can the reader infer about Dao? What do we need to think about when we make inferences?

3. What is the setting of this story? What is setting? Where will we find clues about the setting?

4. Would you like to visit this place? Why, or why not? This is an open-ended question. Readers will share their opinion and support it with evidence from the text.

★ **Read** out loud. Pause to react and discuss.

What did we learn from these first paragraphs? How can you connect with Dao? How are you different? Who do you think her special friend is?

The author defined the word sanctuary using context clues. Review. Why is the author talking about sanctuaries? Would you be excited, like Dao?

Dao sat down to eat breakfast with her parents. Before she began eating her rice porridge, Dao stared at everything around her.

“What are you doing, Dao?” asked her mother.

“I am trying to remember every detail about today,” Dao answered. Her parents understood. It was a special and sad day, because Dao was going to say goodbye to a very special friend.



This paragraph defined 2 words: **veterinarian**, and **passion**. Review definitions using context clues. **What do you have passion for?**

Dao lives in Thailand, and her parents are **veterinarians**. Their job is to take care of animals, but that is also their passion. They care about animals a lot, and so does Dao. She is practicing to be a veterinarian when she’s older, too.

This summer, the whole family helped take care of many elephants at an elephant **sanctuary** in western Thailand. A **sanctuary** is a place where animals are kept safe. Some kids might prefer to stay home and relax on their summer holiday, but not Dao! Even when her parents warned her that she would be doing a lot of hard work at the sanctuary, Dao was still very excited.

Every morning, Dao woke up early with her parents. They all wore the same clothes, so the elephants would recognize them as friends. They would eat breakfast together, and then they would meet with the other vets and volunteers staying at the sanctuary. Sometimes, Dao’s parents needed to help the elephants heal. Before coming to the sanctuary, these elephants were often **mistreated**. Some were forced to perform and do tricks, and they would get beaten if they did not behave correctly. Some were forced to carry large groups of people on their backs, and now their bones were injured.

Some of the elephants in this sanctuary needed to heal because they were treated poorly. What are your thoughts and observations about the details in this paragraph?

When these elephants came to the sanctuary, they needed time to heal. They did not know how to play and act like a normal elephant! At the sanctuary, these elephants were never beaten, and they did not have to perform tricks. They were not stuck inside of buildings and cages. They had plenty of land to explore. They

for TEKS/STAAR

The previous paragraph explained a problem. This paragraph explained a solution. How is the sanctuary helping the elephants heal? Review the details of this paragraph.

could just eat, rest, play, and walk with the other elephants.

Dao's job was to prepare food for the elephants. Elephants eat a lot! Dao would help make sticky rice balls for the elephants. She would put fruit and grass in baskets for them. She also helped plant seeds so they elephants would have food in the future.

Her favorite activity was bath time. She helped guide the elephants to the river. The elephants would plop down and relax in the water. Dao and the other volunteers would scrub their thick skin and their tusks.

Dao's favorite elephant was a young male named Kla. At first, Kla was scared of all the humans and elephants in the sanctuary. However, he was not scared of Dao. Dao was in charge of bathing Kla until he was ready to be with others. Even when he started playing with the other elephants, Kla always seemed happy to see Dao.

Now, it was time to say goodbye to Kla and the other elephants. Dao hugged her large friend and fed him a sticky rice ball. She felt heartbroken and grateful at the same time. "I'm so glad I met you, Kla," Dao said. She looked at the other elephants and volunteers walking around. "I'm so glad I met all of you!"

What did we learn about elephants from this paragraph?

What is Dao's favorite chore at the sanctuary? Would that be your favorite as well?

★ Reflect: Let's summarize this text. Which frame should we use? Summarize the text together. What feelings did Dao have during this story? What feelings do you have after reading this story? Why do you think the author wrote this text? Invite responses and discussion. Encourage students to use evidence from the text for their responses. Based on what you read, which elements of the story can you connect with? Which elements seem very different for you? Reflect: What lessons did Dao learn in this story? What is going to happen next for Dao and her family? What questions do you have after reading this story?

★ Answers and ★ Proof

1. Put a checkmark if the statement is true:

In paragraph 5, the author says this story happens on Dao's summer holiday.

✓ *The author describes this on the 8th paragraph.*

Dao says goodbye to her elephant friends and the volunteers at the sanctuary.

✓ *Evidence is found in the 4th paragraph.*

2. What details can the reader infer about Dao?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Based on details in the text, I know Dao... I know this because....**

Example: Based on details in the text, I know Dao cares about animals a lot. I know this because the text says she wants to be a veterinarian. I also know Dao is going to miss her new friends, because the text says she was feeling heartbroken.

3. What is the setting of this story?

- A. _____
- B. *Encourage students to share evidence for this answer. Also encourage students to share extra details about the setting, such as where the sanctuary is and when this story is happening.*
- C. *Students might get confused because other settings are mentioned in paragraphs 6 and 7.*
- D. _____

4. Would you like to visit this place? Why, or why not?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **I would/would not like to visit this [] because...**

Example: I would like to visit this sanctuary because I love elephants and I want to learn about how they live. I also like volunteering so I would like to help elephants heal.

★ African Elephants

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d, 3.10a, 3.10b

★ Prior to reading: What text features do you observe? Along with the title, there are subheadings and an image. The image shows a group of brown elephants standing in a grassy field. There are trees in the distance. **What do you predict this text's genre will be? What do you predict the topic of this text is?** Encourage students to share their predictions and their evidence. **What sort of note-taking should we do for this text?** You can create a KWL chart with students, or have students work on individual charts. **What do we already know about elephants?** You can connect to the content from the previous text— **that text took place in Thailand. So, we know elephants live in Thailand. However, I can conclude that elephants also live somewhere in Africa.** Write down prior knowledge, and W: **What questions do we think this text can answer?** Focus questions based on subheadings. **As we read, we can take note of details the author shares.**

★ Questions & Notes for the teacher

1. What was the author's main purpose for writing this text? Review the main categories of an author's purpose and details for each one, if necessary.

2. The author decided to label each section of the text with a sub-heading, like "The Land Giant" and "Mighty Eater". Why do you think the author decided to use sub-headings? Students might be thinking of an answer already— discuss verbally if you feel it's appropriate.

3. The author wants to add these sentences to the text: (let's skip the sentences for now). Which section should these sentences be added to? To answer this question, we need to think about the main idea of each section after reading.

4. What do you think was the most important detail the author mentioned in this text? This question is asking for your opinion. You can explain your opinion with details from the text.

★ Read out loud. Pause to react and discuss.



The Land Giant

African elephants are the largest land animal on Earth! They are labeled mammals because mothers give birth to their babies. Elephant mothers also feed their babies milk. The African elephant has large ears that keep the animal cool on hot days. Their nose is called a trunk, and it's used for smelling, breathing, trumpeting, drinking, and grabbing things. They have tusks, which are teeth that are always growing. Elephant tusks can be used for digging, tearing bark from trees, and for protection.

What other details did we learn in this paragraph? Why do you think the author used "The Land Giant" as the subheading for this paragraph? What is the main idea of this paragraph?

Mighty Eater

Elephants eat bark, roots, grasses, and fruit. One adult elephant eats 300 pounds of food in a day! Elephants spend most of their time eating and searching for food. They travel around in groups called herds. One herd might walk hundreds of miles in a season as they search for food and water! Hungry elephants can be a big problem for farmers if they live too close to the herd.

What is another word for "herd"? "Herd" has a homophone. What is the other word that sounds like "herd" but has a different meaning?

Ecosystem Engineers

African elephants are a very important part of their ecosystem. When the riverbeds are dry, elephants use their tusks to dig into the dirt. Then other animals can drink from these holes, too. Elephant dung is full of

Elephant dung, meaning elephant poop,

The author said that elephants are labeled as mammals. What details make elephants mammals?

What were the important details from this paragraph? What is the main idea?

An "ecosystem" is a place where lots of living things interact. An engineer plans and builds things.

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seeds. Those seeds become new plants. When they eat trees and shrubs, they make paths for other animals to walk through. African elephants help many plants and animals in their ecosystem.

What were the important details from this paragraph? What is the main idea of this paragraph? Why are elephants vulnerable? What can humans do to help?

Vulnerable Species

Vulnerable is a word that means unprotected, easy to harm, or sensitive. African elephants are called a vulnerable species because they are very close to being **extinct** in the wild. Once an animal is extinct, there are no more of them. The African elephants are in danger because some people want their tusks. Also, humans are taking more and more land for farms and towns. It's hard for elephants to travel safely. Some groups are trying to protect elephants. What do you think humans can do to help African elephants survive?

What were the important details from this paragraph? Review the definitions of ecosystem and engineer. Why did the author use this subheading for the paragraph? What's the main idea of this paragraph?

★ Reflect: What was the genre of this text? What frame should we use to summarize this text? Summarize together. We noticed that the author used subheadings and broke the text up into sections. Why do you think the author decided to use subheadings? How do you think the author decided on the name for each section? Each subheading describes elephants in a new way. Each paragraph also describes elephants in a new way. Review the KWL chart— What questions did the author answer with this text? What other details did we add to the L section of this chart? What questions do you have after reading this text? Why do you think the author decided to write this text? What opinions do you think the author has about elephants?

★ Answers and ★ Proof

1. What was the author's main purpose for writing this text?

Review evidence for each option. Encourage students to think of what the author would need to include to show each purpose.

- A. The author did not mention this argument. The author talked about a lot of other elephant details. The author would need to give more reasons why people should give money.
- B. The author mentioned that humans need to help elephants survive, but that is not what the whole text is about. The author would need to give more instructions for how humans can help elephants.
- C.** Correct—the author gives many details explaining how elephants live. The author gives details about why elephants are important to their ecosystems.
- D. This text is not a story. This option sounds more like the last story, "Dao Says Goodbye".

2. The author decided to label each section of the text with a sub-heading, like "The Land Giant" and "Mighty Eater". Why do you think the author decided to use sub-headings?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **The author used subheadings because...**

Example: The author used subheadings because it helps the reader know what each section will be about. It also helps if the reader needs to go back and find a detail again.

3. The author wants to add these sentences to the text: "Herds sometimes travel back and forth on the same path for many years. Parents will teach their babies the path, and those babies will teach their babies the same path." Which section should these sentences be added to?

- A. This section mainly describes elephant bodies.
- B.** This section mainly describes what elephants eat.
- C. This section mainly describes how elephants help their environment.
- D. This section mainly talks about how elephants are in danger of going extinct.

4. What do you think was the most important detail the author mentioned in this text?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **The most important detail is... This is important because...**

Example: The most important detail is that elephants help their environment. This is important because the elephants help other animals survive.

★ **Mighty Buffalo**

3.4a, 3.6a-f, 3.6h, 3.6i, 3.7a, 3.7c, 3.7d-f, 3.7g, 3.3b, 3.6g, 3.7b, 3.9d, 3.10a, 3.10b

★ Prior to reading: What text features do you observe? Along with the title, there are subheadings and 3 images. The images show 3 different animals in 3 different settings. **What do you predict this text's genre will be? When you think of the word "mighty", what does it usually describe? What do you predict the topic of this text is?** Encourage students to share their predictions and their evidence. **What sort of note-taking should we do for this text?** You can create a KWL chart with students, or have students work on individual charts. **What do we already know about buffalo?** Write down prior knowledge, and W: **What questions do we think this text can answer?** Focus questions based on subheadings. **As we read, we can take note of details the author shares.**

★ Questions & Notes for the teacher

1. What was the author's main purpose for writing this text? Review the main categories of an author's purpose and details for each one, if necessary.

2. Which comparison statement is correct? Review stems, keywords, and strategies for comparing if necessary.

3. What detail is unique to the Asian water buffalo? How do you define "unique"? What strategy should we use to answer this question? (scanning, review notes, use keywords "Asian water buffalo")

4. What detail is unique to the American bison? What strategy should we use to answer this question? (scanning, review notes, use keywords "American bison")

★ Read out loud. Pause to react and discuss.

Invite students to share observation in the picture before continuing. **What do you think: which one of these is not actually a buffalo?**

There are different animals with the name "buffalo" around the world. However, one of these animals is not actually a buffalo! It is really a bison. Can you identify each animals' different physical traits? We can tell these animals apart using three words that start with H: horns, humps, and home. Buffalo usually have very large horns, but bison have short horns. Buffalo don't have a hump near their heads, but bison do. Buffalo live in Asia and Africa, but bison live in North America and Europe.

I noticed that the author did not add an "s" to "buffalo" or "bison" to show more than one. What details did you learn about buffalo and bison in this paragraph? How can we tell them apart?

Can you spot the differences in these three animals?



Review each image again, making observations about the horns, humps and home. **What looks similar? What looks different?**

The American Bison

If you have driven around the Great Plains of the United States, you might have seen this animal. From its hooves up to its big, shaggy shoulders, the American bison is about 6 feet tall. Even though we call it a buffalo, it's actually a bison. Early explorers called it a buffalo by mistake, and the name just stuck! The American bison used to roam all over North America. There were more than 65 million bison! Then, early Americans hunted too many of them and took their land. Now, we need to protect these animals, or they might go extinct.

The subheading for this section is "The American Bison". What did we learn about the bison from this paragraph? Add notes to the KWL chart.

The American bison's favorite food is grass. American bison are called a "**keystone species**" because they help keep their ecosystem healthy. Their hooves loosen the soil so plants can grow. They spread seeds when they walk, and also when they poop! These plants become homes to other animals. American bison have

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This subheading tells us the names of the two buffalo. These names also help us know where they live.

thick, shaggy fur to keep them warm in the winter.

The African Cape Buffalo and the Asian Water Buffalo

These two buffalo have similar physical traits. They both have long, curving horns. They don't have thick, shaggy fur like the American bison. This gives us a clue about their habitat. Cape buffalo *roam* through deserts and coasts in Africa. Water buffalo roam through grasslands and tropical areas of Asia. Similar to the American bison, these buffalo are *keystone species*.

African buffalo are usually seen covered in mud and with a bird or two relaxing on their horns, head, or back. The mud helps keep them cool on hot, sunny days. The birds help the buffalo by eating bugs and worms that stick on the buffalo's skin. African buffalo have amazing eyesight! They can spot a lion from a mile away. The African buffalo are in danger because they have a lot of conflict with humans. Humans hunt them and want to use their land.

Asian buffalo also love to stay muddy! They spend their days walking through muddy water eating grass and herbs. Water buffalo hooves are wide, like a paddle, so they don't sink into the mud. Humans have been using and caring for water buffalo for more than 5,000 years! Water buffalo provide humans with food and clothing. They also help plow the land to make farms, and they are used for transportation.

What did we learn about bison in this paragraph? (Review HHH) Bison help their ecosystem, just like elephants.

What does "keystone species" mean?

What were the important details from this paragraph? What was the main idea of this paragraph?

What were the important details from this paragraph? What was the main idea of this paragraph?

★ Reflect: What was the genre of this text? How should we summarize this text? Choose a frame and summarize this text together. Let's review our KWL chart. What information did we already know when we began? What questions did the author answer for us? When we started reading, we thought buffalo lived in the USA, but now we know that is not true! Bison live in the USA. What were some unique details for each animal? What did these 3 animals have in common? Review the images. Invite students to label each animal. Encourage them to share evidence for their labels. I noticed the author did not include a final paragraph to summarize the whole text. What sort of information do you think the author should include in the final paragraph?

★ Answers and ★ Proof

1. What was the author's main purpose for writing this text?

- A. Review how readers know each option is correct or incorrect. Think of examples the author should include if the purpose changed. The author did touch on the ideas in options A, B, and C, but none of those are the whole purpose for the text. This is similar to how a supporting detail is different from the main idea of a paragraph or text.
- B.
- C.

D.

2. Which comparison statement is correct?

- A. Correct each incorrect comparison statement as well.
- B. The American bison has short horns, but the buffalo has long horns.
- C. Both the African buffalo and the Asian buffalo like to stay muddy. Neither the African buffalo nor the Asian buffalo have thick, shaggy fur—the bison does, though.
- D.

3. What detail is unique to the Asian water buffalo?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Only the Asian water buffalo...**

Example: Only the Asian water buffalo has wide hooves, like a paddle. Only the Asian buffalo helps humans move around and take care of the land.

4. What detail is unique to the American bison?

Open-ended. Emphasize writing in complete sentences.

Suggested stem: **Only the American bison...**

Example: Only the American bison lives in North America. Only the American bison lives somewhere with cold weather and snow.

Grade 3

Reading
for STAAR
Fall Semester

50 Daily Reading Opportunities

Student Name: _____

Teacher Name: _____



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in order to facilitate two-sided
printing.

Reader Notes

Locked out!

"Lucky kids," Dad said as he tied his shoes. "I wish I could have the day off too!" Even though it was a school holiday, Dad still had to go to work. "Sabrina, there are leftovers in the refrigerator for lunch," he said to my older sister.

She nodded, but she didn't take her eyes off her phone. "Okay Dad," she responded.

Dad rolled his eyes. "Sabrina's probably going to be on her phone all day, but you two should enjoy some time outside," Dad said to me. I nodded and smiled. Dad kissed the top of my head, said goodbye, and went to work.

I love school holidays! I can watch TV, read my own books, and play with my own toys. I can wear any clothes I want. I don't even have to put on shoes. "This is the best," I said with a sigh. I fell back on the couch with a chapter book from my favorite series and started to read.

After a while, I felt like I needed to jump around. "Hey Sabrina, will you go outside with me?"

"Nah," Sabrina said. She put headphones on. "You'll be fine in the backyard by yourself. I'm going to take a nap before lunch."

I shrugged and went to the backyard. First, I practiced dribbling my soccer ball. Then, I tried to do some cartwheels. I landed flat on my back and laughed. "I love school holidays, but I do miss having recess with my friends," I said to a butterfly passing by.

Soon, my stomach started to grumble. It must be time for lunch! I walked back to the house. I turned the handle...but it was locked! Oops... I had forgotten that the doorknob is always locked from the outside. I reached into my pocket, but I didn't have my house key. I knocked. The door didn't open.

'Sabrina must still be sleeping,' I thought to myself. I knocked a little harder, but she still didn't seem to hear me. I remembered that she was wearing headphones. I sat down and sighed. 'What if she doesn't wake up for hours?' I thought to myself. 'Sabrina loves to sleep, and she sleeps a lot. Dad gets home at 7 o'clock. What if I starve before then??'

A bird landed on the ground and pecked at the grass. 'Will I have to eat bugs and grass, like a bird?' I usually felt so happy being outside, but now I just felt **despair** and worry. I sighed again and relaxed on the ground. I looked up at the sky. It was clear and blue. A cool breeze blew by and lifted my hair. The breeze brushed across the grass, and the grass tickled my legs. "At least it's a nice day to be locked out of the house," I said. I smiled.



A bumblebee flew by. She paused to suck some nectar out of white clover buds and then kept flying. I watched her wander from flower to flower.

"Hey," Sabrina called from the door. "Are you ready for lunch?" She walked onto the grass and helped me stand up. The door closed behind her.

"Um...Sabrina... Did you bring your house key outside with you?" At first, her eyes looked confused. Then she reached into her pocket. She sighed loudly and put a hand on her forehead.

Answer these questions based on the text.

1. What did the main character do before they went outside?

- (A) They read a book.
- (B) They watched a bumblebee wander from flower to flower.
- (C) They took a nap.
- (D) They ate lunch.

2. Which of these sentences is true?

- (A) These kids are home because they are sick.
- (B) These kids are home because they have a school holiday.
- (C) The dad in this story works at home.
- (D) The dad in this story has a holiday.

3. "I usually felt so happy being outside, but now I just felt despair and worry." What does "despair" mean?

- (A) "Despair" means the same thing as "happy".
- (B) "Despair" means "hungry".
- (C) "Despair" means "eating worms and grass".
- (D) "Despair" means the opposite of "happy".

4. What do you know about the main character in this story?

Reader Notes

Bump in the Night

"Sweet dreams," calls out Dad as he turns off the light and closes the door. My eyes are still open in the dark room.

We just moved into this house two days ago, and it feels very different from my last home. Even though I still have the same bed, dresser, and curtains, the room feels strange. Our last home was in a bigger apartment building. There was a light outside my window that shined through the night. Now, there is no light shining through my window. My last home was near a busy road. I heard cars swishing by as I fell asleep. Our new apartment building is far from the busy streets. Everything is dark and quiet outside.

I pull the blanket up to cover my face.

Bump!

I yank the blanket down and look around my room. I see a dark shadow in the corner. Is it a scary animal? Is it the ghost who lived here before us? I squint my eyes, trying to see in the dark. No, it's not a monster; it's my backpack. I close my eyes and sigh.

My mom says that I can count in my head if I have trouble falling asleep. I imagine sheep crossing the sidewalk. One... two... My brain starts to quiet down...

Scratch-Scratch!

My eyes fly open. What was that?? I look around, clutching the blanket. Did it come from under my bed?

Scratch-scratch! Meow!

I sigh in relief. It's our cat, just outside my bedroom door! She gives one more meow before creeping away to scratch on another door.

Tap-tshhh! Tap-tshhh!

I gasp. What was that?? I follow the sound with my eyes. I peer at the window and see a shadow moving outside! Is that a giant hand trying to get inside my room? I keep watching, but nothing happens. Then I remember the rose bushes on the side of our building. The branches must be blowing in the wind.

Tap-tshhh... Tap-tshhh... The sound keeps repeating. I start at 100 and count down each time the branches tap my window. *Tap-tshhh, 100... Tap-tshhh, 99... Tap-tshhh, 98...*

And before I know it, I'm asleep.



Answer these questions based on the text.

1. What do you know about the setting of this story?

- Ⓐ This story takes place at night.
- Ⓑ This story takes place in a library.
- Ⓒ This story takes place hundreds of years ago.
- Ⓓ This story takes place in Canada.

2. What else do you know about the setting of this story?

3. What is the main problem the character has in this story?

- Ⓐ The character's cat is making too much noise.
- Ⓑ The character can't sleep because they're nervous.
- Ⓒ The character can't sleep because it is too bright outside.
- Ⓓ The character can't sleep because the cars are too loud.

4. Onomatopoeia is a special type of word. If you read an onomatopoeia, you are reading a sound. Which of the following choices is NOT an onomatopoeia?

- Ⓐ scritch-scratch
- Ⓑ bump
- Ⓒ down
- Ⓓ tap

5. Why do you think the author used onomatopoeias in their story?

Reader Notes

Secret Pet

"Leo, did you hear that?" Hanan stood frozen, her hands cupping her ears to try and hear better. The two kids were playing in the woods near Leo's house. The woods are usually full of noises like leaves rustling or acorns and twigs falling from branches. Sometimes, birds and rodents scratch and tap on trees or the ground. However, the sound Hanan heard was new.



Leo was smiling at her with his arms crossed. "Sure, Hanan, now that *you* got tagged you just don't want to chase me because you know you'll never catch me!" He stuck his tongue out at his cousin and jogged around a tree.

"Seriously! I heard something really weird," Hanan said as she looked around. "It sounded like... like a squeaky growl or something!" She slowly moved around in a circle. She stepped **gingerly**, trying not to make a sound.

Greeeee! Hanan froze. "There it was again!" She looked at her cousin. Leo's eyes were open wide. "You heard it this time!"

Leo was standing still too, but his eyes were looking around. "I don't know what I heard," he mumbled.

Greeeee! Hanan and Leo were both so quiet and still that they could hear their own hearts pounding. They took a super slow, quiet step towards the noise. Then they took another step.

"I think the sound is coming from that tree," Leo whispered to his cousin as he pointed at a thick tree trunk.

They took another step towards the tree. *Gree! Greeeee!*

Leo and Hanan noticed a pile of brush near the tree's roots. The pile of dried sticks and leaves were **rustling**. The cousins crouched down. Leo slowly reached out and grabbed one of the leaves of the brush pile. He lifted it out of the way. Hanan used a branch to move a few more leaves out of the way.

Greeeee!

A tiny claw reached out of brush! It batted at Hanan's branch. She gasped and fell back. Leo jumped up and stepped away from the tree.

"What was that?!" Hanan cried out. They both looked at the pile. Two tiny claws popped out of the brush, followed by a head covered in green scales. Both Hanan and Leo stared at the creature in **amazement**.

"Let's take him home!" exclaimed Hanan!

"But what does he even eat?" questioned Leo. "How will we feed him?"

Answer these questions based on the text.

1. What were the characters doing at the beginning of this story?

- (A) They were taking a walk in the woods.
- (B) They were playing in the woods.
- (C) They were reading a story about the woods.
- (D) They were arguing in the woods.

2. This is a fictional story. What are the elements of this story?

The main character is...

The setting is...

The conflict:

3. This story has a cliffhanger! A cliffhanger means there is no resolution. Based on the image and details from the text, what do you think happens next in this story?

4. "Gingerly" means carefully. Which choice is a strong clue to help a reader guess what gingerly means?

- (A) Earlier in the story, it says "Hanan stood frozen, her hands cupping her ears to try and hear better".
- (B) In the sentence with the word "gingerly", it says Hanan is stepping and "trying not to make a sound."
- (C) In the sentence after the word "gingerly", it says Hanan froze.
- (D) Later, the story says, "Leo was standing still too, but his eyes were looking around."

Reader Notes

Grandma Comes to Visit

The doorbell rang. "Grandma's here!" Mom called out cheerfully. Grandma walked through our door and gave Mom a tight hug. Then she came and covered my face in kisses.

"Hi Grandma," I mumbled through all the kisses.

"Hello my amazing grandchild," Grandma responded. "I hear I'm sleeping in your room tonight! Show me where it is."

I led Grandma to my room. She looked around. "This is delightful," she said, "but I think the bed should be turned this way. Help me move it." She put down her bag and got right to work! We moved the bed, then slid the dresser near the window. "Much better," Grandma said.

'I'll have to move this all back after she's gone,' I thought.

"Here you go, my love. I brought you a gift!" Grandma held out a paper bag.

"Thank you, Grandma," I said, reaching into the bag. I felt something soft and fluffy. I pulled it out. It was a bright pink scarf. It had neon blue stripes and sparkly yellow fuzzballs. "Wow, Grandma, this scarf is so...bright!" I'm a quiet kid and I like to blend in. This scarf was the opposite of blending in!

"We have a gift for you, too," I told Grandma. Her gift was a bag that had a bicycle on it. The bag had writing that said, 'Life is a beautiful ride.' Grandma loves riding her bicycle on sunny days. She also loves enjoying life. Even if she's doing something boring like washing the dishes, she finds a way to make it a nice experience.

"Aww, I love it!" Grandma exclaimed, hugging her new bag. "I'm going to start using it right now. Well now that I'm all settled in, how about we go for a walk? You can show me around your new neighborhood," Grandma said with excitement.

We went for a walk on a street full of little shops and art galleries. Grandma kept yelling out when she saw a painting that she thought was beautiful. It made me feel embarrassed, because usually I stay quiet and try to blend in. "I'm **parched**," Grandma said. "I need something to drink!"

Grandma walked into a place called Juicy Land Juice Bar. I followed behind her. Grandma looked at the menu. "Hmmm, I'll have a small juice with beet, celery, apple, and carrot."

Yuck!

"What would you like, my lovely grandchild?"

"I'll just have an orange juice," I replied.

We sat outside to enjoy our juices. "You should try my juice," Grandma said. I made a face. "If you don't like it, you never have to drink it again! But if you do like it, then today is your lucky day!"

I sighed. "I'll try it because you're my grandma," I said. I took a tiny sip. I took another one. It was a little sweet, a little sour, and tasted like fruit. "Not bad... it's actually pretty good!" Grandma smiled.

While we drank our juice, a man rode by on a bicycle. He was tall and wore a jacket with



holes in it. His pants were dirty and had holes in them too. I felt nervous as he got closer. "Should we go inside, Grandma?"

Grandma saw the man too. He saw us. Grandma smiled. "Hello," she called out to him with her strong voice.

The man smiled and waved. "Hello," he replied.

Grandma pointed to the man's jacket. "I noticed you have a sticker on your jacket that says, 'Rayville Pet Shelter'."

The man nodded his head. "Yes ma'am. I volunteer there every weekend."

Grandma clapped her hands joyfully. "I volunteer at my local pet shelter, too! I just love helping to bathe and walk all those lovely dogs!" Grandma and the man talked about their favorite experiences. I thought the man was scary at first, but he looked friendlier and friendlier as he gushed over animals with my grandma. When we started to leave, Grandma sent the man off with a granola bar from her purse.

When we got home, Grandma talked in the living room with my mom. I put on my new scarf and looked at my room. "I actually like my room like this. I think I'll keep it this way," I said to myself.

Answer these questions based on the text.

1. "Parched" means to feel very thirsty. Which clues can help a reader guess the meaning of parched in this story?

2. An important element in this story is the characters. Which statement is true?

- (A) The narrator likes to stand out.
- (B) The narrator volunteers at an animal shelter.
- (C) Grandma is quiet and shy.
- (D) Grandma has fun trying new things.

3. Which of the following sentences Does NOT describe this story's setting?

- (A) The story takes place in a new neighborhood.
- (B) The story takes place in the present.
- (C) The story takes place in Grandma's hometown.
- (D) The story takes place in a home and near an area with stores and restaurants.

4. Which character is most similar to you? How do you know?

Reader Notes

Can I Help?



"Wake up, kids," Mom sang. "We're here!" I felt the car stop moving and I heard the engine turn off. I opened my eyes and yawned. My sister Emily yawned while she stretched. "Finally," she mumbled.

"Help me take the bags out of the trunk," Mom instructed. We stepped out of the car. Mom loaded our hands up with heavy grocery bags.

"We always bring so much stuff when we visit Grandma," Emily said. I looked down at what I was carrying: oranges, chicken, a bag of rice, and some toilet paper.

"Grandma always gives us a list of things to bring when we visit. Plus, we are going to eat a lot of the food for lunch," my mom pointed out.

Yum! I licked my lips, excited about all the delicious food we were going to eat soon.

We entered Grandma's apartment building. Every sign in her apartment is written in English and in Chinese. We took the elevator to the 3rd floor. I ran ahead and knocked on Grandma's door. It swung open and we saw Grandma's bright, smiling face.

"Hellooooo!" Grandma cried out as she kissed our cheeks. We took off our shoes at the door and Grandma pointed to the kitchen. "Go leave those bags in the kitchen. Let me see how big you two have gotten!"

It was so nice to see Grandma again! But as I looked around, I suddenly remembered one thing: Grandma's house is really boring. She didn't have any video games. She didn't have any books I like to read. She didn't even have a computer!

I sighed as I looked out the window. Grandma had a tiny balcony, so I couldn't even go outside to play.

"Kids, come help me put away these groceries," Mom said.

'At least that's something to do,' I thought to myself.

After putting away the groceries, Emily plopped down on the couch and took out her phone. Unfortunately, I couldn't get a phone yet. Grandma had the TV on, but she kept it on the Chinese TV station. The TV characters were talking in Mandarin Chinese. I sighed and tried to figure out what they were talking about, but they were talking too fast.

"I guess we can start cooking," Mom said to Grandma. I looked over as she took out a cabbage and daikon radish.

"What are you going to do with that?" I asked. "Can I help?" I asked.

"We're going to cut these vegetables for our soup. It's too dangerous for you to use this big knife," Grandma said while holding a **cleaver**. She used to work in a restaurant kitchen, so she had a lot of practice.

Mom was slicing pork. "Can I help you, Mom?"

"No, I'll do this part. Thank you, though," Mom replied.

I glanced at Emily. She was playing a puzzle game on her phone. "Hey Emily, can I help you solve the puzzle?"

Emily didn't even look up at me as she shook her head. "No thanks, little brother," she said. "I'm doing just fine!"

I sighed and watched Mom and Grandma work. Soon, the kitchen smelled like onion and soy sauce. My mouth was watering.

"What are you going to do with that?" I pointed to two bowls of rice flour.

"I'm going to mix in some water to make a dough," Grandma answered. "Then I will make little balls and cook them in the soup. We'll use the white dough to make ricecakes for lunch. The pink dough will be sweet ricecakes for our dessert. I would love your help with this," Grandma said as she mixed the dough.

I pinched off some of the dough. It was soft and smooth. I rolled the dough into a ball and put it on a dish. I rolled another ball, and another. When my plate was full, Grandma gently dropped all the rice balls into the boiling soup. Soon, the little dough balls floated to the top. Grandma scooped them up. She gave me one to try. It was chewy and warm.

"Nice work," Mom said as she tasted one of the rice balls. I smiled and sat down to devour my bowl of delicious soup.

Answer these questions based on the text.

1. This is a fictional story. What are the elements of this story?

Character(s): _____

Setting: _____

The conflict: _____

Resolution: _____

2. Why is the narrator so bored?

3. Which of these options has the story events in their correct order?

- (A) First, the narrator and their family arrive at Grandma's. Then, Emily takes out her phone. Next, they put away the groceries. Finally, the narrator is bored.
- (B) First, the narrator and their family arrive at Grandma's. Then, the narrator feels very bored. Next, the narrator helps prepare food for lunch. Finally, they all eat.
- (C) First, the narrator feels very bored. Then, the narrator helps make ricecakes for lunch. Next, the narrator watches TV. Finally, they all eat.
- (D) First, the narrator asks if anybody needs help. Then, the narrator wants to play outside but the balcony is too small. Next, everybody eats lunch. Finally, the narrator watches TV.

Reader Notes

Dear Diary,

You know that I love to write stories. My favorite part of the day is when we do "free-writes" and I can write about whatever is in my mind that day. I also love that I can come home and write in this diary! Really, I love writing about anything and everything.

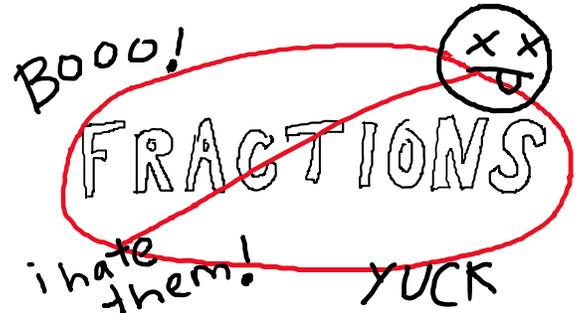
I also have a least favorite school activity...and that's math. Math is so much more difficult in 3rd grade! When I was in 2nd grade, math was easy. We studied skip-counting by 5s and 10s, and we practiced adding and subtracting with two digits. Now that I'm in 3rd grade, we're practicing fractions and I just don't get it!

Today, I was so embarrassed when the teacher called on me to give an answer. She was showing us a number line, but the number line didn't have regular numbers on it. The number line had fractions on it. She asked me if $\frac{1}{4}$ was in the right place on the number line. I said yes. She asked me to explain my answer, and I didn't know what to say! My face turned bright red. She called on Paulina to answer, and I just put my head down.

Fractions seem useless anyways!
Tomorrow when we start math time, maybe I'll just ask to go to the bathroom.

Until next time,
Joon-hee


Dear Diary,



Our class has a second teacher now! His name is Mr. Douglass. He is still in college, and he is going to be a teacher when he graduates. So, he is a student and a teacher at the same time now!

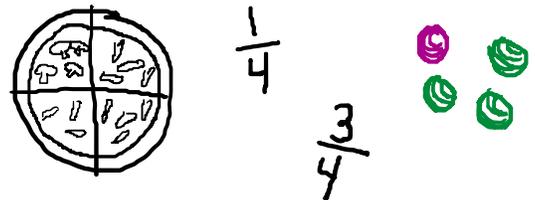
Mr. Douglass gave us our math warm-up today. It was easy, because I just had to follow directions like this:

"Color three of these dogs red. Color the rest of the dogs blue." Or, "Draw mushrooms on 6 of these pizza slices. Draw pineapple on the other 6 pizza slices."

After I finished the warm-up I asked to go to the bathroom. I missed the rest of the math lesson, so my day was nice and relaxed!

Until tomorrow,
Joon-hee


Dear Diary,



I tried to go to the bathroom during math again today, but the teacher said I couldn't. But then, something interesting happened.

I was working on the independent practice and Mr. Douglass sat next to me. "Joon-hee, I hear you like to write stories." I nodded my head. "Well, fractions can tell stories," Mr. Douglass said. I was confused by that!

He wrote a fraction on a piece of paper: $\frac{3}{4}$. "We can tell a story about this fraction," he said. "Imagine that there are 4 marbles. 1 of the marbles is purple. The other 3 are

green. That means 1 out of the 4 marbles is purple. $\frac{1}{4}$ of the marbles are purple. 3 out of the 4 marbles are green. $\frac{3}{4}$ of the marbles are green."

Then he drew a circle. He split the circle into 4 equal pieces. "Here's another story about $\frac{3}{4}$. This is a pizza we're going to bake. 1 slice is going to have peppers on it. The other three slices will have mushrooms. 1 out of the 4 slices has peppers. $\frac{1}{4}$ of the slices has peppers." Then, I started to get it. " $\frac{3}{4}$ of the slices will have mushrooms! Yuck!" Mr. Douglass laughed, and I smiled because I was starting to understand fractions!

Hoping to share more good math news tomorrow,

Joon-hee

Answer these questions based on the text.

1. Which of the following statements are NOT true?

- (A) Joon-hee enjoys writing.
- (B) Joon-hee thinks all math is difficult.
- (C) Joon-hee has trouble understanding fractions.
- (D) At the end of this text, Joon-hee doesn't think fractions will ever get easy.

2. What do you know about Mr. Douglass?

3. Which of these is the main problem in this story?

- (A) Joon-hee needs to use the bathroom but the teacher says no.
- (B) Joon-hee needs to do his math assignment but he just wants to write in his diary.
- (C) Joon-hee doesn't understand fractions and that makes him feel embarrassed and frustrated.
- (D) Joon-hee doesn't get along with the student-teacher, Mr. Douglass.

4. What is something you have in common with Joon-hee?

Reader Notes

Read between the lines.

This story is about a person named Aiden.

"Hey mom, can I use the tablet?" I call out as I walk to Mom's room and open the door.

"Did you finish putting away your clean clothes?" she calls back to me from the living room.

"Yes," I reply as I pick up the tablet from its shelf.

"Did you finish your math homework?" she asks me.

"Yes," I reply as I unplug the tablet from its charger.

"What about your reading homework?" she asks me.

I freeze. "Not...yet..." I reply, still frozen.

"Then what's my answer? Can you use the tablet?" my mom calls out to me. I sigh and put the tablet back on the shelf.

I shuffle back to my room and sit on my bed. I can play on the tablet after I finish reading... I pull my book out of my backpack. The librarian suggested this book because she thought I would like it, but when I flip through the pages it looks really boring. I sit behind my bed and try to get comfortable. I open the book. I close it.

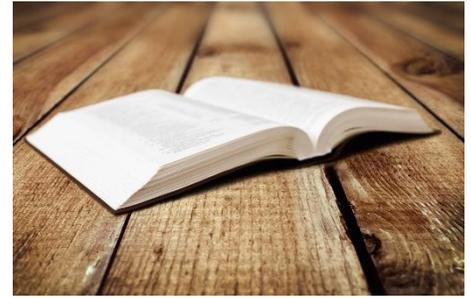
I notice a little container of slime under my bed. I pick it up and start playing with it.

When Mom comes in to check on me, I quickly pick up my book and pretend I'm reading. "Aiden, your book is upside down," she says. "Be honest- have you read a single page yet?" I shake my head no. She sits on the floor next to me. "Why don't we read together?" Mom reads the book and I look at the pictures. Afterwards, I copy the title on my reading log and Mom signs it.

At school the next morning, it's independent reading time. I **dawdle** at the bookshelf. I pick a book, open it, flip through the pages, close it, and put it back. I repeat this with three books before the teacher notices me. "Pick a book and start reading, Aiden," she says. I pick up a book and slowly walk back to my desk. I copy the title in my reading log. I look at the pictures. I stare at the words. The timer beeps. "Finally!" I think to myself. I quickly close the book and shove it in my desk.

Next comes math. Right now, we are practicing multiplication and arrays. I really like arrays! They help me understand how multiplication works. I draw an array for the problem 5×6 , using spiders. I draw 5 spiders in a row. I make 6 rows. I know that if I added 5×2 and 5×4 , I would get the same answer. I draw arrays for those problems, too. The work is simple and fun.

But then... it's the dreaded ELA time. I groan and slump down in my seat. "Why do we have to read all the time," I mumble. I drag my reading textbook out of my desk. I slowly turn the pages until I get to page 147. I press my chin onto the page. I wish I could just disappear.



Answer these questions based on the text.

1. We can use clues in the text to draw a conclusion about Aiden. Which statement is most likely true about Aiden?

- Ⓐ Aiden dislikes school.
- Ⓑ Aiden thinks math is the most difficult subject.
- Ⓒ Aiden doesn't show respect to his mother or his teacher.
- Ⓓ Aiden thinks reading is the most difficult subject.

2. Write a clue that helped you answer Question 1:

3. Based on the context clues,...

- Ⓐ "dawdle" probably means to move slowly.
- Ⓑ "dawdle" probably means to move quickly.
- Ⓒ "dawdle" probably means to move with excitement.
- Ⓓ "dawdle" probably means to move sleepily.

4. Think about the main character in the last text, "Dear Diary". Compare Joon-hee with Aiden.

Something similar:

Something different:

Reader Notes

Quarantine Quarrel

"My turn? My turn?" my sister was asking. I ignored her and kept playing my video game on my game console. "Richie! My turn?" I kept ignoring my **pesky** little sister. I turned my body away from her when she tried to get in front of me. "Richie!!!!"



Then, we heard a buzz from Mom's cell phone. Uncle Marvin was calling from Seattle, Washington! His face popped up on Mom's phone screen. I paused my game but kept holding the console. I didn't want my sister to grab it when I wasn't looking! We all gathered around Mom's phone to say hello.

"Hi, everybody!" Marvin smiled and waved to us. "How are you all holding up?"

My mom gave a large sigh. "We are hanging in there," she answered, "but two weeks stuck at home is starting to feel like a century!"

Two weeks ago, the state governor made laws saying that people needed to stay at home. There was a virus spreading around, and it was making people very sick. The virus wasn't just in our state, either. All the state governors were telling people to stay at home. Now, Mom couldn't go work at the restaurant anymore. She went to the grocery store alone, and she wore a mask that covered her mouth and nose. Me and my little sister didn't ever leave the apartment.

"It could be worse," Uncle Marvin said over the phone. "Quarantine comes from 'forty', because in the old days people had to shut themselves in a single room for 40 days to make sure they weren't sick. At least you can leave your room!"

At first it was fun to stay home. We watched TV, ate snacks, and didn't change out of our pajamas. But after a week, it felt crummy being stuck inside all day. I was even starting to miss school!

Uncle Marvin and my mom talked for a while. I **resumed** my video game. Since Mom couldn't go to work, she was asking Uncle Marvin for advice to save money. My game screen suddenly said "LOW BATTERY" and turned off. 'Oh well,' I thought, 'I'll just keep playing on the TV!' I turned on the TV and started up my game again.

Then, I heard raindrops tapping on the window. A flash of lightning lit up the room, and a thunderclap shook the floor. Suddenly, the TV and all the lights turned off. The whole building felt quiet.

"Oh no... I think the building's power just turned off," Mom groaned. She opened the refrigerator. It was dark. She opened the front door. The hallway was dark. "Hello? Marvin?" She sighed and put down the phone. "No internet," she mumbled.

"Mom, what do I do now?" I whined.

"Figure it out," Mom snapped. She walked out into the apartment hallway to investigate.

"Let's play," my sister called out to me. I ignored her and began digging through my toys for a flashlight. When I finally found it, it wouldn't turn on! I opened the bottom...there were no batteries.

I looked at my sister's stuff. She had a story book that sang songs and made animal noises. It must have batteries! I grabbed the book.

"That's mine!" my sister cried out. I ignored her. I began pulling at the book, trying to open it so I could take out the batteries.

Answer these questions based on the text.

1. "I resumed my video game." What is a synonym for "resumed"?

- Ⓐ rewrote
- Ⓑ untied
- Ⓒ continued
- Ⓓ quit

2. This is a fictional story. What are the elements of this story?

character(s): _____

Setting: _____

The conflict: _____

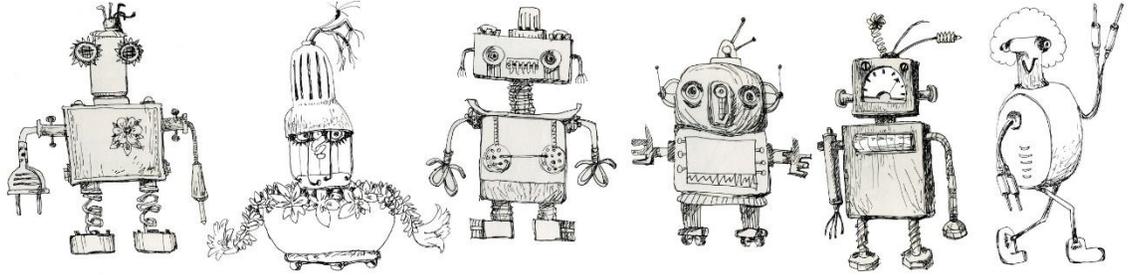
3. What do you think will happen next in this story?

4. Which character in this story would think this: "You are being so mean to me!"

- Ⓐ Richie
- Ⓑ Richie's sister
- Ⓒ Richie's mom
- Ⓓ Uncle Marvin

Reader Notes

Robot School



(JAMMY is by himself, walking back and forth. He shakes his head and sighs. BIRDZ rolls up to JAMMY.)

BIRDZ: Hi, Jammy! Are you okay? You look upset.

JAMMY: Hello, Birdz. Honestly, I've been better. I have a question for you... Did you get an invitation to Shuri's birthday party, too?

BIRDZ: I sure did! It was in my school mailbox this morning. It sounds like this party is going to be a blast. It's going to be so fun. Why do you ask?

JAMMY: I can't believe this! I thought Shuri and I were friends, but I'm the only robot who didn't get invited to their party!

BIRDZ: Yikes! I'm sorry, Jammy. I know it feels crummy to be left out. Why don't we talk about something else, instead?

(ZOOMER jogs over to JAMMY and BIRDZ.)

ZOOMER: Hi, friends! I just saw my invitation in my mailbox! I'm so excited about Shuri's birthday party! I'm going to take this awesome racing game for us to play. Maybe I'll even bring some snacks! *(ZOOMER notices that JAMMY looks upset, and BIRDZ is shaking her head.)* What's wrong, Jammy? Is your battery running low?

BIRDZ: Jammy didn't get an invitation for the party, Zoomer. Let's talk about something else.

ZOOMER: That is so rude of Shuri! But I thought you and Shuri were friends, Jammy!

JAMMY: I thought so too.

(SHURI, REXA, and BOP walk up to BIRDZ, JAMMY, and ZOOMER.)

BOP: Hi, folks! Aren't you excited about Shuri's party? I'm going to be the DJ at the party. Make sure you charge up your batteries because we're going to dance a lot!

(BIRDZ tries to be friendly, but ZOOMER and JAMMY are silent.)

BIRDZ: That's cool, Bop... Anyways, did you all finish our math homework? I had some trouble with it.

BOP: I can help you, Birdz. Let's go look at it before class starts.

(BOP and BIRDZ walk away.)

SHURI: (*whispering to REXA*) Does Jammy look upset? I put a special note on his invitation... I asked him to come to my party a little early to help me decorate! He did such a great job decorating for his own birthday party. But maybe he doesn't want to help me...

REXA: He does look upset. He's usually not this quiet! I thought he loved decorating. Do you think he's jealous or something?

SHURI: Jealous?? Because people are talking about the party? Maybe he wanted to be DJ instead... Maybe he hates that I asked him to help me decorate...

(*REXA shrugs her shoulders.*)

REXA: Hey, Jammy! Why do you look so upset?

JAMMY: I don't want to talk about it...

(*JAMMY walks away from the group. ZOOMER looks at SHURI, then follows after JAMMY.*)

REXA: Yep. He's jealous. He probably wishes it was *his* birthday everybody was excited about.

Answer these questions based on the text.

1. Who do you think is the main character in this story? Why?

2. This is a fictional story. It's written like a play. What are the elements of this story?

Setting :

The conflict :

3. Why is Jammy unhappy?

- (A) Jammy doesn't like birthday parties.
- (B) Jammy wasn't invited to Shuri's birthday party.
- (C) Jammy wanted to be the DJ at the party, but Bop is going to be the DJ.
- (D) Jammy is jealous because he wants to throw his own birthday party.

4. How do you think the characters can solve this problem?

Reader Notes

Homemade Ice Cream

Do you want your scoop in a cup, or in a cone? This cold, creamy dessert comes in endless flavors. Some people think a summer day is only perfect if they have ice cream. Some people enjoy having ice cream in the middle of winter! No matter when we are eating ice cream, we must thank China for this delicious dessert. People in China invented ice cream by putting a milk and rice mixture in the snow. Later, Roman emperors began mixing flavors into snow to make their own version of this dessert. Now, ice cream is found all over the world! Luckily, we have freezers today. That means we don't have to go find fresh snow or ice to make this treat.



Did you know you can even make your own ice cream without a machine? You might have a lot of the **required** materials at home already! The key to making ice cream this way is the rock salt. When salt mixes with ice, it can lower the temperature of the mixture- perfect for making a cold dessert!

Just follow the steps below and in about 5 minutes you will have homemade ice cream!

Required materials:

- 2 plastic baggies (gallon size)
- 3 cups of ice
- ½ cup rock salt
- 1 cup heavy cream
- 1 cup half-and-half (this is a mix of whole milk and light cream)
- ½ cup sugar
- 1 ½ teaspoons vanilla flavoring

Directions:

1. Put the 3 cups of ice into one of the plastic bags.
2. Sprinkle the rock salt over the ice and close the bag.
3. Take the 2nd baggie and pour in the cream, half-and-half, sugar, and vanilla extract.
4. Close the bag with the liquid. Make sure it's sealed shut! Place the entire bag inside the ice bag.
5. Seal the ice bag.
6. Shake the bags for 5 minutes. If your hands get cold, wrap a towel around the bags and keep shaking!
7. After 5 minutes, open the bags and scoop out the ice cream.
8. Serve with your favorite toppings and enjoy!

Now that you know how to make vanilla ice cream, you can try different versions. You can add chocolate syrup instead of vanilla for chocolate ice cream. You can also

add pieces of fruit like strawberry or blueberry. With a little imagination and the proper ingredients, you can have your own special flavor of ice cream any time!

Answer these questions based on the text.

1. "You might have a lot of the *required* materials at home already!" If you didn't know what the word "required" means, you could try substitution. Which of these words is a synonym for "required"?

- (A) extra
- (B) needed
- (C) old
- (D) broken

2. What is the author sharing with the reader in the first part of this text?

- (A) The author is teaching the reader about the history of ice cream.
- (B) The author is telling the funny story of how ice cream was made by accident.
- (C) The author is explaining how the first Chinese ice cream was better than today's ice cream.
- (D) The author is teaching the reader how to make ice cream.

3. Why have freezers changed the way we eat ice cream?

4. What is the next step after filling one bag with cream, milk, sugar, and vanilla?

- (A) You close the bag and shake it.
- (B) You close the bag and put it inside the bag full of ice.
- (C) You put ice in the bag.
- (D) You serve it with your favorite toppings.

Reader Notes

Early Morning Mission



Patrick heard birds chirping and waking up outside. He opened his eyes. The sun was rising, and the light painted the walls pink and orange. He rolled off the bed, careful not to make it squeak. He didn't want to wake up his snoring brothers. He tiptoed out of the room and closed the door after himself.

Patrick crept down the hallway. "Hi gran," he whispered to his grandmother. She woke up even earlier than the birds. She would sit quietly and knit until the rest of the house woke up.

"Good morning, P," his grandmother whispered back. "What are you getting ready to make this morning?"

"I have a new mission today. You'll see," he said with a smile as he walked into the kitchen. His grandmother shrugged and continued knitting.

Patrick looked around the kitchen, reviewing the steps in his head. First, he needed to **preheat** the oven. That meant the oven would be hot before he put the batter in. He turned the oven's temperature dial to 375 degrees.

Afterwards, Patrick picked the 5 ripest bananas from the bunch. 'The more black spots I see on these bananas, the sweeter they are,' he thought to himself. He peeled the bananas and dropped them into a large glass bowl. He mashed them up with a fork until they were a goopy pile of mush. 'Perfect!'

Next, Patrick mixed in a teaspoon of baking soda and baking powder. He sprinkled in some cinnamon, nutmeg, and salt. He mixed it all together with 2 cups of milk. Then, he added in 5 cups of oats. Now, the bowl was full of batter.

Patrick scooped the batter into a metal muffin pan. He sprinkled nuts on top of the batter. He carefully opened the oven and used oven mitts to put the metal dish inside. Hot air blew out as Patrick gently closed the oven. He set a timer for 45 minutes.

Patrick relaxed on the floor and read a book while he waited for the batter to finish baking. The air started to smell like bananas and cinnamon. "That **aroma** is lovely," his grandmother said as she sniffed the air.

A door opened and closed. Patrick's brothers walked down the hallway, yawning and stretching. "Wow, something smells good," said one brother. The other brother sniffed and nodded his head.

Ding! Patrick jumped up. "You all woke up just in time," he said as he turned off the oven. He put on oven mitts and carefully pulled the pan out. He rested it on a cooling tray, so it wouldn't burn anything. "Who is ready for breakfast?" Patrick asked his family. Everybody smiled and raised their hands in the air.

"I call these P's Breakfast Cakes." Patrick carefully placed each muffin into a plate. Patrick decided to eat his oatmeal banana bread with a few strawberries. His grandmother ate her oatmeal banana bread with some yogurt. Patrick's brothers sprinkled chocolate chips on theirs.

They all talked and laughed while they ate. "Thank you for making us breakfast today, Patrick," said one brother.

"This might be your best breakfast ever," his other brother added. Patrick felt very happy watching his family enjoy their meal.

Answer these questions based on the text.

1. "That *aroma* is lovely," his grandmother said as she sniffed the air. Select all the clues that help a reader guess the meaning of the word "aroma".

- (A) In the same paragraph, the author writes that Patrick read a book while the batter baked.
- (B) In the sentence before the word "aroma", the author says "the air started to smell like bananas and cinnamon."
- (C) In the same sentence with the word "aroma", the author says Grandma was sniffing the air.
- (D) In the sentence after the word "aroma", it says a door opened.

2. Put the numbers 1, 2, 3, and 4 to show which event came 1st, 2nd, 3rd, and 4th. Which option shows a correct sequence of events?

- Patrick placed the batter in the oven.
- Patrick's brothers sprinkled chocolate chips on their breakfast.
- He mixed together the ingredients to make a batter.
- Patrick woke up.

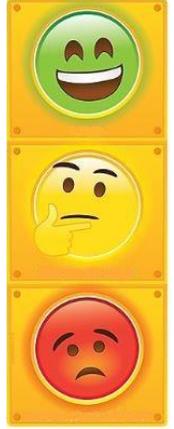
3. Which statement is most likely FALSE?

- (A) Patrick's grandmother usually wakes up early.
- (B) Patrick's brothers are grateful.
- (C) Patrick sometimes gets up early to make breakfast.
- (D) Patrick has never cooked breakfast before.

4. What do you know about Patrick after reading this text?

Reader Notes

Green, Yellow, Red



Sometimes, I feel like there is a traffic light in my brain. When I have a green light, everything is going according to plan. I might be playing with my friends, eating some food, or learning at school. Sometimes, I have a yellow light. When that happens, something isn't going the way it's supposed to. Maybe I can't figure out a puzzle, or I am having a conflict with somebody. Usually, it passes, and I go back to green! Every now and then, I get a red light. When I get a red light, I have to stop. I'm too frustrated or upset to think normally.

I feel these changes in my body, too. When I have a green light, I might not even notice my body. Everything feels easy! I might feel stronger, or faster, or more energetic. I might be laughing. When I have a yellow light, my breathing is faster. I can hear the air coming out of my nose when I have a yellow light. My eyebrows are scrunched together and I'm usually not smiling. When I have a red light, my heart is pounding hard and fast. My face feels hot. My eyes might be watering, even if I don't feel like crying. Sometimes I am crying.

There was one day when I quickly went from a green light, to yellow, to red. I was spending the weekend with my cousins. One of my cousins is 8, like me, and her name is Sherry. My other cousin is 4, and her name is Angely.

Sherry and I woke up on Saturday morning and asked to make pancakes. Angely wanted to help but we knew she was too little. I started gathering the ingredients: flour, oil, milk, and eggs. Angely ran into the kitchen and bumped into me. I dropped the eggs, and they all cracked open on the kitchen floor! Sherry squawked. I gasped.

"Mama, Carmen dropped all the eggs," Angely screamed to her mom. "She made a mess all over the floor!"

My face felt hot and my heart was pounding hard and fast. Sherry yelled out, "It was an accident! Angely bumped into her!"

My hands were shaking as I picked up the broken eggshells and put them in the trash can. Angel tip-toed up to me. "You made a big mess," she said, pointing her finger at my face.

My throat felt tight. Sherry offered me a paper towel. I yanked it from her hand and started wiping up the slimy egg whites and yellow yolks. Tears were stinging my eyes.

"You wasted our eggs," Angely scolded me, trying to act like her mom. Even though Angely is only 4, her words made me even more upset! I stood up. "I need to be alone for a minute," I said as I walked away. I marched straight into Sherry's room, closed the door, and sat on the floor. The room was quiet. I calmed down with a trick my counselor taught me: find 5 things that are the same color. I saw a blue sweater, a blue notebook, a blue pen, a blue basket, and a blue comb.

I took a deep breath. I looked around the quiet and peaceful room. I thought about how Sherry helped me to start cleaning up the eggs. We could have more fun after the mess was all cleaned up. I stood up and opened the door.

Answer these questions based on the text.

1. Carmen describes her feelings with the colors green, yellow, and red. When Carmen has a green light, what might she think or say?

- Ⓐ "Even though I try over and over again I still can't spell this word correctly!"
- Ⓑ "That was so scary it made me start crying!"
- Ⓒ "This game was hard at first but now I get it!"
- Ⓓ "I didn't sleep well last night and now I can't focus on my math work."

2. This is a fictional story. What are the elements of this story?

Setting :

The main character:

3. What was the main problem in this story?

- Ⓐ Carmen and Sherry wanted to make pancakes, but there were no eggs.
- Ⓑ Carmen got very upset after she accidentally dropped the eggs.
- Ⓒ Angely wanted to help the girls make pancakes, but they wouldn't let her.
- Ⓓ Carmen and Sherry kept ignoring Angely, and Angely got very upset.

4. How did Carmen solve the main problem?

Reader Notes

Cool Down



It was time for math centers, and Jay was stuck on a multiplication problem. She erased part of her work and started over. Her answer still wasn't correct! She erased and erased until the eraser broke into two pieces. The classroom seemed to be getting louder. The air seemed to be getting warmer. Jay crumpled up her paper.

Jay didn't notice that she was standing up or that her hands were balled up in tight fists. She didn't notice that she was stomping her feet as she walked. She didn't notice that her face was hot, and her heart was beating faster and stronger than normal. She didn't notice that she was grinding her teeth or that it was hard to breathe.

However, Mr. Love did notice. "Jay, let's do those exercises."

Mr. Love was always showing the class new exercises they could do when they were getting into "The Red Zone". One day, Mr. Love had said that "The Red Zone" could be when you're so angry you feel like you'll explode, or sadness is making your chest feel heavy and tight. "When we're in The Red Zone we might make choices that hurt ourselves or hurt other people. Instead, we can do these exercises to get out of The Red Zone. When we do these exercises, we are taking care of ourselves. We are loving ourselves," said Mr. Love.

Jay followed Mr. Love to a corner of the classroom. She pretended she was his mirror and followed his movements. She opened her hands and squeezed them shut. She did 5 wall push-ups, counting backwards. She wrapped her arms around herself and held on tightly. She took a deep breath in and let it out slowly like she was blowing feathers into the air.

Jay looked up at Mr. Love, and he was smiling at her. "Which exercise do you want to do next?" he asked her.

"Let's do taps," she said. Mr. Love nodded his head and followed Jay's lead. She gently tapped on her eyebrows with her fingertips. She tapped all over her head, and under her eyes. She tapped her chin. She tapped the top of her chest and listened to the thumping sound. Then, she bent forward and let her arms hang loose. Her fingertips brushed against the cold floor. She rolled back up until she was standing up straight.

They both took a deep breath in and let it out in a sigh. "What are you going to do next?" Mr. Love asked Jay.

Jay's body felt calm again, but she still didn't know how to complete that multiplication problem. "Can I ask Reina for help in my math center?" Jay asked her teacher.

"Yes. Reina can show you how she would try to solve the problem. Then you can try it her way and see if it makes sense to you."

Jay nodded her head and walked back to her math center.

Answer these questions based on the text.**1. This is a fictional story. What are the elements of this story?**The main character:
_____The setting:
_____**2. Why was Jay so upset?**

- Ⓐ Her eraser broke into pieces.
- Ⓑ She needed to ask Reina for help.
- Ⓒ She couldn't figure out how to do the multiplication problem.
- Ⓓ She never enjoys math centers.

3. Compare this text with the last text, "Green, Yellow, Red". What is similar?

- Ⓐ Both texts show a character using strategies to calm down.
- Ⓑ Both texts have a teacher show somebody how to calm down.
- Ⓒ Both texts take place in a home.
- Ⓓ Both texts are missing the resolution.

4. Why do you think the author decided to name the teacher Mr. Love?

Reader Notes

Some Pig!

When you think about pigs do you imagine a little piglet with a curly tail? Or do you imagine a fat pig relaxing in a puddle of mud? Few people know that pigs are very smart. They have special ways of figuring out the world. They have been on our planet longer than humans. The interesting facts don't stop there!



Dinosaur Pigs

16 million years ago, giant pigs lived on Earth. They weighed 1,000 pounds and were 7 feet tall. They had lots of teeth for chewing up their prey. These pigs had something in common with today's lions, orcas, and polar bears. These ancient pigs were **apex predators**; they ate different animals, but nothing could hunt these pigs!

Warrior Pigs

Alexander the Great was an ancient leader. People wrote stories about Alexander the Great and his battles. Alexander's enemies brought elephants to a big battle. Alexander the Great fought back with pigs! The elephants were terrified of the pigs' loud squeals, and Alexander the Great won the battle!

No to Sweat, Yes to Food

"I'm sweating like a pig!" Some people like to say this phrase, but it's not **accurate**. Pigs can't sweat! Human bodies sweat to help us cool off. Since pigs can't sweat, they cool off in other ways. Their favorite way to cool off is by rolling around in mud. "You eat like a pig!" This phrase is very accurate! Pigs will eat and eat until they are stuffed, and they are not picky. Pigs are omnivores who will eat anything!

Clever Pigs

Pigs are very intelligent animals. Some scientists say they are the 3rd most intelligent animals behind apes and dolphins. Pigs learn new routines and tricks much faster than dogs or cats. They potty train themselves. Pigs know how to trick each other, and they have good memories.

Humans are very clever and interesting animals. However, we are not alone on this planet. It's important to remember that all the other animals we live with are also interesting in their own ways!

Answer these questions based on the text.

1. What is an apex predator?

2. Use word substitution to find the meaning of "accurate". What is a synonym for the word "accurate"?

- (A) correct
- (B) wrong
- (C) interesting
- (D) nice

3. Why did the author write this text?

- (A) The author wanted to persuade us to have pigs as pets.
- (B) The author wanted to inform us about how humans take care of pigs.
- (C) The author wanted to teach us some interesting facts about pigs.
- (D) The author wanted to entertain us with stories about clever pigs.

4. What was the most important fact from this text? Why was it important?

Reader Notes

Emma's Baby Sister



Emma had been waiting to be a big sister for years and it was finally going to happen! Mom was in the hospital giving birth to her new baby sister. Emma was staying with her aunts, Georgia and Ellen. Emma was trying to be patient, but it was hard. She wanted to know how Mom was and when she could go see her new sister.

Emma stayed with her aunts for two days. Finally, on the third day, Aunt Ellen's phone rang. She answered and listened for a moment. "Yes! That's wonderful news!" Aunt Ellen hung up the phone after a few minutes and told Emma that they could go see her baby sister now.

When they arrived at the hospital, the nurse showed them to Mom's room. Mom looked tired, but happy at the same time. Next to her bed was a tiny bed. Emma ran over to it and looked at her sister. The baby was bundled up in a white blanket and had a little squishy face. Her dark hair was covered by a tiny cap. Her eyes were scrunched closed and her mouth was open just a little. "This is your sister Angela." Emma gently touched her sister's cheek. Her skin was so soft! Emma **grinned** with happiness. She was **grinning** so much her cheeks hurt!

The next day Mom and Angela got to come home. Angela cried the whole way home. Emma covered her ears to block the noise. When they were inside their home, Emma reached down to take her sister out of the car seat, but Mom stopped her. "She's too little," Mom said. "Instead, you can sit down with me and you can hold her with me." Mom picked up Angela and they all sat down on the couch.

Mom put one arm around Emma. She carried little Angela in her other arm. Emma held Angela's little legs and feet on her lap. After a couple minutes, something began to stink. "Ewww! Something smells gross!" said Emma. Mom said she needed to change Angela's diaper. "Yuck! All this baby does is cry. I can't even pick her up and play with her. And she stinks!"

Later that evening, Emma asked her mom to play a game with her. Mom whispered, "I can't right now. I'm feeding Angela and then it will be her bedtime." An hour later, Angela was finally asleep, but Mom forgot all about the game. It seemed like being a big sister was not all it was cracked up to be. In fact, Emma thought being a big sister was pretty awful.

The next day, Mom needed to put some clothes in the washing machine and asked Emma to watch Angela while she was sleeping. Emma looked at her baby sister in her little bed. Angela opened her eyes. "Maybe I should get Mom," Emma said, but she didn't leave. She kept observing Angela. Angela moved her little head back and forth. Angela looked at Emma. Emma reached out her finger and gently touched Angela's cheek like she had done in the hospital. Suddenly, Angela started to

smile. Emma felt like she was smiling right at her. Emma kept touching her cheek and Angela kept smiling at her. She didn't cry at all!

When mom came back in the room, she was surprised that Angela was awake. "Great job, sweetie! She must really like you. She didn't cry at all when she woke up!" Emma smiled proudly. Maybe she would enjoy being a big sister.

Answer these questions based on the text.

1. This story is fiction. Which of these statements about the story elements is true?

- (A) The main character is Emma's sister.
- (B) The important settings are a hospital and Emma's home.
- (C) The main problem is that Angela does not like her new home.
- (D) The problem is solved when Mom finally does the laundry.

2. At the beginning of the story, the setting is...

- (A) a hospital
- (B) Emma's home
- (C) Aunt Georgie and Aunt Ellen's home

3. "In fact, Emma thought being a big sister was pretty awful." Why did Emma think that being a big sister was so bad?

4. Based on context clues, the reader can guess that...

- (A) "grinning" means "crying".
- (B) "grinning" means "smiling".
- (C) "grinning" means "touching".
- (D) "grinning" means "sleeping".

Reader Notes

Luke's Birthday

Anna was excited. She had been telling her classmates all the details for weeks. Her new baby brother was coming home any day now! She was so eager to meet him. Abby was Anna's younger sister. Anna was only 3 years old when Abigail was born. Anna could not remember her birth. Now Anna could be the helpful big sister with her baby brother.



Anna's father told the two girls that baby Luke would be arriving soon, but she did not think it would be the next morning! At breakfast Anna found out that her father had driven her mother to the hospital during the night. Her grandmother would take care of them until her father returned home.

As the two girls ate their breakfast, their grandmother told them their baby brother was born earlier that morning. "He arrived just after midnight wearing his birthday suit! He's ready to meet his sisters," Grandma said playfully.

Anna was confused as she listened to her grandmother. Anna had helped pack the bag her mother took to the hospital, but there wasn't a suit for baby Luke in the bag. 'Dad didn't mention that Luke would be wearing a suit at the hospital,' she thought. 'Do we need to dress up too??' She was about to ask her grandmother about this, but the phone rang.

It was her father! "Go get dressed," he told Anna. "I'll be home in a few minutes to take you three to the hospital!"

When her father arrived, Anna started asking questions about baby Luke. "Does he cry a lot? Does he look like Abigail and me? When did you buy Luke his birthday suit??" Her father answered all the questions, except the one about Luke's new birthday suit. He only laughed when Anna asked that one.

At the hospital, the girls followed their father up the elevator and down a long hallway. They stopped outside a door. Their father tapped on the door gently. He opened it and the girls rushed in. Mom seemed happy and tired at the same time. The girls gave her a gentle hug.

"Where's Luke," Anna whispered to her dad.

"He's in the **nursery**. The nurse probably has him in there so that Mom can get some rest." He led them down the hallway to a large window.

Anna was amazed as she looked through the window at all the newborn babies. She wondered which one was her brother. "Daddy, which one is Luke?" Her father pointed to a crib where Luke lay sleeping. Luke was wrapped in a soft white blanket with a small hat on his head.

Anna glanced at her father and said, "Daddy, Grandma said he would be wearing a birthday suit."

Her grandmother replied, "Anna, that baby is dressed in their birthday suit."
Grandma pointed to where a baby was being tended to.

Anna stared at the nurses caring for the infant. "That baby is not wearing any clothes!"

Her grandmother chuckled and replied, "I know. You were wearing the same birthday suit the first time I saw you at the hospital, too."

Answer these questions based on the text.

1. This is a fictional story. What are the elements of this story?

The setting:

The main character:

2. Put the numbers 1, 2, 3, and 4 to show which event came 1st, 2nd, 3rd, and 4th.

- Anna and Abby join their dad at the hospital.
- Anna and Abby hear that baby Luke arrived in his birthday suit.
- They see baby Luke and learn what a birthday suit is!
- They visit their mom.

3. Compare this story with the last story, "Emma's Baby Sister". Write one thing that is similar.

4. Compare this story with the last story, "Emma's Baby Sister". Write one thing that is different between these two stories.

Reader Notes

Gordy's Garden



It was 11 o'clock in the morning, which is supposed to be math time for 3rd graders. Today was a special day though. Gordy's class was helping create a community garden in a park near their school. However, it didn't look like a garden yet! The ground was hard and rocky. There were no plants growing. Gordy looked around and saw giant piles of dirt, **gravel**, and rocks. He saw stacks of wood. He saw wheelbarrows, wagons, and shovels. All the students from third, fourth, and fifth grade were looking around, wondering the same thing: Could this space really become a garden full of vegetables, fruit, and flowers?

"Alright, my friends," called out the music teacher, Mr. King, with his booming voice. "As you can see, we have a lot of work to do!"

Mr. King posted the list of tasks, and who would complete what:

third	Place rocks along the edges of the garden path.
fourth	1. Fill the garden paths with gravel. 2. Divide the soil and move it to the garden beds.
fifth	1. Build the garden bed walls. 2. Help 3rd and 4th graders.
Everybody	Plant some seeds! Move seedlings to the garden beds.

Mr. King played music through large speakers while we worked. Each class took turns picking the songs. There was lots of laughter and talking while students began working. Gordy and his friends put rocks on the edges of garden paths. Fifth graders used nails and screws to connect pieces of wood into large rectangles. Fourth graders filled those wooden rectangles with soil.

"Oh, THAT'S what you meant by garden bed," Gordy said while he looked at a finished garden bed. "I was thinking about the beds we sleep in..."

Mr. King laughed. "Plants need soil to grow in. The soil must be healthy, and it must hold the right amount of water. Our ground is too rocky and sandy. The plants would be thirsty all the time! So, we built them these beds to grow in. We filled the beds with soil that will hold enough water for the plants' roots."

Gordy was most excited about their final activity. First, he would plant some seeds. His teacher handed him three seeds from a bag labeled "snap beans". He wrote "snap beans" on three little paper cups. He put one seed in each cup and covered the seed with soil. He sprinkled some water on the soil. He put the cups of soil with the rest of his classmates' cups.

Then, it was time to put seedlings in the garden beds! He picked up a new cup with his name on it. Inside was a **seedling**, or baby plant. It was very small, and just had three leaves on it. One day, it would grow into a long vine with lots of cucumbers! Gordy walked with his cucumber seedling to his class' garden bed. He dug a hole in the soil. He put the cup with his seedling in the hole. His teacher explained that the paper cup would break apart in the soil.

"I'm going to come check on you every day after school," Gordy whispered to the seedling. Then, it was time for Gordy to head back inside and wash up.

Answer these questions based on the text.

1. Which statement is NOT true?

- (A) Gordy helped build garden beds.
- (B) Gordy put rocks on the edges of the garden paths.
- (C) Gordy planted seeds.
- (D) Gordy put a seedling in the garden bed.

2. Which task did 4th graders start with?

- (A) They placed rocks on the edges of the garden paths.
- (B) They built garden beds.
- (C) They put soil in the garden beds.
- (D) They filled the garden paths with gravel.

3. Based on clues in this story, which statement is probably true?

- (A) Students are scared of Mr. King because he is very mean.
- (B) Mr. King doesn't know anything about gardening.
- (C) Students at this school practice working together.
- (D) Gordy is the class clown and a troublemaker.

4. Would you enjoy a day like this? Why, or why not?

Reader Notes

The World Melts Away

"I'm bored," Mia mumbled. She was in the hospital waiting room with some of her family. Mia's mom was having a knee surgery. She always felt pain when she walked or stood for too long, and this surgery would help stop that pain. Family members gathered at the hospital to show their love and support. They were all here to greet her when the surgery was done, and when she was ready to see people.

Mia was happy that her mom would feel better after this surgery. However, Mia also felt like she had been stuck in the waiting room for a year! She had already finished her book. She had already looked at all the covers of the magazines. She had already eaten her granola bar and her little bag of chips from the vending machine. She sighed and slumped down in her chair.

"You look **miserable**," said Omari. He was Mia's older cousin.

She looked up at him. "I look miserable because I am miserable," Mia responded.

"Let me show you something," Omari said with a smile. He turned on his tablet and opened an application.

"Is it a game?" Mia asked with excitement.

"No, this app isn't a game. It's an app to make music."

Mia was disappointed. 'This will probably be better than looking at all the magazines again,' Mia thought to herself. She looked at the screen. She saw an array. It had 8 columns and 7 rows. There was a different little symbol next to each row. "That looks like a drum," Mia said while pointing to one of the symbols.

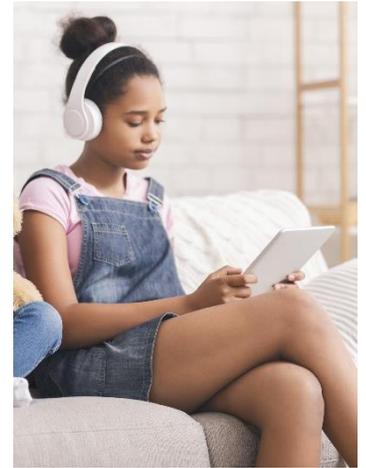
"It is," Omari said. He tapped on a square next to the drum and the square turned yellow. Mia heard the beat of a drum. Then she heard it again. "This is called looping," Omari explained. "Each square in the row is a beat. The drum sound happens once. We count 7 beats we will hear the drum again. 1, 2, 3, 4, 5, 6, 7, bam! 1, 2, 3, 4, 5, 6, 7, bam!"

Omari tapped all the squares in the drum row. Now Mia heard 8 drum beats. She tapped on a square next to a hand. She heard a clap! "This is pretty cool," she said to her cousin.

"Here, play around with it," Omari said with a smile. He gave Mia the tablet and his headphones.

Mia tapped the buttons to hear different sounds. She didn't know how much time passed as she made her own song using the different sounds.

"Mia, it's time to go see your mom," Uncle Sal said.



"Already?" Mia said. She couldn't wait to show her mom the song she was making!

Answer these questions based on the text.

1. Based on context clues, what could a reader guess about the word "miserable"?

- Ⓐ "Miserable" probably means something negative.
- Ⓑ "Miserable" probably means something positive.
- Ⓒ "Miserable" probably has to do with cousins.
- Ⓓ "Miserable" probably has something to do with surgery.

2. Write one context clue that helps a reader guess the meaning of the word "miserable".

3. Which of the following summaries has all the correct story elements?

- Ⓐ Mia was at the hospital waiting to see her mom after her mom's surgery. Mia was miserably bored, though. So, her cousin showed her a fun way to pass the time making music. Then, the time passed quickly and Mia had a cool song to show her mom!
- Ⓑ Omari was in the hospital and saw that Mia looked bored and miserable. So, he let her play on his tablet. Then, everybody felt happier!
- Ⓒ Mia was waiting to see her mom. Mia was really bored and miserable. So, she started playing with an app on her cousin's tablet. It was fun, and she made a cool song!
- Ⓓ Mia was at the hospital waiting to see her mom after her mom's surgery. She was really bored and miserable. Then time passed quickly, and Mia had a cool song to show her mom!

4. Would you enjoy trying Omari's app? Why, or why not?

Reader Notes

SPLAT Accident!

Surya and his classmates had been looking forward to today's big project all week. They had all written the same thing in their planner for Friday: "Bring a smock and any painting supplies!" All the students were going to work together to paint a giant paper **banner** for the Spring Festival. Each class would tape up their banner on the walls of the school.

Students showed up with lots of different supplies on painting day: glitter paint, paintbrushes, stamp sets, sponges, and lots more. They were very excited, but they had to be patient! They could start making their banner after lunch.

After lunch ended, it was time to get started! Students put on their smocks. Some students were wearing large old shirts that must have been their parents'. Other students were just wearing t-shirts that were okay for getting messy.

Surya was going to work on part of the banner with three of his friends: Leila, Ingeri, and Li. They had started planning their section yesterday. Li showed the group a sketch he made of a tree. "Do you three like the shape of this tree?" he asked.

"Can you make the trunk a little thicker?" suggested Leila. Everybody nodded their heads to agree with Leila. Li began erasing and redrawing the tree trunk.

Ingeri excitedly pulled sponges out of her backpack. "We can use these for the flowers," she explained. She showed how they could dab the sponge on paper to make little flowers.

Surya went to the paint station. His team was going to need green, brown, pink, blue, and yellow. He carefully poured the paint into small cups. "Should I carry these to my team in two trips? Or can I carry all five cups at the same time?" he thought to himself.

He decided to carry all five cups at the same time. He walked over to his team and kneeled down. "Put the cups here," Ingeri said.

Splat! The green, blue, and yellow paint cups fell out of Surya's hands. They fell right on Li's drawing. "My tree!" Li cried.

"Our banner!" Leila and Ingeri cried.

"Oh no," moaned Surya. "I'm sorry, Li, it was an accident! I know you were working hard on that drawing. I ruined our class banner."

Li sighed. He paused for a moment to calm himself down. "What do we do now?"

Leila squinted her eyes and looked at the colorful blob of paint on their section of poster. "You didn't ruin our poster, Surya," she said. "We just have to change our plan a little bit."

"The blending colors look interesting," Ingeri added. She swirled her finger in the blob and made a spiral of green, yellow, and blue.

"Good idea!" said Li. He dipped a paintbrush in the swirling colors. He made crisscrossing lines.

"Help us out, Surya," said Leila as she dipped a brush in the paint. She began drawing squiggles next to Li's lines. Surya sat next to Ingeri. He picked up a marker and wrote a message. "There are no mistakes in art!"

Answer these questions based on the text.

1. Which word can replace "banner" in this story?

- Ⓐ flag
- Ⓑ poster
- Ⓒ excellent
- Ⓓ ribbon

2. Which sentence is not true?

- Ⓐ The setting is at a school.
- Ⓑ The setting is some time in the fall.
- Ⓒ The setting is some time in the spring.
- Ⓓ The setting is after lunchtime.

3. Which sentence is NOT a lesson from this story?

- Ⓐ When you make a mistake with paint, you have ruined the whole project.
- Ⓑ When you make a mistake with paint, you can just change your plan.
- Ⓒ Sometimes, rushing makes you clumsy.
- Ⓓ Teamwork can help make a great art project.

4. Think about how Li reacted when Surya dropped the paint. How do you think Li should have reacted? Why?

Reader Notes

New Kid

Leo just moved to Austin, Texas from Florence, Italy. On his first day of school in third grade, his teacher introduced him to the class. "Class, this is Leonardo Ferrari," Mrs. Smith said. He is from Italy. Do you remember the country we talked about that looks like a boot? That's Italy."

One of the boys whispered, "The new kid comes from a boot. I wonder if he smells like one." A few kids giggled. They stopped giggling when Mrs. Smith **glared** at them.

Mrs. Smith continued, "I know you will all make him feel welcome and help him as he figures out his new school."

It seemed as if no one heard what Mrs. Smith said that morning. Leo spent the morning feeling lonely, even though his class had 21 students. No one talked to him, so he just focused on listening to the teacher. He tried to keep up with all the reading and writing. His school in Italy was in English, but the books were all different.

At 10 o'clock the students went to music class. Leo shook hands with the smiling teacher. Leo quietly watched as the students started playing a game. No one bothered to explain what to do, and everyone laughed when Leo walked the wrong direction and sang the wrong words. He was relieved when Mrs. Smith came to take them back to class.

Back in the classroom, everyone started getting ready to go to lunch. Some were grabbing lunch bags. Others had a book or jacket. A few kids were grabbing a big mesh bag with balls to play with. Leo slowly lined up behind the rest of the class. He held his lunch with both hands and sighed.

At lunch, Leo sat by himself and ate his lunch slowly. He let himself daydream about his friends at his school in Italy. He wondered if they missed him. Leo had always loved lunch and recess the most because he had so many friends to talk to and play with. Leo was one of the best soccer players, so the other kids always wanted him on their team. Here, no one was even looking at him.

Mrs. Smith walked up to the students. Leo's class cleaned up and headed outside. Leo followed them and wondered what he would do at recess. Would he just be standing around watching everybody else play? To his surprise, a boy named Julio called his name. "Hey Leo, do you know how to play soccer?"

Leo replied, "Yeah, I love soccer." Julio explained that his friend Hoa was absent. Julio needed another player to make the teams even. Leo felt a smile grow on his face as they hurried to the field. Julio's team was playing against Bina's team. Leo felt butterflies in his stomach as he ran onto the field. He hoped he could impress the other kids.



Bina’s team had the ball first. Her team dribbled down the field, passing the ball from kid to kid until they finally shot toward the goal. *Ding!* The ball hit the goalpost and bounced out to the side. Next, Julio’s team dribbled the ball to the other end of the field. Leo stood near the goal. Julio passed the ball right to him. Leo steadied himself, stared at the corner of the goal, and kicked as hard as he could.

“GOOOOOOOOAAAALLLL!” Leo’s teammates ran up to him and gave him high fives. “Good job, new kid!” Leo smiled and felt his heart beating quickly as he ran down the field. Maybe he wouldn’t feel so alone here after all.

Answer these questions based on the text.

1. This is a fictional story. Identify the following story elements:

Main character

Setting

conflict/problem:

Resolution:

2. A reader drew a conclusion. She said, “The teachers are kind, but some students are not being kind to Leo.” Which of these clues supports the reader’s conclusion? (Pick 2.)

- Ⓐ “Leo shook hands with the smiling teacher.”
- Ⓑ “Leo’s teammates ran up to him and gave him high fives.”
- Ⓒ “Everyone laughed when Leo walked the wrong direction and sang the wrong words.”
- Ⓓ “Mrs. Smith walked up to the students.”

3. Why did Julio ask Leo to play soccer on his team?

- Ⓐ Julio was trying to be nice.
- Ⓑ One of Julio’s soccer team members was absent.
- Ⓒ Julio knew that Leo loved soccer.
- Ⓓ Leo asked to play soccer with them.

4. If you were a student in Leo’s class, what would you have done on Leo’s first day?

Reader Notes

The New Video Game

Oscar was excited to see that the **sequel** to his favorite video game had just come out! The only problem was that it cost almost 50 dollars... and he only had 5 dollars saved. He decided to ask his dad if he would buy it for him. Dad said no, so he went to ask his mom. Mom also said no, but suggested he try to find a job to pay for it.

"How am I supposed to find a job if I'm only 8 years old?"

Mom replied, "Why don't you go around the neighborhood and ask the neighbors if they have any chores that you can do for them?" Oscar wasn't **thrilled** with the idea, but he was determined to get the new video game.

The next morning, Oscar woke up and put on his most comfortable sneakers. He knew he might have to walk a lot to find jobs. First, he went to visit the Garcia family's house. Mr. Garcia was outside mowing. "Hi, Mr. Garcia," greeted Oscar. "I'm trying to earn some money. Do you have any jobs for me?"

Mr. Garcia said he would pay Oscar 10 dollars to rake the leaves in the backyard. Oscar got right to it, and in 45 minutes he was finished with 3 large bags of leaves. Mr. Garcia paid him \$10, gave him a bottle of water, and wished him luck. 'Only \$40 more dollars to go,' Oscar thought as he wiped his sweaty forehead and moved on to the next house.

He wasn't as lucky at the next two houses. The Richardsons weren't home, and Mr. Vanicek didn't have any chores for him to do. At the next house, Ms. Jackson said that she would love for Oscar to give her two dogs a walk and a bath. Oscar loved dogs, so he immediately said yes. After putting on their collars, he attached the leashes and they took off. Oscar walked them down the street to the park. They enjoyed sniffing all the trees and plants. After about 20 minutes, he led them back to Ms. Jackson's house. She put their shampoo and a hose in the backyard. She helped hold on to their leash as he rubbed the shampoo all over each dog. They shook and got him all wet, but he didn't mind. Ms. Jackson was so pleased that she gave Oscar \$15. He only had \$25 left to earn for his game!

The next house was where his friend Austin Akkari lived. When Oscar rang the doorbell, Austin opened the door. "Hey Oscar, did you come to go bike riding?"

"No," answered Oscar. "I'm trying to earn money for a new video game. I was going to ask your parents if I could do some chores for them."

"Ok, let's ask them. Maybe we can earn some money together!"

Austin's parents said they would pay \$20 if the boys would wash both cars. "Awesome! Let's go!" They gathered the buckets, the soap, sponges, and towels. As they



washed the cars, the friends had a ton of fun spraying each other and laughing. Eventually, both cars were spotless. Austin's mom came out with some snacks and two \$10 bills.

"You can have my \$10," said Austin, "as long as you come over and let me play the new game."

"It's a deal!" replied Oscar. He folded the bills and put them in his pocket.

Oscar headed home to check in with his mom and dad. "Guess what! I've already earned \$45 for the video game," he announced. His parents were very impressed.

"You must have been very determined to earn money for that game," Mom said.

Dad stood up. "Here's an idea," he started, "If you help me with the yard tomorrow, I'll give you the \$5 and we can go get your game right now." Oscar smiled from ear to ear.

Answer these questions based on the text.

1. "Oscar wasn't *thrilled* with the idea, but he was determined to get the new video game."

What does the word "thrilled" mean in this sentence?

- (A) "Thrilled" means "excited".
- (B) "Thrilled" means "sad".
- (C) "Thrilled" means "scared".
- (D) "Thrilled" means "determined".

2. Which statement is NOT true?

- (A) When Oscar is determined to do something, he won't give up.
- (B) Oscar does not mind working hard if he wants to earn something.
- (C) Oscar is spoiled by his parents because they give him anything he asks for.
- (D) Oscar tries to keep a positive attitude.

3. Which sentence has Oscar's work in the correct order?

- (A) First, Oscar visited Mr. Vanicek. Next, he walked and cleaned Ms. Jackson's dogs. Then, he collected Mr. Garcia's leaves.
- (B) First, Oscar collected Mr. Garcia's leaves. Next, he walked and cleaned Ms. Jackson's dogs. Then, he washed the Akkaris' cars with Austin.
- (C) First, Oscar collected Mr. Garcia's leaves. Next, he washed the Akkaris' cars with Austin. Then, he walked and cleaned Ms. Jackson's dogs.
- (D) Oscar visited Ms. Jackson, then Mr. Vanicek, then Mr. Garcia, and finally the Akkaris.

4. Compare yourself to Oscar. How are you similar and different?

Reader Notes

An Astounding Person: Climbing to the Next Problem

For my **Astounding** Person Report, I decided to write about Ashima Shiraishi.

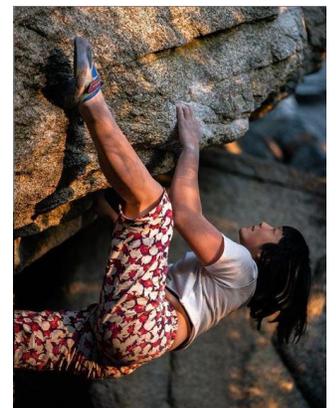
Ashima Shiraishi has faced many problems. Each time she solves a problem, she finds a new, more difficult problem. Then she figures out how to solve that one, too. Ashima Shiraishi is a rock climber. Her passion is finding ways to climb up huge rocks called **boulders**. Another name for what she does is **bouldering**. Ashima Shiraishi is so astounding because she is a world-famous bouldering champion at only 19 years old. She overcame many obstacles and big rocks to become world-famous.

Ashima's amazing story started in New York. Her parents were artists from Japan, and they moved to New York. One day, when Ashima was 6 years old, she climbed a boulder in Central Park. An adult named Yuki saw her, and he offered to teach her about bouldering. There are special climbing gyms people can use to practice rock-climbing. There was a problem, though: Ashima's parents did not have enough money to pay for her to go to these gyms. However, because she was so young, the gyms let Ashima practice for free!



Ashima practiced, and practiced, and practiced. She learned new **techniques** from different coaches. In rock climbing, each path is called a problem. Ashima thought of her body as a tool. She used her body to figure out the solution to these rock-climbing problems. She fell a lot. However, Ashima did not give up! "Each fall is a message, a hint, an idea," she says. "A new way to move from over there to over here." Ashima is now 19 years old. She is famous around the world. She is working with a company that makes shoes for rock climbers. The extra money they make from selling shoes will go to groups that teach kids how to do rock climbing.

Ashima Shiraishi is astounding because she is very determined. Each time she solves a problem, she celebrates and looks for a new problem to solve. Also, Ashima remembers that it was very difficult to begin rock climbing without money. So, she is finding ways for kids to try rock-climbing when they don't have a lot of money. Ashima Hiraishi is astounding because she shows perseverance, compassion, and courage.



Answer these questions based on the text.**1. What was the author's main purpose for writing this text?**

- Ⓐ The author wanted to persuade readers to try rock-climbing, or bouldering.
- Ⓑ The author wanted to inform readers about a certain person who does bouldering.
- Ⓒ The author wanted to inform readers about what rock-climbing and bouldering is.
- Ⓓ The author wanted to entertain readers with a story about going rock-climbing.

2. How old was Ashima when she started rock-climbing and bouldering?

- Ⓐ Ashima was 19 years old.
- Ⓑ Ashima was 15 years old.
- Ⓒ Ashima was 8 years old.
- Ⓓ Ashima was 6 years old.

3. Problem: Ashima's family couldn't pay for her to practice in the special rock-climbing gyms. Solution:

- Ⓐ Ashima snuck into the gyms because she was so small.
- Ⓑ The gyms let Ashima practice for free because she was so small.
- Ⓒ Ashima's coach made her practice outside instead.
- Ⓓ Ashima's coach made her a special gym instead.

4. What do you think was the most important detail in this text? Why?

Reader Notes

An Astounding Person: Giving, No Matter What

For my **Astounding** Person Report, I decided to write about my neighbor, Ms. Rosales.

Concepcion Rosales has lived many different places and she has lived for many years. She is 71 years old! She has lived through many good times and many hard times. Ms. Rosales amazes me because she never gave up, even when life was difficult. Also, no matter what is happening in her life, Ms. Rosales is always ready to help anybody in need.

Ms. Rosales was born in Guatemala. She grew up speaking a language called Quechua. This is what the very early people of Guatemala spoke, before Spanish people came and taught them Spanish. She went to school in Guatemala until she was 10 years old. Then, she could not go to school anymore because her parents could not pay for it. Instead, Ms. Rosales began helping in the house. She helped take care of her siblings, and she took care of the other neighbors' children.

When Ms. Rosales was 20, she decided to leave Guatemala. She moved to Mexico and she started learning Spanish. Ms. Rosales met a woman named Isabel. Ms. Rosales and Isabel loved each other, but other people did not like that. Ms. Rosales and Isabel could not get married because it was not allowed. Ms. Rosales and Isabel heard they could have a better life in the United States of America, so they decided to move here.

Ms. Rosales started learning another language when she moved here: English! She worked very hard to earn money. She worked as a babysitter, she cleaned a jewelry store, and she worked at a bakery! She always tried to help others when she could. She adopted a little boy named David when his parents had to go back to Mexico. She gave the bakery's extra bread and cakes to hungry people at the end of the day.

Even today, Ms. Rosales helps people when she can. She volunteers at our school and gives free clothes and food to families who do not have enough money. Her son lives in another city and Isabel has passed away. We all try to take care of Ms. Rosales just as much as she takes care of us. She gives us so much love, and we have so much love for her!

Answer these questions based on the text.

1. What was the author’s main purpose for writing this text?

- (A) The author wanted to persuade readers to work hard and learn different languages.
- (B) The author wanted to inform readers about life in other countries.
- (C) The author wanted to inform readers about a special person in their life.
- (D) The author wanted to entertain readers with a story about a kind woman who lives in different places.

2. Which statement is NOT true about Ms. Rosales?

- (A) She was born in Guatemala.
- (B) She worked many different jobs to earn money.
- (C) She speaks two languages.
- (D) She adopted a boy named David.

3. A reader said, “Both Ashima and Ms. Rosales are astounding because they work really hard and want to help others.” What details can you find in the text to support this?

4. What do you think was the most important detail in this text? Why?

Reader Notes

Birthday Surprise

Gina woke up Saturday morning and looked at the clock. It was 9:15 but her apartment was too quiet. She couldn't hear her mom or brothers moving around the kitchen or living room. She smiled and slowly got out of bed. She picked out her favorite outfit. It was her 9th birthday and she wanted to look especially fabulous.

"Good morning! Buenos días," she yelled out as she left her room. No one answered. She walked around and discovered that no one was even home! Why hadn't they greeted her like they did every year, with their special birthday song? They didn't forget today was her birthday... Did they?

Gina wandered around the apartment and peeked out the windows, making sure no one was home. On the kitchen table, she noticed a note from her mother along with her mom's cell phone. The note said that they had gone over to Tía Monica's house to help her out with some things. Tía Monica, her aunt, always needed help with the new twin babies. Gina was disappointed that no one had woken her up to go with them. The note said Mom would call soon.

Gina was too disappointed to eat anything. Why had they left her at home on her birthday? This was supposed to be a special day full of celebration and special attention. Instead she was alone. Tears began to well up in her eyes as she turned on the TV. She laid on the couch and changed the channel, trying to distract herself.

A few minutes later, the cell phone started ringing. Gina answered. "Hello," she said quietly.

"Good morning, amor," Mom said cheerfully. "How are you this morning?"

"Fine," Gina responded, but she wasn't fine. She didn't feel like talking to her family if they didn't even remember today was her birthday.

"Have you eaten breakfast?"

"No."

"Get dressed and eat some cereal. We will be home in an hour or two. If you need anything, you can call your dad's phone, okay?"

Gina simply responded, "Okay." Her throat felt tight. She didn't know how to share her disappointment and sadness with her mom. So, she hung up and sat back down on the couch.

Just a few minutes later, her older brother Sebastian came in the front door and yelled, "Your favorite brother has arrived!" He was always joking that she loved him more than her other brother Cesar, and Cesar would always joke that HE was actually the favorite brother. Right now, Gina didn't feel like joking, so she didn't respond.



"Come on, let's go!" said Sebastian. "You're going to help me with something at Tía Monica's house."

Gina sank deeper into the couch. She responded, "I don't really feel like it. I'll just stay here."

Sebastian insisted, "Come on, you have to come help."

"I don't feel like it!" Gina sank deeper into the cushions. 'Soon this couch will swallow me up,' she thought.

"If I call Mom you know she's going to say that you have to help. Too bad, so sad, hermanita."

"Ugh!" Gina smacked the cushions. "Fine." She stood up and put on her shoes.

As Sebastian pulled up to Tía Monica's house, Gina noticed the street was crowded with cars. They opened the front door and it was like Gina's apartment this morning: dark and quiet. Suddenly, someone turned on a light and Gina heard lots of voices shouting "Feliz Cumpleaños! Happy birthday!" Gina was shocked to see her parents, brother, aunts, uncles, and cousins all jump out from hiding places. Through the window, she could see the backyard had tables decorated with balloons and gifts. There was even a piñata hanging from the tree. Her frown turned into a smile and the smile kept growing. They hadn't forgotten after all!

Answer these questions based on the text.

1. This text is fiction. Read these statements about the story elements. Which statements are true?

- (A) The main character is Gina.
- (B) The setting is Gina's birthday.
- (C) The problem is that Gina has to help at her aunt's house instead of celebrating her birthday.
- (D) The resolution is when Gina has a good time at her aunt's house.

2. Correct the false statements from Question 1. Write them here:

3. Who is Sebastian in this story?

- (A) He is Gina's father.
- (B) He is Gina's brother.
- (C) He is Gina's cousin.
- (D) He is Gina's friend.

4. Do you think this surprise was a good idea? Why?



Class Recipes

Our class has 28 students and 1 teacher. We are all unique in many ways, but we also share some similarities. Each person created a recipe to share in our recipe book. Some of these recipes can be used to make food. Other recipes can be used to create special events. Please read through our recipes and enjoy learning about each of us!

Kennedy's Gluten-Free Cookie Cereal

I have an egg allergy, so I can't eat anything with egg in it. I also have a gluten allergy, which means that I can't eat anything with wheat. Wheat is used to make flour, so that means I shouldn't eat regular cake, bread, or cookies... I didn't let that stop me though! This recipe makes tiny, delicious, crispy cookies.

Cooking tools and Ingredients:

A baking sheet	½ cup of butter, soft
An oven	¼ cup of sugar
1 small cup	1 tablespoon of flaxseed meal
1 small bowl	4 tablespoons of water
1 medium bowl	1 teaspoon of vanilla
A fork and spoon	1 cup of oat flour
	½ cup of oats
	½ teaspoon of baking powder
	⅓ cup of mini chocolate chips

Directions:

Preheat the oven to 400 degrees. In a cup, mix the flaxseed meal and water. This will get thick, and it acts like an egg in the recipe. In a small bowl, mix the butter and sugar. Add in the vanilla. When the flaxseed mixture is thick like gel, mix it in as well. In the medium bowl, combine the oat flour, oats, and baking powder. Pour the wet ingredients into the bowl of dry ingredients. Mix the dough together, and then add in the chocolate chips. Scoop a small ball of dough. I use a teaspoon to make my balls, so they are about the size of a quarter. Put the dough on the baking sheet. Press the dough down to make it flat. These cookies won't spread out, so you can put the dough balls close together. Bake for 13 to 15 minutes. I like to put a handful of cookies in a bowl and eat them with milk, like cereal!

Eid al Fitr - A Holy Feast

My family is Muslim, and we have two very special religious events the spring. One is Ramadan, which is a time when we fast. That means we don't eat or drink during the day. The next event is Eid al Fitr, which happens at the end of Ramadan. This is a large celebration! Here is how to make an amazing Eid al Fitr.

Materials Needed:

- A new crescent moon in the sky
- Gifts (for children and people in need)
- money
- prayers
- Plenty of food and drinks
- Family and friends
- Flowers
- A bath or shower
- A mosque (the place Muslim people pray)

Directions:

First, you must prepare your soul during Ramadan. Then, after 28 days of fasting, look up in the sky. When you see a new crescent moon, it is time to celebrate Eid al Fitr! Buy and wrap gifts. Collect flowers and place them in your home. Next, take a bath or a shower. After you are clean, you may go to the mosque with your family and friends. Bring the money and donate it to a charity or to somebody who does not have enough money. Then, begin your prayers. After prayers, gather family and friends at your home. Give them food and drinks. Give presents to people who are in need and the people you love. Eid mubarak! This is what we say to celebrate. It means Blessed feast!

Answer these questions based on the text.**1. What is the 1st author's main purpose?**

- (A) The author wants to inform the reader how to make a food without gluten or eggs.
- (B) The author wants to persuade the reader to eat food without gluten or eggs.
- (C) The author wants to inform the reader about food allergies.
- (D) The author wants to entertain the reader with a story about baking.

2. What is the 2nd author's main purpose?

3. In the first text, which step comes first:

- (A) Mix the dough together, and then add in the chocolate chips.
- (B) Scoop a small ball of dough.
- (C) In a cup, mix the flaxseed meal and water.
- (D) Bake for 13 to 15 minutes.

4. In the second text, we learn about Ramadan and Eid al Fitr. What do you think is the most important detail about this celebration?



Class Recipes, continued

Scrumptious Korean Tacos

My mother's family is from Korea and my father's family is from Mexico. In our house, we make a lot of food. Some of the food is Korean, some of the food is Mexican, and some of the food is a mix of both! These tacos are a mix of Korean and Mexican. When I eat them, they remind me of how special our family is because we are a mix of cultures. This recipe makes 8 tacos.

Cooking tools and ingredients:

A pan	1 teaspoon of salt
A mixing bowl and spoon	1 teaspoon of garlic powder
8 corn tortillas	$\frac{1}{2}$ cup of kimchi (<i>Kimchi is cabbage in a red peppery sauce with seasonings. It is spicy, sweet and salty, and a little sour. If you don't have kimchi or you don't like spicy food, you can use pickles or ketchup and mustard</i>)
1 tsp oil	
3 eggs	
1 cup of carrots cut in little sticks	
2 cups of sliced cabbage	
1 tablespoon of sugar	

Directions:

First, heat up your tortillas. Put the tortillas in a container to keep them warm. Then, put the carrot and cabbage into a mixing bowl. Crack the eggs and add them into the bowl. Sprinkle in the sugar, salt, and garlic powder. Mix it well. Next, heat up a pan and pour in the oil. When the pan is hot, pour in the egg mixture. Stir the mixture while it cooks. When the egg is finished cooking, turn off the heat.

Scoop some of the egg mixture onto a tortilla. Add some kimchi on top. Fold it up and enjoy your taco! We eat these tacos for breakfast, lunch, or dinner.

Movie Night with the Chee Family

My family has a very special tradition. On the last Friday of each month, we watch a movie together. Even my older brother who lives by himself comes to watch the movie with us. Sometimes we go to a movie theater together, but sometimes we watch something at home. Here is my recipe for an amazing movie night.

Cooking tools and Ingredients:

1 movie	5 handfuls of sweet treats
2 blankets	3 cups of cuddles
3 bags of popcorn	2 gallons of laughter and fun
	Family and Friends

Directions:

First, put all your family and friends on couches, chairs, or the floor. Cover them with blankets. Next, begin to play the movie. Sprinkle everybody with cuddles. Then, divide the popcorn and sweet treats for each person. Pour laughter and fun on everybody. By the end of the movie, everybody should feel full of enjoyment, happiness, and gratitude.

Answer these questions based on the text.**1. What is the 1st author's main purpose?**

- Ⓐ The author wants to convince readers that Korean food is delicious and they should try it.
- Ⓑ The author wants to teach readers about Korean food, like kimchi.
- Ⓒ The author wants to teach readers how to make a special family food.
- Ⓓ The author wants to share a story of how his family is a mix of cultures.

2. What is the 2nd author's main purpose?

3. In the 1st text, which step comes first?

- Ⓐ Sprinkle in the sugar, salt, and garlic powder.
- Ⓑ Then, put the carrot and cabbage into a mixing bowl.
- Ⓒ When the egg is finished cooking, turn off the heat.
- Ⓓ First, heat up your tortillas.

4. Which of these recipes would you most like to try? Why?

How to Do a Science Experiment



Science experiments! Do you think of big school events where everybody puts their posters up? Maybe you imagine volcano models exploding, or potatoes being used as batteries. Some science experiments take a lot of planning and a lot of equipment. However, you might have everything you need to do a science experiment at home!

An experiment is a **procedure**, or a set of steps. Usually, this procedure starts with an observation.

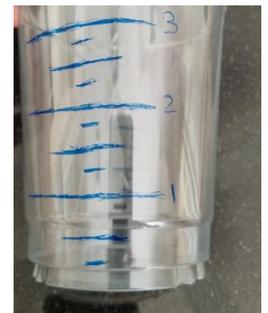
Example: *One day, Breonna spilled water on the sidewalk. She was about to wipe it up when her uncle stopped her. "Don't worry about it, Bre. The water's going to dry on its own." Breonna looked for the water later, but it had disappeared! Her uncle explained that this is called evaporation. Water turns into a gas and is carried off in the air.*

After observing something, the scientist wants to explore and learn more. So, they create a question. Then, they predict the answer to their question.

Example: *After observing the disappearing puddle, Breonna looked at the other liquids in her house. There was orange juice, milk, rubbing alcohol, nail polish remover... "Will these liquids evaporate like the water I spilled outside?" she asked herself. She predicted that water would evaporate the fastest because she had never seen any other liquids evaporate.*

Next, the scientist must plan their experiment. Following the steps of the experiment will show if their prediction was correct. The scientist chooses their materials and decides how they will measure their observations. They decide how long they will run their experiment for. All the factors in an experiment need to be the same except for one factor.

Example: *Breonna decided to use saltwater, rubbing alcohol, and regular water for her experiment. She had three identical plastic cups. She marked the cups like a ruler, so each cup showed 2 inches. Then she marked the quarter inches. She decided to check the cups each morning to see if the liquid had evaporated.*



After planning, the scientist can run their experiment. They can write their measurements and observations in a science notebook.

Example: *Breonna poured 2 inches of liquid in each cup. She left the cups on a sunny windowsill. Breonna checked the cups of liquid every morning and wrote her observations down in a table.*

	water	Saltwater	Rubbing alcohol
Day 1	2 in.	2 in.	2 in.
Day 2	1 ¾ in	2 in.	1 ½ in.
Day 3	1 ½ in	1 ¾ in	1 in.

When the experiment is done, the scientist needs to reflect on what they observed and the information they measured. They figure out what the information means. Was their prediction correct? What else did they learn? The scientist can ask themselves another question using their new observations. Maybe now they will do some research, or maybe they will start another science experiment to answer their new questions!

Example: After a few days, Breonna observed that the rubbing alcohol completely evaporated. There was still some liquid in the water cup. The saltwater cup had the most liquid. Breonna drew a conclusion: "So, the rubbing alcohol evaporates the fastest," Breonna said to herself. She started asking new questions: "Why does the saltwater evaporate slower? If I put more salt in the water, would it evaporate even slower?" The gears in Breonna's mind were turning. She was about to do another experiment!

Answer these questions based on the text.

1. What is this author's main purpose?

2. What is another way to say "procedure"?

- (A) "a set of steps"
- (B) "a list"
- (C) "experiment"
- (D) "story"

3. Which answer has the steps of the scientific process in order?

- (A) Question, Experiment, Hypothesis, Analyze, Conclusion
- (B) Experiment, Conclusion, Hypothesis, Question, Observation
- (C) Observation, Experiment, Question, Hypothesis, Conclusion, Analyze
- (D) Observation, Question, Hypothesis, Experiment, Analyze, Conclusion

4. Why did Breonna decide to do her science experiment?

- (A) She had a lot of extra liquid to get rid of.
- (B) She put liquid in cups.
- (C) She wondered if all liquid evaporated like water.
- (D) She needed to fix the sidewalk.

Reader Notes

Beans on the Brain

The experiment started when Matthew was helping put away the groceries. He was holding a bag of dry black beans when he paused to really look at them. They were like little black pebbles. But when they were cooked, they were soft. "Where do beans come from?" he asked the kitchen.



"They grow on a plant," responded his cousin Carla as she put away the bread.

This made Matthew more curious. "Do they grow on a tree, like pecans? Or do they grow underground, like potatoes? Or on a vine, like tomatoes? Are they a seed, like the ones inside cherries?"

"You ask too many questions," Carla said, shaking her head. Carla didn't know the answer, either.

After putting away the groceries, Carla and Matthew began doing some research.

"They just look like tiny bushes!" exclaimed Matthew when Carla searched for a picture of a bean plant. The two cousins learned that the bean seeds grow in long, skinny pods on the bean plant. The pods need to turn dry and hard before breaking them open and pulling out the beans.

Next, Carla found a picture of a bean seed **germinating**. That's when a little sprout starts growing out of the seed and turning into a plant.

"I wonder how easy it is to start a bean plant," Matthew thought out loud.

"That sounds like the start of a science experiment," Carla responded. "How can we measure 'easiness'?" The cousins were quiet while their gears started turning.

"What if we measure how long it takes for a bean to become a 5-inch sprout?"

"Great idea! We have a few different beans we can try."

The cousins gathered their materials: 6 paper cups, potting soil, a ruler, and seeds. They decided to use black beans, pinto beans, and lima beans. They decided to use 2 of each bean in case one bean didn't grow for some reason.

Matthew examined the different beans. "I think the lima bean will grow the fastest, because it's so big."

"Really?" said Carla. "I think the black bean plant will grow the fastest, because black beans seem to get softer when they're cooked."

"We have to make sure everything is the same for each cup," Carla said. "That's how we make a fair experiment. Each cup will have the same amount of soil, water, and daylight. The only difference should be the different beans."

They put the same amount of soil in each cup. They made a 1-inch hole in each cup. They placed each bean in its own cup. They covered the beans with soil and poured the same amount of water on each bean.

"We'll check the beans every day and write down their measurements and any other observations," Matthew said. Carla agreed.

Answer these questions based on the text.

1. Which of the following best describes the "observation" part of Matthew and Carla's science experiment?

- Ⓐ Carla said they had to make sure each bean had the same amount of soil, water, and daylight.
- Ⓑ Matthew and Carla filled some cups with soil and planted the black beans.
- Ⓒ Matthew was curious about black beans. Matthew and Carla learned about black bean plants by doing internet research.
- Ⓓ Carla and Matthew planned to write their information down in a table.

2. Which of the following is Matthew's hypothesis?

- Ⓐ The lima bean will grow the fastest because it's the biggest bean.
- Ⓑ The black bean will grow the fastest because it gets softest when cooked.
- Ⓒ The pinto bean will grow the fastest.
- Ⓓ The beans will grow at the same speed because they have the same water, soil, and daylight.

3. What do you predict will happen next? Why do you think that?

4. If you were going to do this experiment, which details would you change?

Reader Notes

She Won't Mind!

It was Tuesday morning, and Jay's class was getting started with the school day. He turned in his homework folder and hung up his backpack. He picked up his chapter book from his cubby. His friend Noah was also getting his book from his cubby.

"Hi, Noah!"

"Hi, Jay," replied Noah. "Did you see Kayla this morning? We didn't get to try out her remote-control **quadcopter** yesterday and she said we could try it today at recess."

"I didn't see her in the cafeteria for breakfast," Jay answered. He looked around the classroom. Kayla wasn't in class yet, either.

Kayla didn't show up during their morning talk. She didn't show up during independent reading time, or during math. At 11 o'clock, everybody lined up for lunch and walked to the cafeteria. Noah sat next to Jay.

"I guess Kayla isn't coming to school today," Jay said while he munched on the curry his mom packed for him. "That's too bad. I really wanted to try flying her quadcopter!"

"Yeah," agreed Noah. He took a bite of his sandwich. "We were supposed to get a turn yesterday, but we ran out of time at recess. She promised we could try it out today!"

When lunchtime was over, everybody lined up and went back to the classroom to drop off their lunch boxes and leftover food. It was time for recess. Noah tapped Jay's shoulder and pointed at the shelf next to their teacher's desk. "Kayla left her quadcopter," Noah said.

The little green quadcopter was sitting on the shelf. Its remote control was right next to it. "I guess Kayla left it here since we didn't get a turn to try it out yesterday."

"Let's take it to recess," suggested Noah with excitement.

"But Kayla's not here," Jay replied.

"She promised us we could try it today! Besides, I already know how the controls work and everything." Noah started walking towards the shelf. Jay followed him.

'Kayla did say she would give us a turn to fly her quadcopter,' Jay thought. Noah picked up the quadcopter and remote control.

To be continued...



Answer these questions based on the text.

1. Select all the correct statements about story elements:

- Ⓐ The main character is Kayla.
- Ⓑ The main characters are Noah and Jay.
- Ⓒ The setting is a school day, in class.
- Ⓓ The main problem is that Kayla is missing.

2. Noah and Jay just made a decision. What did they decide to do?

3. Do you agree with the decision Noah and Jay made? Why, or why not?

4. Make a prediction. Based on the text, what will happen next?

Reader Notes

She Won't Mind! Part 2

Previously: Noah and Jay wanted to play with Kayla's quadcopter, but she wasn't at school. She did leave her quadcopter at school. So, the boys had to decide if they were going to play with Kayla's quadcopter while she was absent.

Noah held the quadcopter as they walked outside for recess. It was about the size of his two hands. The frame was shaped like an X. The four propellers were still right now, but soon they would be spinning so fast they would be a blur.

Noah and Jay had so much fun flying Kayla's quadcopter! It buzzed like a loud bee and had a flashing red light when it was zipping through the air. At first, they had some trouble figuring out how to control it. It bumped into some things and dove into the ground a few times. They got the hang of it after a few tries.

"Fly it over that tree!"

"Have it fly through this hula hoop!"

The two friends heard their teacher's whistle cut through the air. Jay made the quadcopter drop to the ground. Noah picked it up and they ran to join the rest of their classmates.

As they walked inside, Jay and Noah talked happily. "Kayla's quadcopter is so cool!"

"It is awesome. I didn't know it could fly so fast."

Noah placed the quadcopter back on the shelf. Jay set the remote control next to it. "Remember when I tried to land it on Jordan's head?" Jay said, giggling. Noah was laughing too. Then, Jay noticed something that made him stop laughing.

"Um, Noah? Did you notice this before?" Jay touched the side of the quadcopter's small green frame. There was a crack that went along one arm of the X.

"Uh oh," Noah said. He picked up the quadcopter to look at it more closely. "Do you think we did it?"

Jay thought about all the cool tricks they made the quadcopter perform. It was tricky at first, and it did bump into a lot of things at first... Jay shrugged his shoulders. "What do we do?" he asked Noah. Then, Noah looked at the door. His eyes grew wide for a second. He quickly put the quadcopter back on the shelf. "What is it?" Jay asked Noah. He looked at the door to see what had surprised Noah.

Kayla had just walked through the door. "Hi Kayla," called out some friends. "We missed you!"

"Hi, folks! I had an appointment with the dentist," Kayla responded, smiling. She saw Jay and Noah, waved at them, and began walking towards them."

Answer these questions based on the text.

1. In part 1, the main problem was that Noah and Jay wanted to play with Kayla's quadcopter, but Kayla wasn't at school. What is the main problem in part 2 of this story?

- Ⓐ Kayla didn't show up to school until after recess.
- Ⓑ Jay and Noah had trouble figuring out how to control the quadcopter at first.
- Ⓒ Jay tried to land the quadcopter on another student's head.
- Ⓓ Noah and Jay noticed there was a crack on the quadcopter's frame.

2. Which of these statements is probably true about Kayla?

- Ⓐ Kayla is selfish and doesn't share.
- Ⓑ Kayla is friendly.
- Ⓒ Kayla misses a lot of school.
- Ⓓ Kayla doesn't have a lot of friends.

3. What do you think Jay and Noah should do now? Why?

4. What is a lesson that readers can learn from this text?

Reader Notes

The Sleepover

Hannah's best friend, Lauren, was having a birthday sleepover... and this was a big problem. Hannah had been invited to a couple other sleepovers but had never gone. The truth is that she was scared to sleep at someone else's house. What if everyone fell asleep and she was left awake in a dark house? What if strange noises kept her awake? What if the sleepover games weren't any fun? She couldn't skip this sleepover, though. Lauren was her best friend and Hannah didn't want to let her down.



All week, Hannah thought about the sleepover on Friday. Mainly she thought about excuses she could use to get out of going. Maybe she could pretend to be sick! Her mom could always tell when she was faking, though. Friday arrived. There was no backing down now, so Hannah began to pack her overnight bag. She collected her pajamas, clothes for Saturday, and her toothbrush.

An hour later, her mom drove her to Lauren's house. Hannah asked, "Mom, if I feel sick or anything, can I call you to come pick me up?"

Hannah's mom answered, "Of course, but you have nothing to worry about. You'll have a fantastic time!"

Hannah shrugged her shoulders and kissed her mom goodbye. "Can you call Lauren's dad later tonight to check up on me?... Just in case." Hannah's mom agreed.

Hannah knocked on the house's front door. She took a deep breath as the door cracked open. "Hi Laur...whoa!"

Lauren had opened the door, but Hannah was too surprised to finish her sentence. Lauren's smiling face was covered in bug stickers! "Hi, Hannah! You're just in time for our first game!"

Hannah giggled nervously and followed Lauren into the house. She saw the other girls' sleeping bags and pillows on the living room floor. The other girls had bug stickers on their faces too!

"Here's how we play," Lauren began. She explained the rules of the game and gave Hannah some stickers. After the game, everybody's face and hands were covered in butterfly, cricket, and ant stickers. Next, they played Cookie Face. Each girl took turns trying to move a cookie from her forehead to her mouth without using hands. The living room was echoing with laughter.

After their games, it was already quite late. The girls watched a movie and shared some popcorn. After all the laughing, Hannah was starting to feel **drowsy**. She was wrapped in Lauren's cozy blanket and the only light in the room was coming from the TV. Her eyes slowly closed. Lauren's father walked in. "Sorry to interrupt," he began. "Hannah, your mom is on the phone."

He handed the phone to Hannah. "Hi Mom," Hannah said with a yawn.
 "Hi, sweetie! Are you feeling better about this sleepover?"
 Hannah smiled sleepily. "I'm feeling much better. Thanks, Mom."

Answer these questions based on the text.

1. Write a summary for this text.

2. Put these events in order. Write 1, 2, 3, or 4 if the event came 1st, 2nd, 3rd, or 4th.

- Hannah was happy and started to feel sleepy.
- Hannah was uncertain and felt nervous.
- Hannah asked her mom to call and check on her during the night.
- Hannah knocked on Lauren's door.

3. Which of the following sentences is most likely true?

- (A) Hannah will probably be happy to attend the next sleepover she's invited to.
- (B) Hannah will probably be nervous about attending the next sleepover she's invited to.
- (C) Lauren probably won't want to invite Hannah to the next sleepover.
- (D) Lauren probably doesn't like having a sleepover at her house.

4. Make a connection to an element from this story. Explain your connection.

Reader Notes

Camping Trip

Jenny had been excited about the family camping trip for a few weeks. Every year, her family made a trip to Inks Lake with their cousins. In four days, they would pack up their car and drive to the campsite with all their gear. Everyone in the family had a task to do to prepare for the trip. Jenny's job this year was to help gather the food that they would cook at the campsite. That was an easy job for her since she usually helped dad with grocery shopping. One thing did make her nervous about the trip, though. It was the rock **ledge** that she had promised everyone she would jump off into the water this year.



At school, Jenny worked on her shopping list when she had free time. She daydreamed of hot dogs, chips, fruit salad, and smores. Her family usually didn't eat food like hotdogs or smores, except for on camping trips. Thursday after school, her dad took her to the grocery store and Jenny got to work. She grabbed items and marked them off her list as she went. By the time they got to the checkout, Jenny had a full cart. Dad helped her unload all the food and paid for it. "Are you sure you got everything?" he asked. "Maybe we need an extra bag of chips for the drive home," he added playfully.

The next afternoon, Jenny and her brothers helped dad pack the car. Jenny's brother, Manuel, oversaw all the sporting equipment. He packed the floats for the lake, the baseball gloves, and an assortment of balls. Jenny's other brother, Edward, oversaw packing the sleeping gear and tent. He put in the tent, sleeping bags, pillows, and blankets. Jenny's father was busy putting in the backpacks of clothes and bathroom supplies. A half hour later, they were ready.

As they arrived at the campsite, they saw their cousins were already there. They were working on putting up their tent and starting a fire in the fire pit. Jenny and her family said hello, then unpacked their car and got to work. Edward and dad worked together to put up the tent while Jenny and Manny unpacked the rest of the car. Jenny got out the hot dogs and sticks. Everyone gathered around and cooked their hot dog over the fire. They laughed at how Cousin Shani liked his hot dog burnt all over.

As they were eating, Cousin Aidee sat next to Jenny. Her eyes were big and bright with excitement. "Are you really going to do it this year, Jenny? That cliff is so high!"

Jenny replied, "Sure! I'm eight now, so I'm ready." Inside, however, she wasn't quite sure.

The next day, the families had a blast. They had breakfast, went hiking, and played baseball. After lunch, they decided it was warm enough to go swimming. They walked down to their favorite swimming area. There was a trail that led up to the top of the famous cliff. The cliff's rocky edge **loomed** over the water like a giant. Jenny's brothers and cousins all started walking up the trail. Jenny looked up at the cliff. There were people at the top already. She watched somebody jump off the edge of the cliff and fall down, down until they splashed into the water. "Well, it's now or never," she said to herself.

She followed behind cousins and brothers and watched as they took turns jumping down and splashing into the water. Finally, she and Edward were the only ones left. Jenny wasn't

sure she could do it. Edward encouraged her, saying, "You can do it, sis. It feels scary to jump at first, but you're brave!"

Jenny had always wanted to know how it felt to jump off this cliff, because her brothers enjoyed it so much. If she didn't do it on this trip, she would have to wait a whole year! Jenny inched forward. She peeked over the edge. Her brothers and cousins were waving at her. She took a deep breath in and jumped off. Her stomach felt tickled by butterflies as she fell. *Splash!* What an amazing feeling! Her heart was beating quickly. The whole family was clapping and whistling. She would never forget this trip!

Answer these questions based on the text.

1. Which of these choices is the best summary for the text?

- (A) Jenny wanted to help her family get ready for their camping trip. Her job was to make a shopping list and get their food. So, she planned her list during her free time. She was still nervous about jumping off the cliff and into the water.
- (B) She was excited about camping, and she wanted to jump off the cliff and into the water. When it was time to jump, she was still nervous. They cheered her on. She jumped!
- (C) Jenny went on a camping trip with her family. She wanted to try jumping off a popular cliff and into the water, but she was still nervous about it. So, her family encouraged her. Then, she jumped and really enjoyed it!
- (D) Jenny looked up at the cliff and watched people jump off. They fell down into the water with a splash. She knew it was going to be her turn soon.

2. Put the numbers 1, 2, 3, and 4 to show which event came 1st, 2nd, 3rd, and 4th.

- Jenny made a shopping list.
- Jenny's family had breakfast and played basketball.
- Jenny's family had lunch.
- They decided to go swimming by the cliff.

3. Put a check next to the statement if it's true for both "The Sleepover" and "Camping Trip".

- The main character is really nervous about something but decides to try it anyways.
- The main character wants to try something new but, in the end, they are still too scared.
- The main setting is another person's home.
- The main character needs encouragement to try something new.

4. Make a connection to an element from this story. Explain your connection.

Reader Notes

Going Buggy

Imagine sitting outside for a few minutes on a cool, sunny day. If you are outside, there are probably some plants nearby. Maybe there's even a whole garden, or park! If there are plants nearby, what else would you expect to see? Wherever you find plants, there are going to be lots of animals as well. They just might be so small you don't notice them at first.



Do you notice the little dots covering this leaf?

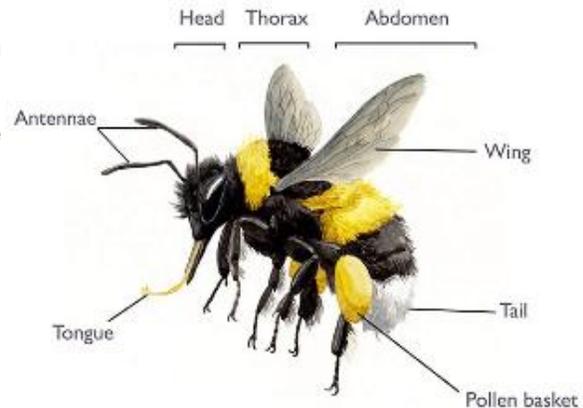


If you use a magnifying glass, you will see this leaf is covered in **aphids**!

One tiny animal you might not notice at first is an **aphid**. An aphid is a tiny insect with a soft body. Aphids usually live in groups. Their mouths are sharp, and they poke holes in the branches and leaves of plants. Aphids suck the liquid out of plants. This liquid is called sap. Even if you can't see the aphid itself, you can probably see the holes in leaves, or the sticky piles of goo left behind by aphids! If aphids are left alone, they can kill plants by eating them up. However, aphids can get eaten up too!

If aphids get eaten by **predators**, then who are their predators? One predator is the ladybug, or ladybeetle. These flying insects can travel from plant to plant, enjoying an aphid buffet. Another predator you might find outdoors is a praying mantis. These green insects eat aphids, along with many other bugs. The praying mantis will eat crickets, grasshoppers, spiders, butterflies, and beetles. Firefly babies, or larva, also eat aphids! However, when fireflies get older, they start to choose different food: nectar and pollen.

Along with fireflies, what other pollinators can you find outside? A lot of people love watching butterflies and moths flutter around flowers. These insects dip their long, straw-shaped tongue into flowers to suck out the nectar. This tongue is called a **proboscis**. Bees also buzz around and dip their proboscis into flowers to slurp up nectar. There are over 20,000 different types of bees buzzing around in the world, pollinating our flowers!



The next time you go outside, find a plant- it could be some grass, some flowers, a tree, or a shrub. Be still and observe. At first you might not see any animals around you. Then, you will notice they are everywhere!

Answer these questions based on the text.

1. Which statement about the text is true?

- (A) The author wrote this text to share a story about finding insects outside.
- (B) The author wrote this text to teach readers about the bugs we might see outside.
- (C) The author wrote this text to teach readers how to find different insects.
- (D) The author wrote this text to convince readers to protect bugs.

2. Put a check mark if the statement is true.

- Aphids eat sap.
- Ladybugs eat aphids.
- Butterflies eat aphids.
- The praying mantis eats aphids.

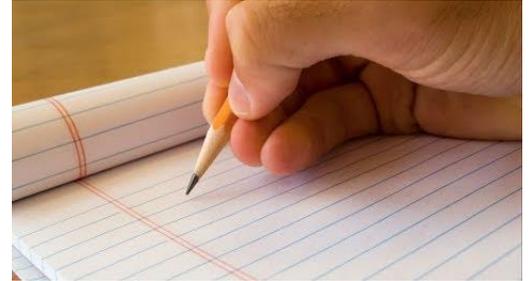
3. Which of the following insects eats grasshoppers?

- (A) The aphid
- (B) The praying mantis
- (C) The firefly larva
- (D) The butterfly

4. What do fireflies, butterflies, and bees have in common?

Reader Notes

Ordinary/Extraordinary



Alan was tapping a pencil against his forehead and staring up at the ceiling. He was supposed to be writing a story about his weekend, but he couldn't think of anything to write about.

"It looks like you have writer's block," said Ariana when she saw his blank paper. Ariana lived in the same apartment building and she watched over Alan while his mom was at work. "Writer's block is when your brain has trouble figuring out what to write. I have to do a lot of writing in high school, and I get writer's block a lot!"

"How can I cure writer's block?" Alan asked. "This story is my last homework assignment and I just want to relax for the rest of the day!"

Ariana responded, "When I have writer's block, I like to go for a walk. Even just a 5-minute walk outside helps me clear my mind and think about what to write next."

Alan jumped up. "Let's go!"

As they exited the apartment building, Ariana and Alan greeted their neighbors. "It sure is a beautiful day for a walk," said one neighbor. His dog barked as if he was agreeing. "The honeysuckle is blooming, and it smells amazing!"

Alan and Ariana stepped outside and they could smell a sweet scent in the air. "I think honeysuckle smells like honey and vanilla," Ariana said. She walked up to the bush and inhaled deeply. A big bumblebee buzzed around the flowers. Alan and Ariana kept walking.

Alan heard a little kid cry out, "My ball!" Alan looked over and saw the kid's soccer ball rolling across the busy street towards them. Alan picked it up and threw it back to the kid. "Thank you!" the kid yelled out. Alan smiled. They kept walking.

Ariana stopped and pointed. "Look at that cardinal! It's chasing another cardinal," she observed. Alan saw the red birds racing through the air.

"Maybe that bird took the other bird's worm," Alan guessed. They kept walking.

Ariana was looking at the ground as they walked. "Aha," she yelled. She crouched down and pulled a small clump of grass out of the ground.

Alan was confused. "What did you do that for?"

Ariana showed Alan the grass. "This is called verdolagas, or watercress," she explained. "We can eat it!" Alan scrunched up his nose. "Trust me, you'll love it. I cook it with some onion and garlic and add it to beans."

"Okay that does sound kind of good," Alan confessed. "I'll help you look for more."

Alan and Ariana walked around for a few more minutes before going back to the apartment building. "When we get inside, I'll start cooking," Ariana said. "Do you know what you want to write about now?"

Alan smiled and nodded his head. "I have a lot to write about now!"

Answer these questions based on the text.

1. Which option shows the main problem and solution of this story?

- (A) Alan doesn't like doing his writing homework, so Ariana makes him go outside instead.
- (B) Alan was confused when Ariana pulled a plant out of the ground, so she explained that it was food.
- (C) Alan doesn't know what to write for his homework, so Ariana takes him on a trip outside.
- (D) A kid's soccer ball rolled across the street, so Alan threw the ball back.

2. Put the numbers 1, 2, 3, and 4 to show which event came 1st, 2nd, 3rd, and 4th.

- Ariana and Alan entered the apartment building.
- Alan and Ariana watched birds chase each other.
- Alan and Ariana left the apartment building.
- Alan and Ariana smelled the honeysuckle.

3. Which of the following is probably true about Ariana?

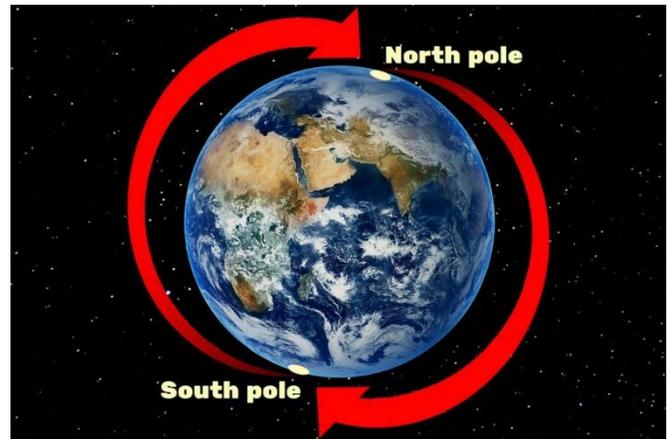
- (A) Ariana doesn't care much for school or homework.
- (B) Ariana is scared of birds.
- (C) Ariana enjoys going for walks outside.
- (D) Ariana doesn't take very good care of Alan.

4. Make a connection to one of these story elements: the main character, the problem, or the solution.

Reader Notes

The Earth's Poles

Have you ever imagined what life would be like at the North or South Pole? There are lots of rumors about special people and creatures that live at the poles. But why is it called a pole? There isn't an actual pole sticking out of Earth. These are just the points where our planet spins from. Scientists made a model of Earth spinning and called it a globe. You might have one of these in your classroom! The North Pole and South Pole have some similar characteristics and some unique ones too.



No matter what day of the year it is, the weather is very cold at the North Pole and South Pole. The average temperature at the North Pole is 40 degrees below zero. For comparison, people usually keep their freezers at 0 degrees. In the middle of summer, the North Pole might reach 32 degrees. The South Pole is even colder... it can get as cold as 83 degrees below zero!

Earth is **tilted** when it travels around the sun. This tilt gives Earth different seasons. This tilt also makes day or night very long at the northern and southern poles. If you decided to live at the North Pole or South Pole for a year, you would only see one sunrise and one sunset that whole year! There is always a dark nighttime sky from October until March at the North Pole. There is always a daytime sky from March through September. At the South Pole, these dates are flipped: you would see dark, nighttime skies from March through September and daytime skies from October until March.

The windy, icy weather and long days or nights can make this a difficult place for visitors to survive. There are some animals that do just fine in this ecosystem. Different birds travel to and from the North Pole. Sometimes polar bears visit, too! Shrimp and fish live under the ice. The South Pole is another story. It's in the middle of the largest, coldest, driest, and windiest desert on Earth. No plants or animals live here. The birds that visit the South Pole are there by mistake!

How can such cold, icy places help us? Who would want to stay somewhere that doesn't see the sun for half the year? Scientists do a lot of research at the North Pole and the South Pole. Under all the ice and snow are clues about Earth's history. The South Pole is even perfect for scientists who study space! Are you ready to book your trip to one of Earth's poles, too?

Answer these questions based on the text.

1. What was this author's main purpose?

- (A) The author wanted to share a story about living at the North and South Pole.
- (B) The author wanted to convince readers to visit the North Pole or the South Pole.
- (C) The author wanted to inform the reader about the history of the North Pole and the South Pole.
- (D) The author wanted to teach readers some facts about the North Pole and the South Pole.

2. Put a check mark if the statement is true for BOTH the North Pole and the South Pole.

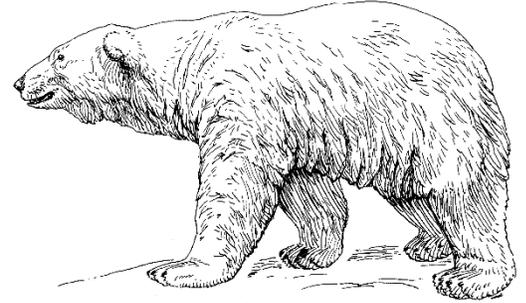
- The weather is cold and icy.
- Polar bears live near here.
- There are very long nights for half of the year.
- Scientists explore and learn here.

3. What is something that is only true about the North Pole?

4. What is something that is only true about the South Pole?

Reader Notes

Polar Bears



Have you ever thought about the word “polar” in polar bears? Polar bears got their name because they live near the North Pole. This area is called the Arctic. People around the world also call these animals ice bears, sea bears, white bears, and white sea deer. Arctic means “bear” in Greek, so you could guess that bears live there. Antarctic means “no bear”. You may have just guessed it... there are no bears to be found in Antarctica!

Polar bears are amazing mammals with many unique characteristics. In the Arctic, temperatures can be as low as 50 degrees below zero! Polar bears are made for the **frigid** temperatures of the Arctic. Their body is covered with a layer of fat that is about four inches thick. This fat helps them conserve heat. It's like having a blanket on your body all the time. If it is very cold, polar bears will dig a pit in the snow and curl up in a ball to stay warm. It may surprise you to know that they have more problems overheating than being cold. In fact, polar bears will quickly overheat when running. So, the Arctic is the perfect environment for polar bears.

Baby polar bears are called cubs. When they are born, they weigh about one pound. When they are grown, they can be as heavy as 1,150 pounds or more! That's about ten times as heavy as a teenager. Polar bears are born about a foot long. They can grow to be almost ten feet long. They stay with their mom for a few years to learn how to hunt and swim and survive. They will learn to hunt and eat seals, which is their main diet.

Polar bears look white, which helps them hide in the snow. They have black skin and their hair isn't actually white. It is **transparent**, or clear, but seems white because it reflects light. These bears are the largest carnivores (meat eaters) on land. They have a great sense of smell and can smell a seal up to a mile away. If a seal is under three feet of snow, the polar bear can still smell them. Polar bears are good swimmers as well. One polar bear swam for nine days straight in the freezing sea, covering 400 miles. That's a lot of paddling!

Polar bears don't have predators. They live far away from most humans. However, we are still creating a big problem for polar bears. The way we use natural resources like fossil fuels creates climate change. Polar bears are being harmed by climate change. Temperatures on earth are going up, which means that sea ice is melting earlier each year. Polar bears hunt for their food on the sea ice. When the sea ice is melted, polar bears must swim more. They have less time to hunt for food. For this reason, polar bears are in danger of starving to death.

In summary, polar bears are interesting creatures. Their Arctic habitat can be a harsh environment for some animals but it is perfect for them. It is important that we try to decrease global warming, so these amazing bears can survive. We want these bears to survive so we can keep learning about how they live in the Arctic.

Answer these questions based on the text.

1. "Polar bears are made for the frigid temperatures of the Arctic." "Frigid" means...

2. Put a checkmark next to the true statements:

- Polar bears have black skin and transparent fur. ("Transparent" means "clear".)
- Polar bears get hunted by seals.
- Polar bears eat seals.
- Polar bears gain more than 1000 pounds as they get older.

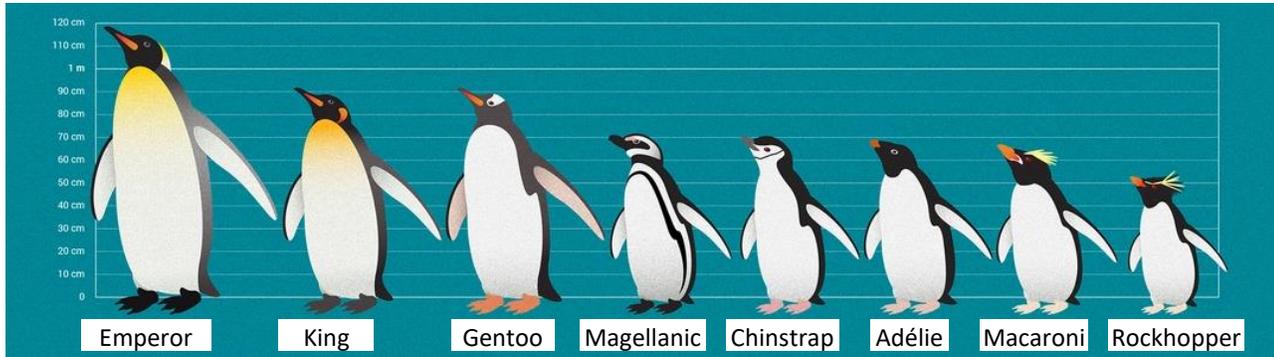
3. Choose the option that shows a correct example of cause and effect.

- (A) Snow and ice is melting in the Arctic \Rightarrow Earth's temperatures are increasing.
- (B) Earth's temperatures are increasing \Rightarrow Polar bears hunt for food on the sea ice
- (C) Sea ice is melting \Rightarrow polar bears have to swim more to find food
- (D) Polar bears have a thick layer of fat covering their body \Rightarrow the temperatures in the Arctic are freezing

4. What do you think was the most important detail from this text?

Reader Notes

Penguins!



Polar bears are the famous animal of the Arctic, which is at the top of our planet. They aren't found anywhere else in the world, except for at zoos. The bottom of our planet, Antarctica, has its own famous animal. That famous animal is the penguin.

There are many different species of penguins. They all have similar bodies with a few unique details, like height or feather colors. Their lives also have some unique details. Emperor penguins only lay one egg every year. Macaroni penguins lay 2 eggs each year. Rockhoppers make their nests in the grass. Emperor penguins and king penguins keep their eggs on their feet! Some species can be very aggressive, like gentoos and chinstraps. Others are known to be playful.

The Emperor Penguin

Emperor penguins are the only penguins that breed during the winter. The female penguin lays an egg and gives it to her mate, or partner. The partner keeps it safe while the female travels to get food. The mate looks after the egg for nine weeks. During that time, he is **fasting**- that means he isn't eating any food. He keeps the egg on his feet, so it is safe and warm. After about 70 days, the chick hatches out of its egg. Finally, the female penguin returns. Her mate is now very skinny! She recognizes him by the sounds he calls out. She takes care of the chick while her mate travels to the sea to eat.

The Adélie Penguin

The Adélie penguin is known for its entertaining personality. Many explorers describe these penguins as fearlessly curious, reckless, and playful. Some observers think the Adélie penguins act like naughty children. Sometimes the penguins will push each other into the water. Sometimes, parents won't just give their chicks food- the parents will make their chicks chase after them! Even though these penguins can act naughty, they are very careful parents. Both mates work together to look after their eggs, and then their chicks.

Answer these questions based on the text.**1. Look at the image. Which statement is true?**

- Ⓐ Emperor penguins are the largest penguin.
- Ⓑ Rockhopper penguins are the largest penguin.
- Ⓒ Rockhopper penguins are larger than Adélie penguins.
- Ⓓ Emperor penguins are smaller than Adélie penguins.

2. What was this author's purpose?

- Ⓐ This author wanted to teach readers some details about a few types of penguins.
- Ⓑ This author wanted to convince readers to take a trip to see penguins.
- Ⓒ This author wanted to teach readers about where all the world's penguins live.
- Ⓓ This author wanted to share silly stories about penguins.

3. Which penguin was described as naughty, reckless, and playful?

- Ⓐ Gentoo
- Ⓑ Chinstrap
- Ⓒ Adélie
- Ⓓ Emperor

**4. Which penguin sounds more interesting to you: Emperor penguins or Adélie penguins?
Why?**

Reader Notes

Take a hike!

Dear Layla,

Thank you for sending us an email. We are so excited for the adventure you and your family are about to take! Your first hike is going to be full of new experiences. We are happy to give you some advice so all of you are ready to enjoy your hike.

First off, make sure you know where you are going! Read the map carefully so you know how long you will be walking. You should also watch out for hills you will be climbing. After you have planned your **route**, or path, share your plan with others. This will help keep your group safe when you are hiking. Remember that each mile will take you about 20 to 30 minutes. Try to keep your hike less than 4 hours.

Next, you should plan what to wear. Your shoes should be comfortable for walking. They should also have strong soles, so you don't get hurt when walking on rocks or branches. You should dress like an onion...and that means wearing layers! If you wear layers, you can be prepared for cool weather or warm weather. You should also wear sun protection, like a hat, sunglasses, and sunscreen. Some people like taking a hiking stick with them. This stick can help you balance if you're walking somewhere rocky, or slippery.

Then, you should prepare a list of things to keep in your pack. You will need plenty of water while hiking. You can carry two large water bottles in your pack and have some water in the car for when you finish the hike. Take some small snacks, like granola bars, nuts, and dried fruit. You should also carry a compass and map, a small first-aid kit, a loud whistle, and some safety pins.

Finally, rest up the day before your hike so you can enjoy every second of it! Some hikes can be difficult if there are lots of hills, or if the weather is not pleasant. Try to focus on the positive things when you start to feel uncomfortable. There will be plenty of animals and plants to see. Please take a picture during your hike and send it to us!

Happy travels!

The Perilla Hiking Crew



Answer these questions based on the text.**1. What is the main purpose of this text?**

- Ⓐ The author wanted to share advice for how to have an amazing hike.
- Ⓑ The author wanted to share their amazing experience hiking.
- Ⓒ The author wanted to share reasons why the reader should try hiking in nature.
- Ⓓ The author wanted to share information about their hiking company.

2. Who sent this letter to Layla?

- Ⓐ A friend from her class
- Ⓑ A relative living in a different state
- Ⓒ A group that teaches people about hiking
- Ⓓ Layla's teacher

3. The first sentence of the letter says, "Thank you for sending us an email." What do you think Layla said in her email?

- Ⓐ I'm an expert hiker. What are some of your favorite places to hike?
- Ⓑ Why do you think hiking is so amazing?
- Ⓒ What is your favorite memory from your hiking trip?
- Ⓓ I haven't hiked before. Do you have advice for me?

4. What do you think is the most important thing to take on a hike? Why?

Reader Notes

The Resources We Wear

Some people have to wear a uniform to school, and some people don't. However, we all have to put on some clothes to head to school!

You might know where your clothes are from, but do you

know what they are made of? Have you ever looked at the little tag on your clothing? It shows what your clothes are made of. Some words you might see are "acrylic", "cotton", "spandex", or "hemp". These materials feel different. They also have different consequences for our world.



Acrylic is not a natural resource. Acrylic thread or yarn is made of plastic. Plastic is made from fossil fuels. Fossil fuel is a **non-renewable resource**. So, when it's gone, it's gone for good! Clothes made from acrylic can be soft and fluffy, or smooth and thin. They can come in lots of colors. When acrylic clothing is washed, it leaves tiny pieces of plastic in the water. This plastic gets washed into rivers and oceans. It even gets carried into clouds and falls back down in rain.

Spandex is not a natural resource, either. It is made by mixing a couple chemicals together. Spandex is a stretchy material. It's a popular material for making socks, leggings, shirts, and much more. If you want your clothing to be tight and stretchy, you will probably want to use spandex! However, spandex can't be recycled. That means unwanted spandex clothes end up in the trash and in our landfills.

Cotton is a natural resource. It's a **renewable resource**, so we can grow more of it. Cotton can be used to make anything, and many people think it is very comfortable. It helps keep your body dry when you sweat. It also helps keep your body warm if it's cold outside. However, cotton farms need to be careful. Sometimes they use a lot of bug poison to keep the cotton plants safe, but this bug poison can harm the people and animals who live near the cotton!

Hemp is also a natural, renewable resource. It's a tall, green plant! To make fabric from hemp, you need the long stem. Hemp is a strong plant. Bugs can't cause it much harm, so it doesn't need that much bug poison. Hemp can also grow really close together, so it doesn't need as much space as cotton. However, clothing made from hemp can feel a bit scratchy.

All our clothing is made using resources. Some of these resources are natural, and some are renewable. Some are not! Take a look at the tags on clothes in your home. Which resources are you and your family using?

Answer these questions based on the text.**1. Which of these statements is the main idea of the text?**

- Ⓐ Cotton is a natural resource, and we can grow more of it.
- Ⓑ Clothes made from hemp feel a bit scratchy.
- Ⓒ Spandex is used to make stretchy clothes, but it is not a natural resource.
- Ⓓ Different materials can be used to make clothes, and these materials have unique details.

2. Which statement is FALSE?

- Ⓐ Natural resources are made by mixing together chemicals.
- Ⓑ If we can grow more, it is a renewable resource.
- Ⓒ Cotton and hemp are natural, renewable resources.
- Ⓓ Spandex is a stretchy material.

3. What was this author's main purpose?

4. Which material do you think is the best for clothes? Why do you think that?

Reader Notes

The Challenge

Some students in Ms. Johnson's 3rd-grade class thought it was a little weird that science was at a different time today. Usually science starts at 11:00 AM, but today they did social studies at that time instead!

"Did Ms. Johnson forget our daily schedule or something?" Rocco asked Jaime. Jaime shrugged and they opened their book about life in a Cherokee tribe.

Everybody went to lunch. Then, they came back to their classroom. However, it looked different! The tables were pushed together into long rows. Each row had containers with lids. There were also papers on the table, but they were flipped over, so the words were covered.

"It must be a STEM day!" Damiana exclaimed. She loved STEM day! STEM stands for Science, Technology, Engineering, and Math. STEM activities are like puzzle challenges. In each STEM challenge, the students would have an objective, or goal. They would have to work together to plan how to reach their goal.

Before getting started, everybody had to review the expectations for this activity. "Is it normal to have conflicts in your group?" Ms. Johnson asked the class.

"Yes!"

"What should you do when you have a conflict in your group?"

"Pause and talk about it! Share your plan. Decide together!"

"Is it normal for your plan to fail or fall apart?"

"Yes!"

"What should your group do when your plan fails, or something doesn't happen the way it's supposed to?"

"Pause and talk about it! Write down observations. Write down our new plan!"

"What if you don't accomplish the objective when time is up?"

"That's okay! We are supposed to learn from this activity. Even if we don't accomplish the objective, we still learn something from the choices we made."

Finally, Ms. Johnson showed us our objective and our materials. "Today, you are going to be building a tower. You will have 20 uncooked spaghetti noodles, 20 mini marshmallows, and 40 gumdrops. Your objective is to build the tallest tower you can using your materials."

All the students started whispering in their groups, eager to begin planning.

Ms. Johnson looked at all the students. "Any questions?" The students were quiet. They looked at their teacher. They looked at their materials, and at each other. "Ready?" The students all nodded eagerly. "Begin!"



Answer these questions based on the text.**1. Which event is most likely to happen next in the story?**

- Ⓐ Students will learn more about life in Cherokee tribes.
- Ⓑ Students will begin planning and building a tower.
- Ⓒ Students will begin planning and building a bridge.
- Ⓓ Students will study for their STEM test.

2. Which sentence shows events from the story in the correct order?

- Ⓐ First, students went to lunch. Then, they had a social studies lesson.
- Ⓑ First, students had a social studies lesson. Then, they went to lunch.
- Ⓒ First, students did a science lesson. Then, they went to lunch.
- Ⓓ First, Ms. Johnson explained the STEM challenge. Then, everybody reviewed expectations.

3. According to Damiana, what makes a STEM challenge so special?

4. Do you like to do STEM challenges? Why, or why not?

Reader Notes

Fortune Teller

Every Friday, we do a fun activity in class called "Personal Museum". Each student brings an artifact from home. It can't be an animal, and it must be small enough to fit in a paper lunch bag. For his artifact, Gerardo brought a ball made of shiny black plastic.

"This is a fortune telling **device**," Gerardo explained, holding the ball out for us to see. There was a white circle painted on the ball, and inside the circle was the number 8. "That means this ball can tell us the future."

"Ooooooh, spooky," called out Theodore. Cassie giggled.

"How does it work?" asked Jasmine.

"First, you whisper your question into the number 8," explained Gerardo. "Then, you shake the ball, and turn it upside down." He showed us how. "On the bottom you can read your answer. Who wants to try?" Almost every single hand shot up into the air!

"It looks like your fortune telling device is in high demand," said the teacher. "You have permission to take it out at recess, and people can ask their questions then."

At recess, everybody crowded around Gerardo and his fortune telling device. "Theodore, you can go first," Gerardo said. He handed Theodore the ball.

"What did my mom give me for lunch today?" Theodore quietly asked the 8 on the ball.

"Oh, sorry, you can't ask those types of open-ended questions. The ball can only answer 'yes' or 'no' questions."

"Oh. Did my mom make me a sandwich for lunch today?" Theodore shook the ball and turned it upside down. He read the message out loud. "'Don't count on it.' But she always makes me sandwiches!" Theodore handed the ball back to Gerardo.

Gerardo gave the ball to Jasmine. She asked the ball, "Did I get a perfect score on the math test?" Jasmine shook the ball and read her message. "'It is decidedly so!' Yes!"

Next, Gerardo handed the ball to me. "Can you really tell the future?" I asked the ball. I shook the ball and felt liquid sloshing around inside. I turned the ball over and saw a little window, with my answer: "Better not tell you now."

At lunch time, everybody watched Theodore. "My mom always makes me sandwiches," he said again as he



unzipped the lunchbox. He gasped. Theodore had pulled out a plastic container of lasagna. The whole table gasped, including me.

After lunch, the teacher passed out our graded math tests. Jasmine eagerly turned her test over to see the grade. She smiled and showed it to her friend, Martina. "She got a 100," Martina whispered to us. My mouth dropped open.

I peeked at the shiny plastic ball. It was sitting on the teacher's desk. "Better not tell you now," it had said to me. 'I guess you didn't need to tell me,' I thought to the ball, 'I think you have shown the answer to my question!'

Answer these questions based on the text.

1. A reader draws a conclusion after reading this text. "The narrator thinks the ball can really tell the future!" What clues did the reader use to draw this conclusion?

- (A) "I shook the ball and felt liquid sloshing around inside."
- (B) "'I guess you didn't need to tell me,' I thought to the ball, 'I think you have shown the answer to my question!'"
- (C) "Theodore pulled out a plastic container of lasagna. The whole table gasped, including me."
- (D) "After lunch, the teacher passed out our graded math tests."

2. What do you know about the main character in this story?

3. "Everybody at school is interested in Gerardo's fortune-telling ball. But, the narrator isn't sure the ball can really tell the future. So, they ask the ball if it can really see the future. Then, events match with what the ball said. The narrator thinks they have the answer to their question."

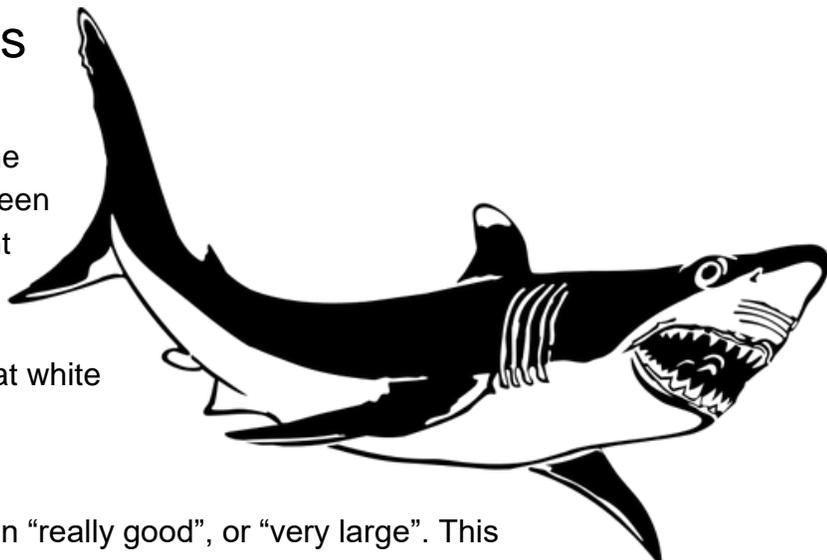
Is this a good summary for the text? Why, or why not?

4. Do you agree with the narrator's thinking at the end of the story? Why, or why not?

Reader Notes

Great White Sharks

Have you ever watched a documentary or movie about the ocean? If so, you might have been fascinated by videos of different sharks. In this article, you will learn some facts about one amazing type of shark: the great white shark.



Size

The word "great" can mean "really good", or "very large". This shark has "great" in its name because of its size. Did you know that great white sharks can grow up to 20 feet long? This is half the length of a bus! They are also heavier than a piano. They can weigh up to 4500 pounds.

Teeth and Body

One of the reasons people are terrified of great whites is because of their teeth. Scientists call great whites "Carcharodon Carcharias", which means "sharp tooth" in Greek. Great whites have several rows of sharp teeth...they can have up to 300 teeth total! Some teeth are 2 ½ inches long, which is about the length of your finger! They use their first two rows of teeth for cutting and eating. If a tooth falls out, a tooth from the other rows will move in to replace it.

The great white has the normal body parts of a fish. A fin on their back is called a dorsal fin, and the two fins on their sides are called pectoral fins. They also have five gill slits that are used for getting oxygen into their body. They have a grey body with a white belly. Great whites got their name because of their white belly.

Pups

Female great white sharks usually have between two and ten pups, or babies. They grow in an egg inside of their mother. After hatching from the egg, they leave their mother's body. These newborn pups are about five feet long and weigh around 70 pounds. Newborn human babies aren't even two feet long, and they weigh about 7 pounds. When great white pups are born, they can swim off and take care of themselves. They become full-grown adult sharks at 9 years old.

Habitat

Great white sharks like to live in cool waters close to the coasts. They are most often found near Japan, Australia, South Africa, and both coasts of the United States. That is why you sometimes hear reports of sharks in California and Florida.

Diet

Great white sharks are **carnivores**. When they're young, they usually eat small fish. When they are adults, they eat animals such as sea lions, seals, and small

whales. Great whites are very fast swimmers and they like to surprise their prey. They will swim up from below, grab prey in their teeth, and burst out of the water. Then the shark pulls their prey underwater. After eating a big meal, great whites can last for 1-2 months without eating again. Some people think that great whites like to eat humans, but this is false. The truth is that we are not their food of choice.

The great white shark has been on our planet since before dinosaurs! They're at the top of their food chain. They have no animals that cause danger to them. However, sharks are in danger because of humans. Some people hunt sharks. Some people also pollute the water that sharks swim in. Sometimes, we also harm their habitats with our large boats. Hopefully we will not cause these sharks to disappear in the future.

Answer these questions based on the text.

1. The author wants to add this fact to their text: "Most of the time, great whites hunt for food at night." Which section will this fact go in?

- (A) Teeth and Body
- (B) Pups
- (C) Habitat
- (D) Diet

2. Put a checkmark next to the statements that are true:

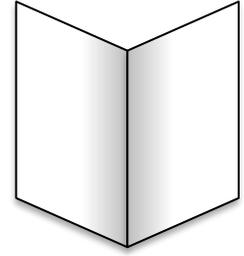
- Great white shark pups are bigger than human babies.
- Great whites have several rows of teeth in their mouths.
- These sharks always try to eat people.
- Nothing can hurt these sharks.

3. What is a difference between shark pups and human babies?

4. What is the most important detail that this author shares with readers?

Reader Notes

Foreign Friend



Alicia was very busy during indoor free time. She was busy **brainstorming**. Alicia was making a plan because she heard her class was going to have a new student.

Alicia knew how it felt to be the new kid. Last December, her parents moved into different houses and Alicia went to live with her mom. She said goodbye to her friends and her 2nd grade teacher. She said hello to a new 2nd grade teacher, and a whole new group of students. It was scary at first, but Alicia was able to make friends. Now she loved her new school!

Alicia wanted this new student to love her school, as well. She wrote down a list of things she knew about this new girl coming to their school:

1. She is a girl.
2. Her name is Raquel.
3. She is from a country called Honduras.
4. She is starting school on Monday!

'If I want Raquel to feel happy when she comes to our class, I need to do things she will like,' thought Alicia. However, she didn't know what Raquel liked! 'All I know is she is a girl, and she's from Honduras...'

Alicia used a computer to search for information about Honduras. She learned that Honduras is in Central America. It has beaches and rainforests. She also learned that Honduras' official language is Spanish. 'Does Raquel speak English?' Alicia thought. 'Maybe I should learn some words in Spanish, just in case.'

Alicia looked at the girls in her class. Some were building towers. Some were playing computer games or typing stories. Some were reading, and some were drawing. 'This is tricky because girls like all sorts of things,' Alicia thought. She tapped her chin. 'Well, most people like receiving nice cards. I can make a card for Raquel!' She didn't have any trouble deciding what colors to use. She was going to use all the colors of the rainbow.

She decided to write her card in English and Spanish. "Welcome to our classroom," Alicia wrote with different markers. Then, she used the computer to translate her sentence. "Bienvenida a nuestro aulo," she copied under the English sentence.

Next, she had to decide how to decorate the card. She drew a white-tailed deer, because that is the national animal of Honduras. She drew a pine tree, because that is Honduras' national plant. Then, Alicia drew a few objects that girls in her class suggested: a dog and cat, a star, some flowers, an airplane, and some smiling faces. Finally, she drew a mustang because that was their school's mascot.

Alicia showed her teacher the card. "This is a really great idea," Alicia's teacher said. "Can all the students sign it? Then you can give it to Raquel when she arrives on Monday."

After everybody signed the card, Alicia put it away until Raquel arrived. Alicia was so excited to welcome Raquel to her new school. She had never been so excited for a Monday!

Answer these questions based on the text.

1. What do readers know about the main character of this story?

- (A) Her name is Raquel.
- (B) She is from Honduras.
- (C) She is kind and wants to do something nice for a new student.
- (D) She likes playing computer games.

2. Choose the best summary for this story:

- (A) Alicia wanted to do something nice to welcome a new student. She learned everything she could about the new student. She looked around the room for ideas. She knew girls like different things. This new girl was a mystery.
- (B) Alicia wanted to do something nice to welcome a new student. Then, she made a card and decorated it.
- (C) Alicia used a computer to research Honduras. She drew a white-tailed deer and a pine tree on the card. She added some other drawings, too. Then, all the students signed the card.
- (D) Alicia wanted to do something nice to welcome a new student. But she didn't know much about the new student. So, Alicia did some research and observed her classmates. Then, she made a card and decorated it. All the students signed the card.

3. Based on the text, which statement is FALSE?

- (A) The white-tailed deer is the national animal of Honduras.
- (B) The pine tree is Honduras' national plant.
- (C) The mustang is the national animal of Honduras.
- (D) The mustang is the mascot of Alicia's school.

4. If you were Alicia, what would you do to make Raquel feel welcome?

Reader Notes

Aztec Children

Humans have existed for thousands of years. Babies and children existed all that time as well! If you have a little brother or sister, you might know how much care they need. Have you ever wondered how humans cared for their babies hundreds of years ago? Have you thought about what life was like for kids your age in **ancient** communities? The Aztecs wrote stories about daily life. Those texts give us clues about childhood in those **ancient** times.

The Aztec empire grew about 700 years ago. In that ancient community, babies were given two names when they were born. One was a personal name. It might be a flower or animal. The other name was based on the special day the baby was shown to the world. On that day, the baby was given a special bath. Then, the baby's full name was shouted out for everybody to hear. Everybody would celebrate!

People in the house protected their babies. Babies couldn't go outside on certain days because it might be bad luck. Nobody should step over babies because that might stop the babies from growing. If someone did step over a baby, they had to step over the baby backwards to reverse the bad luck! Every four years, children had a stretching ceremony. The adults pulled on the child's arms, legs, fingers, ears, feet, and toes. This was supposed to help the child grow. When a child's teeth started to fall out, adults put the teeth in mouse holes. That was supposed to help the child's next set of teeth grow.

Baby girls and boys didn't have to do anything but play until they were three years old. When they were four years old, the children started learning chores and how to be a proper Aztec. Children could take care of a lot of different chores by 8 years old. They were fishing and going to the marketplace. They were spinning thread and weaving to make clothes. They were fetching water, grass, or wood.

Some parts of our life are very different from the Aztecs. However, some parts of our life might still be similar. How does your childhood compare to Aztec childhood?



Answer these questions based on the text.

1. Choose the main idea of this text:

- (A) The Aztec people wrote stories about daily life, so now we have clues about how the Aztecs lived.
- (B) Humans have been taking care of children and babies for thousands of years.
- (C) Baby girls and boys didn't have to do anything but play until they were three years old.
- (D) The Aztec empire grew about 700 years ago.

2. Put a checkmark next to the statement if it's true:

- 8-year-old Aztec children were able to do a lot of chores to help their community.
- When these babies were born, they were given one name.
- Children had stretching ceremonies to help them grow.
- Aztec children did not start learning to do chores until they were teenagers.

3. Compare the life of children today with the life of Aztec children. What is a difference?

4. Compare the life of children today with the life of Aztec children. What is a similarity?

Reader Notes

Make Your Own

What is the difference between buying something at a store or making it yourself? Some people don't want to spend money buying something in the store. Some people enjoy learning how to make something on their own. Now you can learn how to make three things

yourself instead of buying them from a store: a shopping bag, paintbrushes, and snow!



DIY Shopping Bags

People use lots of plastic bags, straws, cups, bottles, and much more. All this plastic is filling up our garbage cans and littering the planet. Instead of using plastic shopping bags at the grocery store, you can make your own **durable** bag! For this project, you can use a t-shirt you don't wear anymore. First, you will cut off the sleeves. Then, cut a semicircle shape at the collar. Next, make 1-inch cuts on the bottom of the shirt. Finally, tie the bottom pieces together. Now you have a shopping bag you can use over and over again!

Paintbrushes from Nature

Paintbrushes are usually made with a plastic or wooden rod and **bristles**. Bristles can be little pieces of hair from an animal, or they can be made of plastic. However, you can make paintbrushes from items you find outside! First, collect a few sticks that are about 6 to 10 inches long. Next, collect some blades of grass. Cut the grass into pieces that are one inch long. Gather the grass together and tie or tape it to the end of a stick. Instead of grass, you can collect different leaves. Try using different materials for your brushes to see which one you like best. This project would be great on a day with no rain.

Snow, any time of the year

It doesn't have to be freezing outside to play with snow! For this project, you will need one pound of baking soda and a can of shaving cream. Before beginning, lay a blanket or tablecloth on the floor. This will catch any spills so you can clean up quickly. Next, pour your baking soda into a large bowl. Then, add some shaving cream and mix it with your hands. Keep adding shaving cream until your mixture looks like snow. Finally, you can use your snow to make snowpeople, houses, or anything else you imagine!

Making something can be difficult, but it can also be fun. You get to practice creativity. Sometimes it can even help the environment, or help you save money. What are some items you like to make yourself instead of buying them from the store?

Answer these questions based on the text.**1. What is this author's main purpose?**

- Ⓐ The author wants to explain why some people think it's important to make their own stuff.
- Ⓑ The author wants to teach readers how to make things instead of buying them.
- Ⓒ The author wants to show readers that it is very easy to make anything.
- Ⓓ The author wants to explain where different objects come from.

2. Which of these items do you need to make your own shopping bags?

- Ⓐ Cups
- Ⓑ Bottles
- Ⓒ A shirt
- Ⓓ Straws

3. A reader wants to make their own paintbrushes. What do they do after collecting some sticks and some grass?

- Ⓐ They should try painting with their paintbrush.
- Ⓑ They should tape or tie the grass to a stick.
- Ⓒ They should cut the grass into pieces that are one inch long.
- Ⓓ They should pour baking soda into a large bowl.

4. Which of these projects would you try? Why?

Reader Notes

All Hands On Deck

I was playing video games with my older brother when a giant shadow **loomed** over us. We paused the game and looked up.

"Grandma, what are you doing with all that yarn??"

My grandma was carrying a laundry basket and inside the basket was a mountain of yarn. "It's the first of October," Grandma said. My brother and I looked at each other, confused. "It's time to start getting ready for the community fundraiser!"

"Ohhh," my brother and I said at the same time.

Families in our community take care of each other. If a parent needs to go to work but they can't pay for daycare, a neighbor helps them. If a family has a broken toilet but they can't afford to pay a plumber to fix it, the neighborhood helps them. Two years ago, my grandma had surgery on her knee. She couldn't go to the grocery store anymore, so neighbors took turns dropping off food for us.

"I can't believe you two forgot about the fundraiser!" Grandma exclaimed. The fundraiser is an **annual** event. It happens every year on December 1st. Our community makes all sorts of things and sells them. Even people from other cities come to buy the things we make. Our next-door neighbor makes delicious fruit jams. Mr. Floyd down the street sells beautiful bowls and cups made from wood. Grandma **crochets** cozy hats, scarves, and baby blankets. All the money is shared by people in the community so we can keep helping each other.

Grandma sat down and got right to work. "I'm going to start with a baby blanket," she decided. She pulled out some soft yellow yarn and a crochet needle. A crochet needle looks like a little metal stick with a tiny hook.

Grandma hummed as she worked. Sometimes she listened to the radio, or the news. Sometimes she talked to us while she crocheted. After crocheting for a few hours Grandma would have to rest. She rubbed her wrists.

One day, Grandma was taking a break and rubbing her wrists. My brother Albert sat down next to Grandma. "Grandma, can you teach me how to crochet? I want to help you."

Grandma **beamed!** "I would love to teach you!" she said. They spent the whole day practicing together. Albert had a hard time at first, but he didn't give up. By the end of the day, Albert was making a scarf! He held it up to show me. "It's only 2 inches long now, but tomorrow it'll be even longer!"

I helped them, too. I didn't know how to crochet, but I helped tie little paper tags on each item. The paper tag said, "Made with love, by Ms. Josephine."

By December 1st, Albert and Grandma had turned the whole mountain of yarn into clothes and blankets. "Thank you for your help, Albert and Skylar! Hopefully we will raise a lot of money for the community."



Answer these questions based on the text.

1. "The fundraiser is an *annual* event." What does "annual" mean?

- Ⓐ It happens every day
- Ⓑ It happens every week
- Ⓒ It happens every month
- Ⓓ It happens every year

2. "I helped them, too. I didn't know how to crochet, but I helped tie little paper tags on each item. The paper tag said, 'Made with love, by Ms. Josephine.' " Who is Ms. Josephine?

- Ⓐ Ms. Josephine is a neighbor.
- Ⓑ Ms. Josephine always buys Grandma's scarves.
- Ⓒ Ms. Josephine is the narrator's Grandma.
- Ⓓ Ms. Josephine helps sell Grandma's scarves, hats, and blankets.

3. Based on the text, which statement is probably true?

- Ⓐ Albert and Skylar don't enjoy the community fundraiser.
- Ⓑ Albert and Skylar only like to play video games.
- Ⓒ Albert and Skylar live in a community that takes care of each other.
- Ⓓ Skylar can crochet better than anybody.

4. Compare the community in this story to your own community. Share a similarity or difference.

Reader Notes

A Trip to Washington, DC

Aaron had learned about Washington, D.C. in school. He knew it was the nation's capital and that there were lots of **monuments** and museums to see. Even so, he was not excited that his family was going to visit for vacation. He wanted to go to Disney World or the beach. His older sister was thinking about going to a university in Washington D.C., so mom and dad decided to take a trip to visit the city and the university. Dad called it "killing two birds with one stone".



"I'd call it boring," Aaron said to himself.

The first day, mom said they were going to visit the National Mall. "Ugh! I hate shopping!" protested Aaron.

"Don't be silly, honey. This is not a shopping mall. They just call this park the National Mall. It has monuments and a famous reflection pool."

They visited the Lincoln Memorial first. It looked like a huge Greek temple from the movies. The 19-foot-high statue of a seated Abraham Lincoln was enormous! Aaron knew the building and statue are on the five-dollar bill and the penny, and it was cool to see them in person. It wasn't very exciting though. Aaron also learned that Martin Luther King, Jr.'s "I Have a Dream" speech was given on the steps of the Lincoln Memorial. There was a long pool next to the memorial steps, but nobody was allowed to get in. Washington's monument was nearby: a long, skinny tower with a pointy top.

The following day, the family went on a tour at the university that his sister wanted to attend. Aaron never imagined that a school could be so big! It wasn't just one building like his elementary school. This school had lots and lots of buildings. Some of them were for classes, and others were called dorms. This is where the students slept and ate. Aaron was glad he didn't have to sleep at school. They even had a library that was as big as his whole elementary school. His sister seemed so excited that Aaron felt excited for her too.

In the afternoon, Aaron's parents said, "You've been so patient, Aaron. We are going to take you somewhere we think you will really enjoy." Aaron had always loved airplanes and dreamed of being a pilot one day. So, when they walked into the Smithsonian National Air and Space Museum, he felt like he was in heaven. There were airplanes of all types. Some were from the first days of flight, and others were from recent years. They also got to watch a show called "Journey to Space 3D" at the IMAX theater. It felt as if he were in space floating around with the astronauts. Aaron

could have stayed there for another four hours, but the rest of his family was ready to leave.

Over the next couple of days, they visited the White House and a few other landmarks. Aaron enjoyed the sites but was still most impressed with the National Air and Space Museum. He couldn't wait to tell his friends all about his trip and show them his pictures. What he thought was going to be a boring trip ended up being a great adventure with awesome memories!

Answer these questions based on the text.

1. "Aaron's family was visiting Washington DC, but Aaron was not very excited about it. Aaron liked the National Air and Space Museum." Is this a strong summary for this text? Why, or why not?

2. When Aaron returns to school, he has to write a persuasive text. Which text do you think he will write?

- (A) Aaron will persuade readers to never visit Washington DC
- (B) Aaron will persuade readers to visit Washington DC
- (C) Aaron will persuade readers to skip the National Air and Space Museum if they visit Washington DC
- (D) Aaron will persuade readers to become doctors, because he wants to be a doctor.

3. What did you learn about Aaron from reading this text?

4. Make a connection to one of this story's elements.

Reader Notes

Dao Says Goodbye

Dao sat down to eat breakfast with her parents. Before she began eating her rice porridge, Dao stared at everything around her.

"What are you doing, Dao?" asked her mother.

"I am trying to remember every detail about today," Dao answered. Her parents understood. It was a special and sad day, because Dao was going to say goodbye to a very special friend.

Dao lives in Thailand, and her parents are **veterinarians**. Their job is to take care of animals, but that is also their passion. They care about animals a lot, and so does Dao. She is practicing to be a veterinarian when she's older, too.

This summer, the whole family helped take care of many elephants at an elephant **sanctuary** in western Thailand. A **sanctuary** is a place where animals are kept safe. Some kids might prefer to stay home and relax on their summer holiday, but not Dao! Even when her parents warned her that she would be doing a lot of hard work at the sanctuary, Dao was still very excited.

Every morning, Dao woke up early with her parents. They all wore the same clothes, so the elephants would recognize them as friends. They would eat breakfast together, and then they would meet with the other vets and volunteers staying at the sanctuary. Sometimes, Dao's parents needed to help the elephants heal. Before coming to the sanctuary, these elephants were often **mistreated**. Some were forced to perform and do tricks, and they would get beaten if they did not behave correctly. Some were forced to carry large groups of people on their backs, and now their bones were injured.

When these elephants came to the sanctuary, they needed time to heal. They did not know how to play and act like a normal elephant! At the sanctuary, these elephants were never beaten, and they did not have to perform tricks. They were not stuck inside of buildings and cages. They had plenty of land to explore. They could just eat, rest, play, and walk with the other elephants.

Dao's job was to prepare food for the elephants. Elephants eat a lot! Dao would help make sticky rice balls for the elephants. She would put fruit and grass in baskets for them. She also helped plant seeds so they elephants would have food in the future.

Her favorite activity was bath time. She helped guide the elephants to the river. The elephants would plop down and relax in the water. Dao and the other volunteers would scrub their thick skin and their tusks.

Dao's favorite elephant was a young male named Kla. At first, Kla was scared of all the humans and elephants in the sanctuary. However, he was not scared of Dao.



Dao was in charge of bathing Kla until he was ready to be with others. Even when he started playing with the other elephants, Kla always seemed happy to see Dao.

Now, it was time to say goodbye to Kla and the other elephants. Dao hugged her large friend and fed him a sticky rice ball. She felt heartbroken and grateful at the same time. "I'm so glad I met you, Kla," Dao said. She looked at the other elephants and volunteers walking around. "I'm so glad I met all of you!"

Answer these questions based on the text.

1. Put a checkmark if the statement is true:

- Dao doesn't go to school- instead, she helps take care of elephants.
- Dao's job was to prepare food for the elephants.
- In this story, Dao says goodbye to her parents.
- Dao wants to be a veterinarian, like her parents.

2. What details can the reader infer about Dao?

3. What is the setting of this story?

- Ⓐ A circus
- Ⓑ A zoo
- Ⓒ A sanctuary
- Ⓓ An animal hospital

4. Would you like to visit this place? Why, or why not?

Reader Notes

African Elephants

The Land Giant

African elephants are the largest land animal on Earth! They are labeled mammals because mothers give birth to their babies. Elephant mothers also feed their babies milk. The African elephant has large ears that keep the animal cool on hot days. Their nose is called a trunk, and it's used for smelling, breathing, trumpeting, drinking, and grabbing things. They have tusks, which are teeth that are always growing. Elephant tusks can be used for digging, tearing bark from trees, and for protection.



Mighty Eater

Elephants eat bark, roots, grasses, and fruit. One adult elephant eats 300 pounds of food in a day! Elephants spend most of their time eating and searching for food. They travel around in groups called **herds**. One herd might walk hundreds of miles in a season as they search for food and water! Hungry elephants can be a big problem for farmers if they live too close to the herd.

Ecosystem Engineers

African elephants are a very important part of their **ecosystem**. When the riverbeds are dry, elephants use their tusks to dig into the dirt. Then other animals can drink from these holes, too. Elephant dung is full of seeds. Those seeds become new plants. When they eat trees and shrubs, they make paths for other animals to walk through. African elephants help many plants and animals in their ecosystem.

Vulnerable Species

Vulnerable is a word that means unprotected, easy to harm, or sensitive. African elephants are called a vulnerable species because they are very close to being **extinct** in the wild. Once an animal is extinct, there are no more of them. The African elephants are in danger because some people want their tusks. Also, humans are taking more and more land for farms and towns. It's hard for elephants to travel safely. Some groups are trying to protect elephants. What do you think humans can do to help African elephants survive?

Answer these questions based on the text.

1. What was the author's main purpose for writing this text?

- Ⓐ The author is persuading readers to give money to elephant protection groups.
- Ⓑ The author is informing readers about a few ways they can help elephants survive.
- Ⓒ The author is informing readers of how elephants live and how they are important.
- Ⓓ The author is entertaining readers with a story about meeting elephants and taking care of them.

2. The author decided to label each section of the text with a sub-heading, like "The Land Giant" and "Mighty Eater". Why do you think the author decided to use sub-headings?

3. The author wants to add these sentences to the text: "Herds sometimes travel back and forth on the same path for many years. Parents will teach their babies the path, and those babies will teach their babies the same path." Which section should these sentences be added to?

- Ⓐ The Land Giant
- Ⓑ Mighty Eater
- Ⓒ Ecosystem Engineers
- Ⓓ Vulnerable Species

4. What do you think was the most important detail the author mentioned in this text?

Reader Notes

Mighty Buffalo

There are different animals with the name "buffalo" around the world. However, one of these animals is not actually a buffalo! It is really a bison. Can you identify each animals' different physical traits? We can tell these animals apart using three words that start with H: horns, humps, and home. Buffalo usually have very large horns, but bison have short horns. Buffalo don't have a hump near their heads, but bison do. Buffalo live in Asia and Africa, but bison live in North America and Europe.

Can you spot the differences in these three animals?



The American Bison

If you have driven around the Great Plains of the United States, you might have seen this animal. From its hooves up to its big, shaggy shoulders, the American bison is about 6 feet tall. Even though we call it a buffalo, it's actually a bison. Early explorers called it a buffalo by mistake, and the name just stuck! The American bison used to roam all over North America. There were more than 65 million bison! Then, early Americans hunted too many of them and took their land. Now, we need to protect these animals, or they might go extinct.

The American bison's favorite food is grass. American bison are called a "**keystone species**" because they help keep their ecosystem healthy. Their hooves loosen the soil so plants can grow. They spread seeds when they walk, and also when they poop! These plants become homes to other animals. American bison have thick, shaggy fur to keep them warm in the winter.

The African Cape Buffalo and the Asian Water Buffalo

These two buffalo have similar physical traits. They both have long, curving horns. They don't have thick, shaggy fur like the American bison. This gives us a clue about their habitat. Cape buffalo **roam** through deserts and coasts in Africa. Water buffalo roam through grasslands and tropical areas of Asia. Similar to the American bison, these buffalo are keystone species.

African buffalo are usually seen covered in mud and with a bird or two relaxing on their horns, head, or back. The mud helps keep them cool on hot, sunny days. The birds help the buffalo by eating bugs and worms that stick on the buffalo's skin. African buffalo have amazing eyesight! They can spot a lion from a mile away. The African buffalo are in danger because they have a lot of conflict with humans. Humans hunt them and want to use their land.

Asian buffalo also love to stay muddy! They spend their days walking through muddy water eating grass and herbs. Water buffalo hooves are wide, like a paddle, so they don't sink into the mud. Humans have been using and caring for water buffalo for more than 5,000 years! Water buffalo provide humans with food and clothing. They also help plow the land to make farms, and they are used for transportation.

Answer these questions based on the text.

1. What was the author's main purpose for writing this text?

- (A) The author wants to explain all the reasons why the American buffalo needs to be called the American bison.
- (B) The author wants to explain the history of the American bison.
- (C) The author wants to explain where different buffalo and bison live today.
- (D) The author wants to explain how the American bison, Asian water buffalo, and African buffalo are similar and different.

2. Which comparison statement is correct?

- (A) The American bison has long horns, but the buffalo has short horns.
- (B) The American bison has short horns, but the buffalo has long horns.
- (C) The African buffalo likes to stay muddy, but the Asian water buffalo does not.
- (D) Both the buffalo and the American bison have thick, shaggy fur.

3. What detail is unique to the Asian water buffalo?

4. What detail is unique to the American bison?
