Welcome to ReadyGEN!

Dear ReadyGEN Teachers,

As we continue our partnership with you to develop a Core Curriculum that meets New York City’s literacy requirements and the ELA Common Core Standards, we look to you for feedback on your ReadyGEN resources. The prepublication format of some of your current materials offers this unique opportunity to further shape ReadyGEN. We encourage you to visit PearsonSchool.com/NYCReadyGEN and look for the Feedback button, which you can use to share your comments with us. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials, as well as for the advance postings of instructional materials.

In this delivery of ReadyGEN instructional materials, you will find:

**Student Materials**
- Sleuth, Units 1–4
- Text Collection, Units 1–2
- Reader’s and Writer’s Journal (prepublication format), Unit 2

**Teacher Materials**
- Teacher’s Guide (prepublication format), Unit 2
- Reader’s and Writer’s Journal Teacher’s Guide (prepublication format), Unit 2
- Scaffolded Strategies Handbook (prepublication format), Unit 2

We look forward to continuing our collaboration with you to set your students on the path to reading and writing success.

Sincerely,
The ReadyGEN Team
Greetings, fellow teachers!

I am very excited for you as you launch ReadyGEN in your classroom. Of all the interesting components represented in ReadyGEN, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author’s intent, perspective, and related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use ReadyGEN to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with ReadyGEN.

Sincerely,

Sharon Vaughn
University of Texas

Welcome to ReadyGEN!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in ReadyGEN combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program’s creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students’ success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.

This first unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of ReadyGEN.

Pam Allyn
Executive Director and Founder, LitLife and LitWorld
What Excites Me About CCSS, Knowledge, and ReadyGEN

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.

What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about ReadyGEN is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

Elfrieda H. Hiebert
TextProject and University of California, Santa Cruz

ReadyGEN is an exciting, engaging experience for kids.

ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. ReadyGEN has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

P. David Pearson
University of California, Berkeley
The ReadyGEN architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. ReadyGEN’s overall progression of complexity of text, within and across grades, facilitates students’ learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of ReadyGEN is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.
The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is ReadyGen Phonics (K-3) and Word Analysis (4-5) Kits. These kits integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with ReadyGEN, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

**Phonics Kit**
- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

**Word Analysis Kit**
- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)
UNIT 2

Finding Courage
**MODULE A**
Common Core Lesson Launch ...........................1–9
Lessons 1–18 .......................................................10–153
Performance-Based Assessment (Opinion) ..........154–161

**TEXT SET**
- **ANCHOR TEXT**
  - Heart and Soul
- **SUPPORTING TEXT**
  - "Operation Clean Sweep"
- **SUPPORTING TEXT**
  - "Cesar Chavez: Champion of Workers"
- **SLEUTH**
  - "The Price of Freedom"
  - "On Loyalty to Country"

**MODULE B**
Common Core Lesson Launch ............................162–171
Lessons 1–18 .......................................................172–315
Performance-Based Assessment (Expository) .......316–323

**TEXT SET**
- **ANCHOR TEXT**
  - Escape to Freedom
- **SUPPORTING TEXT**
  - The Great Migration
- **SUPPORTING TEXT**
  - "Angel Island"
- **SLEUTH**
  - "Bound for Kansas!"
  - "A Voice for Women"

**UNIT 2**
Common Core Teacher Resources

- Unit 2 End-of-Unit Assessment ......................... TR2–TR27
- Routines ....................................................... TR28–TR49
- Graphic Organizers .......................................... TR51–TR65
- Text Complexity Rubrics .................................. TR66–TR71

www.PearsonSchool.com/NYCRreadyGEN
ReadyGEN provides various assessment opportunities for you to use with your students to gauge their progress toward mastery of the Common Core Learning Standards.

**FORMATIVE ASSESSMENT**

**MONITOR PROGRESS FORMATIVE ASSESSMENTS**
Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of students. Using these Monitor Progress formative assessments, you will be consistently aware of how students are changing and developing throughout the year. You can use this performance data to meet the individual needs of students.

**INDEPENDENT WRITING PRACTICE**

**FORMATIVE WRITING ASSESSMENTS**
Each student’s strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from students’ progress on these tasks can help you quickly identify students needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.
PERFORMANCE-BASED WRITING ASSESSMENT

Every Module
Each module has a Performance-Based Assessment that can be used to measure students’ mastery of standards.

UNIT 2 • MODULE A  Speeches for Justice

TASK: Students will choose an example of inequality or injustice that inspires them, either from their reading, their own lives, or the world around them. Students will use their example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts as well as quotes where possible. In their speeches, students should advocate for a change and provide convincing reasons to support their viewpoints. The speeches can be recorded and shared using visuals or audio.

UNIT 2 • MODULE B  Acts of Courage

TASK: Students will respond to the question: How are acts of courage revealed? Students will write a brief informative/explanatory text to examine this topic.

END OF UNIT ASSESSMENT

There is an End of Unit Assessment that can give you further data on students’ mastery of the standards.
Module Goals

Readers will understand that visual elements of a text have an impact on the meaning and tone.

Writers will write to express an opinion supporting a point of view with reasons and information.

Learners will explore content to understand that people respond to inequality and injustice with a variety of tactics.

Big Ideas

• Obstacles

Enduring Understandings

• Readers understand that the theme of a text can be determined by analyzing the author’s use of details/description, point of view, voice, imagery, and mood/tone.

• Writers understand that opinions are supported with evidence from a variety of resources, through analysis, reflection, and research.

• Learners will explore content to understand that people respond to inequality and injustice with a variety of tactics.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

How does the inclusion of visual elements in text contribute to meaning, tone, and perspective?

How is theme revealed through details of the text?

MODULE GOALS

Readers will understand that visual elements of a text have an impact on the meaning and tone.

Writers will write to express an opinion supporting a point of view with reasons and information.

Learners will explore ways people have responded to inequality and injustice.
**SPEECHES FOR JUSTICE**

Students will choose an example of inequality or injustice that inspires them, either from their reading, their own lives, or the world around them. Students will use their example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts as well as quotes where possible. In their speeches, students should advocate for a change and provide convincing reasons to support their viewpoints. The speeches can be recorded and shared using visuals or audio.

**TARGET STANDARDS**

*Common Core Learning Standard W.5.1.* Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
**ReadyGEN** provides systems for understanding both how words work in complex texts and also which of the words in these complex texts unlock the knowledge of critical content domains.

**TEXT-BASED VOCABULARY**
Generally, these are Tier Three words that are important for understanding concepts within a text. These words are addressed during focused reading instruction.

- Words needed to comprehend the text
- Words from other disciplines
- Words that are part of a word family or semantic network
- Words central to unlocking the enduring understanding of the text

**WORDS IN CONTEXT**
Generally, these are Tier Two words, which are sophisticated or unusual words for known concepts. These words are taught in context during close reading and often reinforced after.

- Words requiring more explanation in order for text to be understood
- Words supported by the text for meaning
- Words that are less abstract

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson’s *ReadyGEN Phonics Kit* or *Word Analysis Kit*.
### ANCHOR TEXT
*Heart and Soul: The Story of America and African Americans*

<table>
<thead>
<tr>
<th>TEXT-BASED VOCABULARY</th>
<th>exotic</th>
<th>combination</th>
<th>integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitol</td>
<td>compromise</td>
<td>mission</td>
<td>merely</td>
</tr>
<tr>
<td>colonies</td>
<td>Union</td>
<td>economic</td>
<td>promote</td>
</tr>
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<td>foundation</td>
<td>surrender</td>
<td>abandon</td>
<td>guarantee</td>
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<tr>
<td>vowed</td>
<td>decreed</td>
<td>invaded</td>
<td>represent</td>
</tr>
<tr>
<td>import</td>
<td>cultivate</td>
<td>innovation</td>
<td>justice</td>
</tr>
<tr>
<td>profits</td>
<td>contradict</td>
<td>dependent</td>
<td>equality</td>
</tr>
<tr>
<td>territories</td>
<td>progress</td>
<td>independent</td>
<td></td>
</tr>
</tbody>
</table>

### WORDS IN CONTEXT
- complexion
- spirituals
- plantation
- abolitionist
- Underground
- Railroad
- Jim Crow laws
- dread
- martyrs
- levee
- political
- ironic
- nonviolence
- smallpox
- gratitude
- nomination
- strike
- cultivate
- convince
- organize
- heritage
- migrant worker
- boycott
- legislature
UNIT 2 • MODULE A

Suggested Common Core Lesson Plan

READING
30–40 minutes
• First Read of the Lesson
• Second Read of the Lesson
• Focused Reading Instruction
• Independent Reading Practice
• Reading Wrap-Up

LESSON 1
Teacher’s Guide, pp. 10–17
READ Trade Book pp. 6–13
Heart and Soul
READING FOCUS Analyze the author’s use of point of view in the text.
WRITING FOCUS Write to analyze point of view and how it shapes the description of events.

LESSON 2
Teacher’s Guide, pp. 18–25
READ Trade Book pp. 14–21
Heart and Soul
READING FOCUS Analyze how visual elements contribute to the meaning, tone, and beauty of the text.
WRITING FOCUS Write to analyze how one or two images contribute to the meaning, tone, and beauty of the text.

LESSON 6
Teacher’s Guide, pp. 50–57
READ Trade Book pp. 46–51
Heart and Soul
READING FOCUS Determine theme based on details in the text.
WRITING FOCUS Organize ideas for an opinion essay.

LESSON 7
Teacher’s Guide, pp. 58–65
READ Trade Book pp. 52–61
Heart and Soul
READING FOCUS Determine tone based on details in the text.
WRITING FOCUS Add transitions to connect reasons and evidence to the opinion in an opinion essay.

LESSON 11
Teacher’s Guide, pp. 90–97
READ Trade Book pp. 90–101
Heart and Soul
READING FOCUS Determine the themes of the text as a whole.
WRITING FOCUS Write to evaluate the author’s use of multiple perspectives in a text.

LESSON 12
Teacher’s Guide, pp. 98–105
READ Text Collection pp. 67–74
“Operation Clean Sweep”
READING FOCUS Compare and contrast characters based on details in the text.
WRITING FOCUS Develop and plan writing an opinion speech.

LESSON 16
Teacher’s Guide, pp. 130–137
READ Text Collection pp. 86–98
“Cesar Chavez: Champion of Workers”
READING FOCUS Determine cause-effect relationships between individuals, ideas, and events.
WRITING FOCUS Present an opinion speech.

LESSON 17
Teacher’s Guide, pp. 138–145
COMPARE
• Heart and Soul
• “Cesar Chavez: Champion of Workers”
READING FOCUS Compare and contrast the purposes and effects of visuals in the texts.
WRITING FOCUS Research leaders in history.

INDEPENDENT READING
• Daily

SMALL GROUP
30–40 minutes
• Strategic Support
• Extensions
• Scaffolded Strategies Handbook

WRITING
30–40 minutes
• Narrative Writing
• Independent Writing Practice
• Writing Wrap-Up
Lesson 3
Teacher's Guide, pp. 26–33
READ Trade Book pp. 22–27
Heart and Soul
READING FOCUS: Determine how figurative language contributes to the meaning of the text.
WRITING FOCUS: Write to analyze the author's style, particularly the effect of dialect and idiomatic expressions.

Lesson 4
Teacher's Guide, pp. 34–41
READ Trade Book pp. 28–37
Heart and Soul
READING FOCUS: Analyze how the author uses description in text and visuals to contrast ideas.
WRITING FOCUS: Write to develop an opinion statement and introduction for an opinion essay.

Lesson 5
Teacher's Guide, pp. 42–49
READ Trade Book pp. 38–45
Heart and Soul
READING FOCUS: Analyze how the author uses word choice and sentence structure to achieve particular effects.
WRITING FOCUS: Gather evidence for an opinion essay.

Lesson 8
Teacher's Guide, pp. 66–73
READ Trade Book pp. 62–69
Heart and Soul
READING FOCUS: Analyze the effects of figurative language and repetition on meaning.
WRITING FOCUS: Add transitions to connect reasons and evidence to the opinion in an opinion essay.

Lesson 9
Teacher's Guide, pp. 74–81
READ Trade Book pp. 62–69
Heart and Soul
READING FOCUS: Analyze voice in the text.
WRITING FOCUS: Develop a conclusion for an opinion essay.

Lesson 10
Teacher's Guide, pp. 82–89
READ Trade Book pp. 62–69
Heart and Soul
READING FOCUS: Analyze the effect of figurative language and sentence structure on meaning.
WRITING FOCUS: Write to analyze multiple perspectives of an event.

Lesson 13
Teacher's Guide, pp. 106–113
READ Text Collection pp. 75–77
“Operation Clean Sweep”
READING FOCUS: Analyze the effect of changes in sentence structure and sensory details in the text.
WRITING FOCUS: Draft an opinion speech.

Lesson 14
Teacher's Guide, pp. 114–121
COMPARE
• Heart and Soul
• “Operation Clean Sweep”
READING FOCUS: Compare and contrast stories and their approaches to theme.
WRITING FOCUS: Revise and rewrite an opinion speech.

Lesson 15
Teacher's Guide, pp. 122–129
READ Text Collection pp. 80–85
“Operation Clean Sweep”
READING FOCUS: Determine text structure.
WRITING FOCUS: Edit and proofread an opinion speech.

Performance-Based Assessment
Teacher's Guide, pp. 154–161
TASK: SPEECHES FOR JUSTICE
Students will choose an example of inequality or injustice that inspires them, either from their reading, their own lives, or the world around them. Students will use their example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts as well as quotes where possible. In their speeches, students should advocate for a change and provide convincing reasons to support their viewpoints. The speeches can be recorded and shared using visuals or audio.
Independent Reading

Accountable Independent Reading is an important part of a student’s day. Have students choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on students’ interests or your own observations of your students’ needs.

## ACCOUNTABLE INDEPENDENT READING

<table>
<thead>
<tr>
<th>Literary Text</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students questions such as the following to check accountability of their independent reading of literary text:</td>
<td>Ask students questions such as the following to check accountability of their independent reading of informational text:</td>
</tr>
<tr>
<td><strong>KEY IDEAS AND DETAILS</strong></td>
<td><strong>KEY IDEAS AND DETAILS</strong></td>
</tr>
<tr>
<td>• How do descriptive details, point of view, and mood contribute to theme? Cite text evidence.</td>
<td>• What are the main ideas of the text? How do key details support the main idea?</td>
</tr>
<tr>
<td>• How are characters, settings, and events in the story similar and different?</td>
<td>• How are individuals, events, ideas, or concepts related to each other?</td>
</tr>
<tr>
<td><strong>CRAFT AND STRUCTURE</strong></td>
<td><strong>CRAFT AND STRUCTURE</strong></td>
</tr>
<tr>
<td>• How do the chapters or scenes fit together to provide the overall structure of the story?</td>
<td>• How are the overall structures in multiple texts similar or different? How do their structures help you understand them?</td>
</tr>
<tr>
<td>• How does the narrator’s point of view influence the description of events? Cite text evidence.</td>
<td>• Compare and contrast different accounts of the same event or topic.</td>
</tr>
<tr>
<td><strong>INTEGRATION OF IDEAS</strong></td>
<td><strong>INTEGRATION OF IDEAS</strong></td>
</tr>
<tr>
<td>• How do visual elements contribute to the meaning, tone, and beauty of the text?</td>
<td>• How does the author use reasons and evidence to support points in a text?</td>
</tr>
<tr>
<td>• Compare and contrast two texts on a similar theme or topic. How are they different or similar?</td>
<td>• Integrate information from multiple texts on the same topic. How does this deepen your understanding of the topic?</td>
</tr>
</tbody>
</table>

See the Independent Reading Routine on pp. TR38-TR39.
Text Club

Encourage students to form a Text Club and discuss the texts they’ve read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Come to discussions prepared.
- Follow discussion rules and assigned roles.
- Ask and respond to specific questions about the texts.
- Contribute to the discussion and elaborate on others’ remarks.
- Draw conclusions based on key ideas expressed in discussion.
- Summarize texts, as well as the key points a speaker makes and how those points are supported.
- Use an agreed-upon rating system to rate the texts.

See the Text Club Routine on pp. TR40-TR41.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding, Learners understand that people respond to inequality and injustice with a variety of tactics. As you build your Text Club library, consider using the texts below.

Picture of Freedom
by Patricia C. McKissack
Informational Text
Lexile 790L

I Thought My Soul Would Rise and Fly
by Joyce Hansen
Informational Text
Lexile 820L

Bud, Not Buddy
by Christopher Paul Curtis
Literary Text
Lexile 950L

Picture Book of Frederick Douglass
by David A. Adler
Informational Text
Lexile 820L

Through My Eyes: Ruby Bridges
by Ruby Bridges
Informational Text
Lexile 860L
During Small Group instruction, students can use independent center activities to work on and complete while you work with individual groups. Centers can provide opportunities for students to practice and apply what they are learning with ReadyGEN. Ideas for some specific activities have been included here that can help students focus on both instruction and concepts.

**Reading Center**

**ENDURING UNDERSTANDING FOCUS**
Readers understand that the theme of a text can be determined by analyzing the author’s use of details/description, point of view, voice, imagery, and mood/tone.

**CENTER TASKS**
- Have pairs analyze theme in one of their independent reading books, identifying supporting text evidence such as descriptive details, point of view, and mood/tone.
- Have students list books they have read that share similar themes and topics, summarizing them for the class.
- Have small groups develop a visuals that demonstrate how key parts of a text they have read contribute to theme.

**Writing Center**

**ENDURING UNDERSTANDING FOCUS**
Writers understand that opinions are supported with evidence from a variety of resources, through analysis, reflection, and research.

**CENTER TASKS**
- Have students write opinion essays evaluating independent reading texts they have read, supporting their opinions with reasons and text evidence.
- Have students research a topic related to one of the independent reading texts and summarize their findings in a brief report.
- Have students identify an opinion article about one of the topics from the module. They can then create a visual that outlines the author’s opinion, reasons, and supporting evidence.
Word Work Center

ENDURING UNDERSTANDING FOCUS
Readers understand that the theme of a text can be determined by analyzing the author’s use of details/description, point of view, voice, imagery, and mood/tone.

CENTER TASKS
• Have students add domain-specific vocabulary and definitions to a class dictionary based on independent reading texts they read.
• Have students identify words with similar prefixes or suffixes from their independent reading and add these words to classroom lists.

• Have students create word families of related vocabulary and domain words, such as words about the Underground Railroad or the Great Migration.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS
Learners will explore content to understand that people respond to inequality and injustice with a variety of tactics.

CENTER TASKS
• Have students research an important person from their independent reading who responded to injustice with nonviolence and courage.
• Have students conduct research and create a map of either Great Migration routes or the Underground Railroad routes to share with the class.

• Have students research a famous immigrant and the obstacles he/she overcame to live successfully in the United States.
Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read the Prologue and Chapter 1 of Heart and Soul and work through the lesson: Readers understand that the theme of a text can be determined by analyzing the author’s use of details/description, point of view, voice, imagery, and mood/tone.

First Read of the Lesson

EXPLORE THE TEXT Preview the Prologue and Chapter 1 with students. Invite them to flip through the pages, noting text features like chapter numbers, visual images, and section breaks. Remind readers that their first reading of these sections will be directed at developing an understanding of the characters (including the narrator), key events, and time periods.

Before reading, remind students about the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text?

For additional support in unlocking the text, see the Scaffolded Strategies Handbook.

READ ALOUD THE PROLOGUE AND CHAPTER 1 Use the Read Aloud Routine. As you introduce the text for the first time, read aloud the Prologue and Chapter 1 while students follow along. In this first reading, remind students to focus on understanding the key ideas of the text, such as the status of African Americans during the time described and the disagreements that took place between the colonists and the British government. Have students use p. 81 in their Reader’s and Writer’s Journals to record their responses.

• What did you read?
• What did you learn?
• What questions do you have?
Second Read of the Lesson

CLOSE READING During guided close reading, have students focus on key details that develop understanding of the characters and the narrator in particular. Use the following questions to lead the discussion.

• Using information in the Prologue, what inferences can you make about the narrator? (Based comments like “getting up in age,” references to slavery, and the image of the African American girl on p. 6, the narrator is old, African American, and probably female.) **Key Ideas and Details**

• **Vocabulary** Look at p. 7. Your complexion is your skin tone or color. Why is the narrator’s complexion important? (The narrator is letting the reader know that she is African American.) Later on the page you’ll see the word cringe—to draw back in embarrassment. What’s the opposite of cringing? (being proud) Where does the opposite meaning appear in the Prologue? (in the next sentence)

• According to the narrator, what is wrong with the pictures at the U.S. Capitol? (The pictures show “nary a black face,” even though African Americans are an important part of American history.) **Craft and Structure**

• Page 10 says that many colonists believed that they were slaves to the king. What is the narrator’s reaction to that belief? Why? (The narrator’s reaction is one of disbelief. There was a big difference between the experiences of white colonists, who were not really slaves, and African Americans, who really were; the white colonists did not know anything about enslavement.) **Key Ideas and Details**

• The narrator uses the dialect words ain’t (p. 9) and Chile (p. 10). What does this tell you about the narrator? (She comes from a particular rural area.) **Craft and Structure**

• Look at p. 11 and describe the style of the picture. What does the content of the picture suggest? (The image is realistic. The soldier looks serious and ready for battle. The picture suggests that black soldiers were very dedicated.) **Integration of Knowledge and Ideas**

_Scaffolded Instruction_  

**ENGLISH LANGUAGE LEARNERS**  

**READING ANALYSIS** Some of the sentences in this selection leave out words at the beginning. On p. 9, for instance, the words “Did you” are missing from the start of the first sentence. These omitted words may confuse some students. Help them reread the sentence with Did you at the beginning. Repeat with other, similar sentences.

**STRATEGIC SUPPORT**  

**BACKGROUND** Students may be unaware that Moses was a biblical figure from the Old Testament who led the Hebrew people out of Egypt. On p. 9, the narrator is pointing out that early Egyptians were not interested in celebrating Moses, just as white colonists did not want to celebrate African Americans.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from the Prologue and Chapter 1. For each word, check students' understanding by polling them to see if they know the meaning, know it a little, or don’t know it at all. Teach the words students need to know by using the Text-Based Vocabulary Routine. Ask students to record the information on p. 84 in their Reader’s and Writer’s Journals.

Focus on the word foundation (p. 10). The foundation is the bottom of a building. The foundation holds the building up. What would a foundation be for a country? (Possible response: the customs, products, and ideas that helped start the country and make the country a strong place) Why would the author choose the word foundation? What image might the author be trying to get across by using this word? (Foundation makes people think of buildings, so the author is asking readers to visualize a building and ask themselves how a building is like a nation.)

Text-Based Conversation

Use the Small Group Discussion Routine. Have students go back to the text to identify important information about the Prologue and Chapter 1. Use questions such as these to guide students to identify important elements in the text.

- What points is the author making in the first chapter?
- What details in the chapter support your answer?

You may wish to provide a model through a think aloud, such as the following: I see that the narrator doesn’t want to tell much about her history because some of it might be painful or embarrassing; the text says that American history is full of “things that might make you cringe, or feel angry.” But the narrator also talks about things that make her feel proud. This combination of good and bad seems like a key idea in the chapter.

After small groups have discussed the selection, invite the whole class to compare their selected details and interpretations. Make sure students use specific evidence from the text to support their answers. Explain that you will look at the text again to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Why do you think the writer chose a conversational tone for the text? Use details from the selection to support your response. (Possible responses: The tone makes the stories seem more personal, as if they happened directly to the narrator; The conversational style is more friendly and interesting than a recitation of the facts would be.)
**Reading Analysis  Point of View**

Explain that a story’s **point of view** depends on the narrator, the person telling the story. When the narrator is not a character in the story, the story is told from a **third-person point of view**. The narrator uses pronouns such as **he**, **she**, and **they**. When the narrator is a character, the point of view is **first person**. The first-person narrator uses pronouns such as **I** and **me**.

A third-person narrator may be more objective. By contrast, a first-person narrator usually experiences events directly and offers personal thoughts. Direct students to p. 86 of the *Reader’s and Writer’s Journal*.

**KEY IDEAS AND DETAILS**  Point out that although this text is fiction, the events are real. Ask students to reread Chapter 1 and begin their web graphic organizers. In the center, they can identify the narrator’s point of view. In the outer ovals, have them write words or phrases that describe how the narrator’s point of view affects how events are described.

- **What is the point of view? Which words tell you? (First person: I, me, our)**
- **What is the narrator’s perspective on the U.S. Capitol? Use the text to support your answer. (The narrator says “nary a black face” appears, emphasizing that African Americans are often left out of history.)**
- **The narrator frequently uses words like we and us to refer to African Americans. What effect on the reader does this usage have? (The narrator is identifying with African Americans in history. It makes the events seem more real and direct.)**

**Independent Reading Practice**

**READING ANALYSIS: POINT OF VIEW**  Have students work independently to add to their web graphic organizers by analyzing the narrator’s point of view as it influences events described in the last two paragraphs on p. 13.

**WRITING IN RESPONSE TO READING**  Have students turn to p. 85 in their *Reader’s and Writer’s Journals* to read the prompt. Have them write their responses on a separate sheet of paper: Reread Chapter 1. The narrator says that there were many slaves that fought in the Revolutionary War, but many of them “chose the wrong side” (p. 10). Do you agree or disagree? State your opinion and support it with details from the text.

**Reading Wrap-Up**

**SHARE WRITTEN RESPONSES**  Wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
Scaffolded Instruction for Small Group

READING OBJECTIVES
• Read closely to understand the main themes of a text.
• Explore how the author’s point of view affects the reader’s understanding of events.

STRATEGIC SUPPORT

MONITOR PROGRESS
If...students need support to understand how the narrator’s point of view impacts the way readers understand the events, then...use the Reading Analysis lesson in small group to help focus on the narrator’s perspective.

If...students need extra support to understand the story, then...use the Close Reading Workshop.

Reading Analysis
Have students read pp. 8–12 closely to find references to colonists and see how these references reveal the influence of the narrator’s point of view.
Point out that here the term colonists typically means “English colonists,” or “white colonists.” Give them a copy of the Three Sorting Circles graphic organizer. Have them label the circles positive, negative, and neutral.
Discuss whether specific sentences express an opinion of the colonists that is positive, negative, or neutral. Then lead a discussion on the effect of these statements with questions like Does the narrator’s point of view lead the reader to sympathize with the white colonists? Ask students to imagine how their feelings might be different if the narrator’s viewpoint were different.

Close Reading Workshop
REVISIT HEART AND SOUL Direct students to read the paragraph that begins on p. 10 and concludes on p. 11. Ask the following questions. Have students include text evidence to support their answers.

1 What is the main point of the paragraph? (To show that African Americans, including slaves, helped fight for independence.) How does the author feel about the black soldiers? What clues can you find? (The author is supportive and proud of them, as shown in lines like “Washington was quickly rewarded” by the African American soldiers.)

2 According to the narrator, should Washington be honored for including slaves in his army? Use text evidence to support your response. (No: Washington did not let slaves join at first because he worried that they might use the weapons against their masters. He only changed his mind because he needed more troops.)
What questions do you think soldiers in the Revolutionary War might have wanted to ask Washington after the war? (Possible response: Why didn’t you free people who had risked their lives to save yours?)

EXTENSIONS

If...students understand how the narrator’s point of view impacts the way readers understand the events, then...extend the Reading Analysis lesson by having students focus on how particular word choices and punctuation reinforce the narrator’s perspective.

Reading Analysis

Direct students to reread the last two paragraphs on p. 13, and discuss the following questions:

- The narrator puts two words in quotation marks early in the first of these paragraphs. What is the reason for putting these words in quotation marks? How does this device affect the way the reader thinks about the events in the paragraph? (The words are in quotation marks because they show the author’s belief that the words don’t mean exactly what they seem to mean. In the case of “property,” the quotation marks signal that even though people in the 1700s believed that human beings could be part of “property,” the narrator recognizes that this is not an accurate way of looking at the world. Writing “freedom” in quotation marks also indicates that it can’t really be a war for freedom if many African Americans were still enslaved, since the war was not fought to free them.)

- Why does the author use the quotation marks to convey these ideas instead of saying exactly what he means to say? (Using the quotation marks makes readers stop and think about why they are being used. It might be more powerful for readers to make that discovery themselves instead of having it told to them.)

- What does the narrator think about the denial of freedom to the slaves who didn’t fight for the Americans in the war? Give evidence from the paragraphs to support your opinion. (The narrator thinks it was unfair and sad. Phrases and sentences like “out of luck” and “we didn’t have much reason to celebrate” may be cited in support of this idea.)
Writing

Narrative Writing

**TEACH** Explain that a narrator is a person who tells a story. The narrator has a specific **point of view**, or perspective, about the story’s events. To understand point of view, students must determine **who** the narrator is, and **how** the narrator views the events in the story. A writer can choose different points of view to express different ideas about a subject.

- Who is telling the story?
- What is the narrator’s relationship to the events in the story?
- How does the narrator express his or her thoughts about the subject?
- What details tell about the narrator’s point of view on the subject?

**ANALYZE THE MODEL** Through the discussion, help students see that the author uses words and phrases to reveal the narrator’s point of view. Direct students to reread the first paragraph on p. 7. Explain that these lines give background about who the narrator is, and reveal how the narrator views the subject.

> Most folks my age and complexion don’t speak much about the past. Sometimes it’s just too hard to talk about—nothing we like to share with you young folk.

Point out that phrases like *Most folks my age* and *you young folk* give clues that the narrator is an elderly person. Remind students that *whose* point of view is chosen influences *how* the story is told.

> Our story is chock-full of things like this. Things that make you cringe, or feel angry. But there are also parts that will make you proud, or even laugh a little.

Adjectives like *proud* and *angry* describe the narrator’s feelings about the subject.

Point out that the details in these sentences show the emotions the narrator feels with respect to the subject. Understanding how a narrator expresses what he or she feels helps reveal their point of view about a subject.

> So it’s important that you pay attention, honey, because I’m only going to tell you this story once.

The author builds a relationship between the narrator and the reader.

Explain that a narrator expresses a point of view to a particular audience. The narrator’s point of view influences how the audience will understand the story.
Conventions Verbals  Gerunds

TEACH AND MODEL  Tell students that words ending in -ing are called gerunds when they function as nouns. For example, swimming can act as a verb (She is swimming slowly) or as a noun. In the sentence below, it is a noun, a gerund, formed by adding -ing to the verb swim.

Tonya likes swimming so much that she joined a team.

Have students use p. 88 in the Reader’s and Writer’s Journal for extra practice with gerunds.

Independent Writing Practice

WRITING  Now ask students to use their Reader’s and Writer’s Journals, p. 89, to write 3–5 paragraphs about how point of view influences their understanding of the story. Have them

1. choose a passage from the Prologue or Chapter 1 that shows the narrator’s point of view.
2. consider how this passage would be different if told from a different person’s point of view.
3. analyze how the narrator offers an insight on the subject.
4. use text evidence to express their ideas.

APPLY  Have students practice recognizing gerunds by underlining any gerunds they use.

USE TECHNOLOGY  If available, have students post their paragraphs to an electronic bulletin board for a partner for review.

Writing Wrap-Up

Ask volunteers to present their paragraphs orally. Have the class identify how different points of view change their understanding of the story.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CONVENTIONS  Have students generate a list of simple verbs, such as run, walk, sing, and draw. Help students add -ing to these verbs. Then have them write sentences with these words as gerunds by using sentence starters like Drawing is… and I like singing because…

OPINION  Have struggling students write three opinions beginning I think, such as I think that baseball is fun. Then have them delete the first words of the sentence so the sentence reads simply Baseball is fun. Stress that this is another way to write an opinion sentence.
 LESSON OBJECTIVE
Analyze visual elements in a text, and use evidence to support an opinion.

READING OBJECTIVES
• Explore the text and Enduring Understanding.
• Read for key ideas and details.

Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read Chapter 2 of Heart and Soul and work through the lesson: Readers understand that the theme of a text can be determined by analyzing the author’s use of details/description, point of view, voice, imagery, and mood/tone.

First Read of the Lesson

EXPLORE THE TEXT Preview Chapter 2 with students. Invite them to flip through the pages, paying particular attention to what they can learn from the visual elements. Explain to readers that their first reading of this chapter will be directed at developing a basic understanding of what slavery was like.

Before reading, remind students about the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text?

For additional support in unlocking the text, see the Scaffolded Strategies Handbook.

READ TOGETHER CHAPTER 2 Use the Shared Reading Routine. As you read the chapter for the first time, call on individual students to read paragraphs aloud. If necessary, intervene briefly to help students practice correct pronunciation. To model fluent reading, read the first two paragraphs aloud yourself. In this first reading, remind students to focus on understanding the main points of the chapter. Have students use p. 81 in their Reader’s and Writer’s Journals to record their responses.

• What did you read?
• What did you learn?
• What questions do you have?
Second Read of the Lesson

CLOSE READING During guided close reading, have students focus on key ideas and details from the text. Use the following questions to lead the discussion.

- In the first paragraph on p. 15, what African American tradition does the narrator tell us about? (Black-eyed peas are often eaten on New Year’s Day.) Why does Pap refuse to follow this tradition? (As a slave, he had to eat peas out of a trough like an animal.) What does this story tell the reader about Pap? (He hates anything that reminds him of slavery and he does not want his family to suffer indignities like that.) Key Ideas and Details

- On pp. 15–18, why does the narrator quote Pap directly instead of summarizing what he said? (Quoting makes the recollection more personal and direct. It also provides a different and distinctive voice, including introducing spellings like de and dey for the and they.) Craft and Structure

- Vocabulary Find the word spirituals on p. 18. A spiritual is a type of religious song. What root word does spiritual contain? (spirit) How might this root word help you understand the word’s meaning? (It suggests that these religious songs came from a deep part of the singer’s spirit, or inner sense of being.)

- On p. 18, the narrator says that Africans were “packed like fish” aboard the slave ship. How does this image help the reader understand conditions aboard the ship? (It gives the reader a visual image of fish in a can or a box, packed like sardines. It makes it clear that the people have no room to move.) The same page includes the phrase “keep from dying inside.” What does this mean? (keep from feeling like you’re dead) Craft and Structure

- Vocabulary Find the word plantation on p. 21. What root word is in plantation? (plant) Use this information and context clues to determine the meaning of the word plantation. (a large farm)

ENGLISH LANGUAGE LEARNERS

FIGURATIVE LANGUAGE Help students understand the phrase keep the slaves in line, used on p. 21. Explain that the phrase is an example of figurative language. There is no visible line for the slaves to stand on top of, and the slaves are not lined up. The phrase means “make sure they are following the rules.”

STRATEGIC SUPPORT

CLOSE READING Students may not understand that the word Missus on p. 21 is used to refer to the white woman who lived on the plantation with her husband. “Missus” and her husband owned the farm, and they forced Pap and the other slaves to work there.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from Chapter 2. For each word, check students’ understanding. Poll them to see if they know the meaning, know it a little, or don’t know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 84 in their Reader’s and Writer’s Journals.

Focus on the word vowed (p. 15). Pap vowed not to let anyone treat his family badly. A vow is a very solemn promise. Vowed is the past tense form of a verb, to vow. Why did the author use vowed instead of promised? (Vowed is a stronger word than promised.) What other word might have worked in this sentence? (swore)

Text-Based Conversation

Use the Whole Class Discussion Routine. Have students go back to the text to identify important information from Chapter 2. Use questions such as these to guide students in close reading to identify information and elements of the text’s theme.

- What were some of the worst parts of slavery?
- How did people respond to their lives in slavery?
- What details from the text help you understand what slavery was like?

Have the class discuss their answers to the questions, citing specific text evidence and illustrations to support their answers. Explain that you will look at the text again to better understand the meaning.

TEAM TALK

STATE AND SUPPORT AN OPINION

Use the Team Talk Routine. What do you think was the worst thing that happened to Pap?

Use details from the text to support why or why not. (Possible responses: being kidnapped and taken from his family, since he was only six; being in the slave ship, because the conditions were awful; having to work hard without any rights, because he was treated more like an animal or an object than like a human being; it is hard to choose because many of the things that happened to Pap were unjust and should not have happened.)
Reading Analysis  Visual Elements

Explain that some texts use visual elements to emphasize important ideas. Through choice of subject, colors, and placement in the text, visual elements contribute to the overall meaning, beauty, and tone of the text. By analyzing these elements, readers can understand the theme.

Have students look closely at the pictures that appear in the text. Encourage students to combine what they read and what they see in the images to help them understand meaning in *Heart and Soul*. For instance, the image on p. 14 shows a young boy in a tattered shirt. His expression seems tough and hardened, which suggests that he has endured many trials and has more inner strength than his small frame might suggest. Based on this image, one possible theme for this text might be *People must find inner strength to overcome trials and injustices*.

**INTEGRATION OF KNOWLEDGE AND IDEAS** Have students focus on pp. 16–17. Ask them to use the main idea and key details chart in the back of the book to fill in their answers to the following questions. Students should record information about the visual elements in the Key Details boxes and information about possible themes in the Main Idea box.

- Is the picture drawn realistically or unrealistically? What effect does the style have?
- What people appear in this picture? What are they doing?
- Besides the people, what other elements are in the picture?
- How do the picture elements work together to create meaning?
- Identify one possible theme for the text based on your analysis.

Independent Reading Practice

**READING ANALYSIS: VISUAL ELEMENTS** Have students work to complete their own analysis of the image that appears on p. 20.

**WRITING IN RESPONSE TO READING** Have students turn to p. 85 in their *Reader’s and Writer’s Journals* to write a response to the prompt: Suppose you were to draw a picture of a prayer meeting, such as the ones described in the first paragraph on p. 21. What visual elements and features would you include? How would this image help the reader to understand slavery better?

Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

Reading Analysis
Help students work through the graphic organizer by giving students a possible theme, such as The desire for power and money can lead people to do terrible things. Then, guide them to find visual elements by asking questions about the people, setting, and color palette that make up the image. Encourage students to determine how each element contributes to the theme. Finally ask students to look for connections between these visual elements.

Oral Reading
RATE Have students read a passage from Chapter 2 or from a level-appropriate book from the Independent Reading List. Explain that reading rate refers to reading speed. It’s important to read slowly enough that a reader will read and understand every word, but not so slowly that the meaning of the reading is lost. You may want to demonstrate what not to do by reading too slowly and too quickly as well.

Now have students read two paragraphs orally. Listen as they read. Provide feedback on their reading rate. Encourage each reader to adjust his or her reading speed to make sure meaning is properly conveyed and that the reading is understandable to a listener.

READING OBJECTIVES
• Look closely at visual elements to increase understanding of a text.
• Read fluently at an appropriate rate.

MONITOR PROGRESS
If...students struggle to understand how visual images can support and extend the theme of a text, then...use the Reading Analysis lesson in small groups to help focus on how to analyze visual images.

Fluency Check To provide practice with reading fluently, have students use the Oral Reading activity.
EXTENSIONS

Reading Analysis

First, have students complete their main ideas and key details charts. Then, direct students to analyze the visual elements of the image on p. 20. Have students discuss the following questions:

- **Is the picture drawn realistically or unrealistically?** (realistically) **What effect does this style have?** (Possible answer: The realistic style makes readers or viewers feel as if they are there, which adds immediacy to the picture.)

- **What elements are in the picture?** (The tree appears in the front of the image. Dark storm clouds appear behind it with a very small patch of pink sky underneath. In the background, there are also yellow dashes that look like umbrellas over tiny workers. The white dots might be cotton plants.)

- **How do these elements work together to create meaning?** (Possible response: The fact that the tree is so large suggests that the whipping tree was something that weighed heavy on the minds of enslaved people. Also, the picture shows a gloomy day, which reflects the way people would feel if they were whipped or had to listen to or watch someone being whipped. Altogether, the image suggests that this was a very dark and cruel time in American history. The light patch in the sky, however, suggests that there might be hope for the future.)

- **Identify one possible theme for Heart and Soul based on your analysis.** (Possible responses: The dark aspects of humanity can seem so large and overwhelming; Cruelty casts a shadow over the lives of those it affects; Hope can still exist, even during the darkest circumstances.)

Fluency Check To provide practice with reading fluently, have students use the Oral Reading activity on p. 22.
TEACH Explain to students that a writer uses visuals to illustrate a text and also to add depth to and emphasize key ideas. Additionally, visuals may serve to engage the audience. Point out that there are many different types of visuals such as fine art images, photographs, and graphics.

- What type of visuals did the author choose?
- What key ideas or events do the visuals illustrate?
- How do the visuals affect your understanding of the text?

ANALYZE THE MODEL Through the discussion, help students see that the author uses fine art images to help the reader visualize the text and to develop a deeper understanding of key ideas, events, mood, and tone. Review the images on pp.14–20 with students. Have students discuss what mood each visual creates. Next, help students understand the relationship of the visuals to specific parts of the text.

Pap was captured in 1850 when he was only six years old, and brought to America. (p. 15)

The author uses visuals to deepen understanding of the text’s characters.

Explain that visual on p.14 illustrates what Pap may have looked like, and deepens understanding of his life. Highlight key details, such as Pap’s clothing and the small cabins, and discuss with students how these elements help them understand more about Pap’s life. As students examine visuals, encourage them to consider how the images contribute to the text and how it would be different with different types of images (such as graphics or photographs).

Every morning the slave driver blew the work horn or rang the bell....In the summertime the sun was up early and down late; and the air was hot, heavy, and full of mosquitos. (p. 18)

Visuals add depth to a text's setting and can help the reader understand the text's mood and tone.

Explain that the visual on p.19 details the environments in which slaves lived and worked. Encourage students reread the first three sentences in the last paragraph on p. 18 and discuss how the visual relates to ideas in the text.

Throughout Heart and Soul the author uses fine art visuals. Encourage students to think about how fine art and other visuals, such as photos, contribute to different kinds of texts.
TEACH AND MODEL  Tell students that verbs ending in -ing, -ed, -en, -d, -t, -n, or -ne are known as participles. These can act as adjectives. In *He lashed them with a curling bullwhip* (p. 21), the word *lashed* is a verb, and *curling* is a participle.

growl $\rightarrow$ growling $\rightarrow$ The growling bear ran to the tree.  
wreck $\rightarrow$ wrecked $\rightarrow$ Did you see the wrecked truck?

Have students use p. 88 in the *Reader’s and Writer’s Journal* for extra practice.

**Independent Writing Practice**

**WRITING**  Now ask students to choose one or two visuals from the text and write three paragraphs in their *Reader’s and Writer’s Journals*, p. 89, analyzing how the visuals contribute to the meaning, tone, and beauty of the text. Have them

1. determine which lines of text relate to the visual.
2. consider how the visual emphasizes ideas, and/or details in text.
3. analyze if/how the visual relates to the text’s mood or tone, and explain how the visual deepens their overall understanding of the text.

**APPLY**  When students write their paragraphs during Independent Writing Practice, have them circle any participles they use for additional practice.

**USE TECHNOLOGY**  If available, have students use computers or electronic tablets to post their paragraphs to a classroom internet forum.

**Writing Wrap-Up**  Ask volunteers to read their paragraphs to the class. Have the class discuss how each student’s paragraph deepened their understanding of the visual.

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**ENGLISH LANGUAGE LEARNERS**

**CONVENTIONS**  Have students generate a list of 5-6 participles based on simple verbs such as *run, walk, and talk*. Then have them combine the participle with a noun to make phrases such as *the walking dog, the running girl*, and so on. Help them extend the phrases into sentences as needed.

**STRATEGIC SUPPORT**

**WRITING**  To help students develop their paragraphs, have them use a graphic organizer to record their reasons. Encourage students to ask themselves questions to determine if each reason is effective, such as *How does this support my opinion?* and *Is this reason persuasive enough?*
UNIT 2 • MODULE A

LESSON OBJECTIVE
Understand how to organize to give writing an effective structure.

READING OBJECTIVES
• Explore the text and Enduring Understanding.
• Read closely for key ideas and details.

Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read Chapter 3 of Heart and Soul and work through the third lesson: Learners understand that people respond to inequality and injustice with a variety of tactics.

First Read of the Lesson

EXPLORE THE TEXT Ask volunteers to describe the narrator of Heart and Soul and summarize important information from Chapters 1–2. Have students explain how enslaved people responded to inequality and injustice (by fighting back) and how successful that was (not very). Then have students look at the title of Chapter 3 and the two quotations below it. Have them predict what the chapter will be about and what will happen in the chapter.

Before reading, remind students about the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text? Encourage students to think about what details of the text have been particularly interesting or striking so far. For additional support in unlocking the text, see the Scaffolded Strategies Handbook.

READ INDEPENDENTLY CHAPTER 3 Use the Independent Reading Routine. Model fluency by reading p. 23 aloud. Remind them that in this first reading, students should focus on understanding the “gist” of the text, or the basic outline of what is happening. Encourage students to focus in particular on the narrator’s description of how the slaves responded to injustice in this part of the text. Have students use p. 81 in their Reader’s and Writer’s Journals to record their responses.

• What did you read?
• What did you learn?
• What questions do you have
Second Read of the Lesson

CLOSE READING During guided close reading, have students focus on key ideas and details from the text. Use the following questions to lead the discussion.

- Which phrases does the narrator use to describe what black people thought of the justification of slavery? (They thought the slave owners “were all nuts” or “touched in the head.”) What do these phrases tell you about how people respond to injustice? (These phrases suggest that the enslaved people were upset about the injustice and they use humor to try to explain it. These phrases make the reader laugh while also emphasizes how very wrong the southern slave owners’ opinions were.) **Craft and Structure**

- What were some of the ways that enslaved people took freedom for themselves? (by learning to read or by running away) How might learning to read lead to freedom? (People who can read learn new ideas for themselves and start questioning the injustice around them.) **Key Ideas and Details**

  - **Vocabulary** Using context clues from p. 24, what is an *abolitionist*? (A person who wants to end slavery.)

  - **Vocabulary** Using context clues from p. 24, what was the Underground Railroad? (A network of routes and houses set up to help slaves run away) Why do you think it was given that name? (Underground means “secret” and railroad fits because people moved from place to place as if they were on a train.)

- How does the image of Frederick Douglass (p. 25) support the written description of him on p. 24? (The picture shows Douglass looking serious and determined, which supports the written description of him.) Is the portrait most likely of Douglass before or after he escaped from slavery? Why? (He is well-dressed in this portrait, so this is probably after he escaped.) **Integration of Knowledge and Ideas**

**ENGLISH LANGUAGE LEARNERS**

**VOCABULARY** Help students understand the quotation on p. 23: “I *expose* slavery in this country, because to *expose* it is to kill it.” Explain that expose means to make known or to show. Tell students that Frederick Douglass uses expose to emphasize his point that just showing the simple facts about slavery is enough to convince people that it is wrong and should be abolished.

**STRATEGIC SUPPORT**

**VOCABULARY** Some students may not understand the phrase “spread the gospel” on p. 24. Explain that the word *gospel* often means *truth*, so to “spread the gospel” is to “tell lots of people the truth.”
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from Chapter 3. For each word, check students’ understanding. Poll them to see if they know the meaning, know it a little, or don’t know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 84 in their Reader’s and Writer’s Journals.

Focus on the word *territories* (p. 26). The word *territory* is related to the Latin root *terra*, which means *earth or land*. You may have seen this Latin root in other words, such as *extraterrestrial*, or *not from Earth*. Using this information, what are *territories*? (sections of land) Explain that most states were territories before being admitted to the Union.

Text-Based Conversation

Use the Paired Discussion Routine. Have students draw on information from Chapter 3 to discuss how people respond to inequality and injustice with a variety of tactics. Use the following questions to guide students:

- What real people are named in Chapter 3?
- How did they respond to inequality and injustice?
- How did these people influence others?

Provide students with a graphic organizer, such as a three-column chart, to record important parts of their discussion. To aid discussion, you may wish to provide a model through a think aloud, such as the following: The narrator tells us that people like Tubman and Douglass “lit a fire inside many a slave to take their freedom” (p. 24). This phrase tells me that both Tubman and Douglass inspired other people to fight for freedom. Without inspiration, more people may have waited to run away.

After pairs have discussed the chapter, invite the class to share their answers. Make sure students quote from the text to support their answers. Explain that you will look at the text again to better understand how people respond to inequality and injustice with a variety of tactics.

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Look at p. 22. Why do you think this image was chosen for the beginning of the chapter? Use the text to support your answer. (Possible response: This image was probably chosen because it reflects two important ideas from the chapter. First, the image is filled with cotton, which was one of the largest crops at the time and slave owners used this crop boom to justify their need for slaves. Second, the girl in the image seems angry and frustrated, emotions that led many enslaved people to take their own freedom.)
Language Analysis  Craft and Structure

Tell students that figurative language describes people or things in an unusual and vivid way. Figurative language can include similes (comparisons that use “like” or “as”) and imagery (words and phrases that appeal to the senses). Tell them that figurative language can make writing more interesting. Direct them to p. 87 of the Reader’s and Writer’s Journal.

SIMILE  Ask students to focus on the following sentences from p. 23: “You see, America grew up on slavery. It was like mother’s milk to the new country, and it made her grow big and strong.”

• What comparison does the simile “like mother’s milk” make? (It compares slavery and mother’s milk.)

• How does this comparison emphasize what the narrator is trying to say? (It emphasizes that slave owners thought they needed slavery and had to be weaned from it.)

IMAGERY  Ask students to focus on the following sentence from p. 24: “They lit a fire inside many a slave to take their freedom.”

• What happens when a fire is lit? (It spreads quickly)

• How does the image of a lit fire help you understand how people reacted to Douglass and Tubman? (The image emphasizes how quickly and passionately people responded to Douglass’s and Tubman’s message.)

Independent Reading Practice

LANGUAGE ANALYSIS: CRAFT AND STRUCTURE  Have students work independently to complete their own analysis of figurative language using the phrase “Lion of Anacostia” on p. 24. Explain that Anacostia is the name of the neighborhood where Douglass once lived in Washington, DC. Have students work with a partner to determine what the phrase means.

WRITING IN RESPONSE TO READING  Have students turn to p. 85 in their Reader’s and Writer’s Journals to write a response to the following prompt: The narrator refers to the “white gentlemen running the country” (p. 23). The word gentlemen is usually considered to be polite. Why do you think the narrator chose this term? Write an opinion paragraph to explain your answer. Use evidence from the text to support your opinion.

ACCOUNTABLE INDEPENDENT READING  As students read texts independently, remind them to pay attention to how the author’s style determines the theme of the text.

Reading Wrap-Up

SHARE WRITTEN RESPONSES  Wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
Scaffolding Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to understand figurative language, then...use the Language Analysis lesson in small group to help them interpret it.

If...students need extra support to read closely for text evidence, then...use the Sleuth Steps in the Close Reading Workshop to provide more practice in close reading.

Language Analysis

Help students analyze the phrase “the Lion of Anacostia” by giving students a web graphic organizer. Have students write the word lion in the circle. Help them generate words that describe. Have students list these words along the outside of their organizers. Draw out that some of the words apply equally to both lions and Douglass, notably brave and determined. Sum up by explaining that the nickname is figurative language because it compares Douglass to a lion.

Close Reading Workshop

SLEUTH WORK Have students read “The Price of Freedom” on pp. 18–19 of Sleuth. Then use the steps below to help groups answer the Sleuth questions. Have students include text evidence to support their answers.

GATHER EVIDENCE What clues tell you how Harriet Tubman viewed freedom? (Her quotation at the bottom of the third paragraph says that freedom was exciting, but lonely.)

ASK QUESTIONS List two questions about the Underground Railroad that people may have asked Harriet Tubman before she led them to freedom. (Possible response: How do you know which houses and routes are safe? What obstacles will people face during the journey?)

MAKE YOUR CASE Choose one of the visual elements from the selection. How does this visual help you understand the text? (Possible response: The portrait of Harriet Tubman shows what she looked like. It also suggests that her job in Philadelphia was much different than what she did while working on the plantation.)
PROVE IT  Invite volunteers to share their ideas with the class. Have students ask questions and determine which visual element is the most helpful.

After students discuss the Sleuth work, direct them to pp. 82–83 of the Reader’s and Writer’s Journal to further explore “The Price of Freedom.”

EXTENSIONS

If...students understand figurative language, then...extend the Language Analysis lesson by having students synthesize information from Heart and Soul and “The Price of Freedom.”

Language Analysis

First, have students complete their analysis of the phrase “the Lion of Anacostia.” Then, direct students to reread p. 24 in Heart and Soul and the Sleuth passage, and discuss the following questions:

• What information does Heart and Soul include about Harriet Tubman? (She helped people use the Underground Railroad to escape to freedom. She did her best to spread the gospel of freedom. She inspired many people to take their freedom.)

• What information does “The Price of Freedom” include about Harriet Tubman? (She used the Underground Railroad to escape to freedom in 1849. She preferred death to being an enslaved person. She decided to help her family and many others escape. There was a $100 reward for her capture.)

• Look at the following sentence from “The Price of Freedom”: I was a stranger in a strange land. What does this phrase mean? (It means that someone is new to an area that is unfamiliar.) How does the information from both texts about Harriet Tubman help you understand this phrase? (Harriet Tubman was new to the North when she ran away to claim her own freedom. The area was unfamiliar to her, but over time she knew the area so well that she could help other “strangers” or runaways find their freedom in the strange land of the northern United States.)

• Compare the portraits of Harriet Tubman in both texts. What do they have in common? (They both show Harriet Tubman as a strong woman with a serious expression.) How are they different? (The image in “The Price of Freedom” is a photograph and shows Harriet Tubman as a proper woman. The image in Heart and Soul is a painting and shows Harriet Tubman in clothing that she probably wore when guiding people to freedom. Her expression in this painting suggests that she could handle any situation that she might face while leading people to the North.)
TEACH Explain that an author may write with a particular style to make the narrator's voice more distinctive and engaging. **Dialect** and **idiomatic expressions** are one way an author may express style. Dialect most commonly refers to variations of a language used by people in a specific regional group, while idiomatic expressions are phrases whose meaning can only be understood through context, not the words which make them up.

- What examples of dialect and idiomatic expression are in the text?
- How does the author's use of dialect and idiomatic expression make the text more interesting?

ANALYZE THE MODEL Through the discussion, help students analyze the narrator's dialect and use of idiomatic expression.

We were convinced they were all nuts or, as we would say, “touched in the head.” (p. 23)

Idiomatic expressions provide a more vivid way of explaining ideas and details.

Explain that idiomatic expressions often use vivid language that cannot be understood literally. In this instance, the author uses the idiomatic expressions “nuts” and “touched in the head” to mean “crazy.” Point out that a reader wouldn’t necessarily know the meanings of these phrases by just reading the words; they must be understood in context.

The South was fixin’ for a fight. And so Lincoln had to give ‘em one. (p. 26)

An author’s use of dialect can give a text a more natural or authentic style.

Explain that speakers of certain dialects use a language’s standard vocabulary or grammar in a unique way. Point out that fixin’ and ‘em are examples of dialect, or a different way a person may say the standard English words fixing and them. Often times, an author will include dialect to reflect natural speech in order to make the text seem more authentic and interesting.

Review with students that idiomatic expressions, dialect, and other uses of vivid language influence style by allowing the author to express ideas in many different ways, as opposed to just literally or dryly saying what he or she means.
**Conventions Verbals**

**Infinitives**

**TEACH AND MODEL** Tell students that verbs can appear in different forms. The most basic form of a verb is called the **infinitive**, and it usually follows the word *to*. Examples include *to be*, *to know*, *to allow*, and *to give*. Use the following chart to compare infinitives, gerunds, and participles:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Gerund</th>
<th>Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>to run</td>
<td>running</td>
<td>running</td>
</tr>
</tbody>
</table>

Slaves sometimes tried *to run* away. *Running* away was very dangerous. It’s fun to ride on a *running* horse.

Have students use p. 88 in their *Reader’s and Writer’s Journals* for extra practice.

**Independent Writing Practice**

**WRITING** Now ask students to choose a 5–10 line passage from *Heart and Soul* and write three or more paragraphs in their *Reader’s and Writer’s Journals*, p. 90, analyzing the author’s style.

1. identify different sentence lengths, interesting or unusual word choices, uses of dialect, and idiomatic expressions in the passage.

2. explain how these choices demonstrate the author’s style.

3. analyze how the author’s style contributes to the meaning of the text.

**APPLY** When students write their paragraphs, have them circle any infinitive forms of verbs that they use for additional practice.

**USE TECHNOLOGY** If available, have students use a wiki or other password protected site to post and share the idiomatic expressions they find in the text, along with their definitions.

**Writing Wrap-Up**

Ask volunteers to present their paragraphs orally to the class.

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**ENGLISH LANGUAGE LEARNERS**

**IDIOMS** English language learners may be unfamiliar with many of the idiomatic expressions found in the text. Pair English language learners with a student who can help them decipher the various meanings of idiomatic expressions in the text. Additionally, you may wish to review common idiomatic expressions students may hear everyday in the classroom.

**STRATEGIC SUPPORT**

**IDIOMS** If students have difficulty analyzing the effect of dialect or idiomatic expressions, help them rewrite the sentences or phrases in their passage using plain, standard speech. Then have students compare their rewritten examples with the examples from the text. Ask students to comment on which examples they find more interesting or engaging.
Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read Chapter 4 of Heart and Soul and work through the lesson: Learners understand that people respond to inequality and injustice with a variety of tactics.

First Read of the Lesson

EXPLORE THE TEXT Preview Chapter 4 with students. Invite them to flip through the pages, noting especially what the illustrations show and what stands out about each image. Review the previous lesson’s emphasis on developing organization in writing and explain that this chapter is organized mainly by time order.

Before reading, remind students about the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text?

For additional support in unlocking the text, see the Scaffolded Strategies Handbook.

READ INDEPENDENTLY CHAPTER 4 Use the Independent Reading Routine. Read p. 29 aloud to model fluent reading and then have students read independently. In this first reading, remind students to focus on understanding the “gist” of the text, or what happens and why it happens. Have students use p. 81 in their Reader’s and Writer’s Journals to record their responses.

• What did you read?
• What did you learn?
• What questions do you have?
Second Read of the Lesson

CLOSE READING During guided close reading, have students focus on key ideas and details. Use the following questions to lead the discussion.

- What inference can you make from the image on p. 28? (Possible response: The scene looks very pretty so the owner is probably wealthy.) What do you think Pap might have felt when he looked at the mansion? (Possible responses: Angry, because the owner’s wealth came from Pap’s unpaid labor; Sad, because he wished he could have enjoyed living in that area.) How does the picture support the ideas in the opening paragraph? (It looks like “the gardens of heaven” that the narrator mentions in her description of the scenery in the South.) Integration of Knowledge and Ideas

- What is the “our property” that the overseer mentions on p. 30? (It is the property that he thought belonged to the South.) Craft and Structure

- For Pap, how was life in the Yankee lines different from life on the plantation? (He didn’t eat as well and had to do odd jobs around the battlefields, but he was free, which was the most important part.) Key Ideas and Details

- On p. 30, the Missus says that Pap deserted her, and the narrator says, “Chile, please!” How does this response show one response to injustice? (This phrase suggests that the narrator finds the Missus’s reaction to be ridiculous, which is one way to respond to injustice.) Craft and Structure

- Vocabulary The word molasses (p. 34) refers to a type of food that tastes sweet. Judging from the phrase slow as molasses, what does molasses look and act like? (It is probably a thick liquid that pours out slowly.)

- Vocabulary Read this sentence on p. 34: “. . . in July of 1862 [Lincoln] finally agreed and allowed black folks in the army, although they had to wait until the year was out to join the blacks-only regiments, and were paid less than white soldiers.” What is a regiment? (a group of soldiers)
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from Chapter 4. For each word, check students’ understanding. Poll them to see if they know the meaning, know it a little, or don’t know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 84 in their Reader’s and Writer’s Journals.

Focus on the word Union (p. 30). The word Union meant the United States. How is the word union like the word united? (They begin with the same three letters.) The word part uni- usually means “one.” How is the word united related to the idea of one? (United means being made into one.) What is a union? (Different things, like states, that come together to form one object or group, like a country.)

Text-Based Conversation

Use the Small Group Discussion Routine. Have students identify the sequence of events in Chapter 4 and how African Americans felt about the events. Use questions like these to guide students to explore these ideas.

• How were African Americans allowed to help the early war efforts?
• How did their role change as the war went on? How did the other soldiers feel about the change?
• What did Lincoln promise enslaved people who fought for the Union? What happened when he made this promise? Why?

You may wish to provide a model through a think aloud, such as the following: Pap comes back to his old plantation and tells the slaves that they are free (p. 37). The next paragraph tells how the freed people had “a big jamboree,” which shows how excited they were. But not all the slaves knew how to act after becoming free. It must have been hard to have everything change so suddenly, even if the change was good.

After small groups have discussed the chapter, invite the whole class to compare their responses to the discussion questions and their interpretations of the text. Explain that you will look at the text again to better understand the meaning.

TEAM TALK | STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Look closely at the image on pp. 32–33. What do you think the soldiers were thinking during this battle? Use evidence from the text to support your answer. (Possible responses: They were probably terrified because they might get shot; They were happy because they were fighting to end slavery and become free.)

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Reading Analysis  Description

Explain to students that rereading the text can help them to see that the way places and events are described can affect the way readers perceive them. A writer may choose to describe events, people, or things in ways that are positive or negative. They can also use descriptions to help readers compare places or events.

KEY IDEAS AND DETAILS  Ask students to reread the chapter and focus especially on p. 29. Then, have them complete a compare and contrast graphic organizer. They should write The South in the top section of the organizer. Have them write positive descriptions about the South on the left side of the organizer and negative descriptions on the right side.

- What are some positive adjectives that describe the South? (Possible responses: beautiful, green, giant, warm, rich, and expensive.) What picture of the South does the reader get from these adjectives? (The image of the South is of a wonderful place.)
- What terms are used to describe the slaves and slavery on p. 29? (Terms include raggedy, sad, smelly, ugly, and blood and sweat.) How do those words and phrases compare with the ones used on the top of the page? (These are much more negative descriptions.)
- Which set of descriptions is best supported by the image on p. 28? Why? (The painting shows the beautiful side of the South because it includes lovely green trees and a fine house.) How does the painting illustrate the other side of the South as well? (It also suggests the negative side of the South because the house was built in part with the labor of slaves.)

Independent Reading Practice

READING ANALYSIS: DESCRIPTION  Have students work independently to complete their own analysis of the descriptions of the South before and after the Civil War.

WRITING IN RESPONSE TO READING  Have students turn to p. 85 in their Reader's and Writer's Journals to write a response to the prompt: Explain why Lincoln decided to free the slaves in the Confederate states. Use information from the text to support your explanation.

Reading Wrap-Up

SHARE WRITTEN RESPONSES  Wrap up the reading with students. Ask volunteers to share their Writing in Response to Reading.
Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to understand how descriptions can be compared to increase understanding of places or events, then...use the Reading Analysis lesson in small group to help focus on analyzing and comparing descriptions.

Fluency Check To provide practice with reading fluently, have students use the Oral Reading activity.

Reading Analysis

Help students work through their compare and contrast graphic organizers by guiding them in analysis of the contrast between the plantation and the battlefield. Point out that most of the battles during the Civil War occurred in the South, so this area had both beautiful plantations and dangerous battlefields. Have students reread pp. 29–30 and look for descriptive words and phrases. Ask them to mark important terms with sticky notes. Then have students share what they found and fill in their compare and contrast charts. Start the process if necessary by entering big green mountains and giant trees as tall as buildings in the Positive column, showing students where these phrases appear in the text. Then have students turn to p. 30 and find descriptions of the battlefield. Start if necessary by writing sounded like thunder and fighting all over the place in the Negative column. Ask students to sum up the differences between the two sides of the South by comparing ideas in the two columns.

Oral Reading

ACCURACY Have students read a passage from Chapter 4 or from a level-appropriate books, such as a selection from the Independent Reading List. Explain that reading accurately means reading all the words (and only the words) that are on the page. Without accuracy, the meaning of the text may be lost or changed. As an example, read aloud the last paragraph on p. 34 from Heart and Soul, omitting the word never. Challenge students to identify the word you left out and describe how leaving it out changed the meaning of the sentence.

Now have students read two paragraphs orally. Listen as they read. Provide feedback on how accurately they read.
EXTENSIONS

MONITOR PROGRESS

If... students understand how descriptions can be compared to increase understanding of places or events, then... extend the Reading Analysis lesson by having students respond to extension questions.

Fluency Check To provide practice with reading fluently, have students use the Oral Reading activity on p. 38.

Reading Analysis

First, have students complete their compare and contrast charts based on p. 29. Then, have students analyze descriptions from Chapter 4 and ask them to compare the description of the South before and after the Civil War. Have students discuss the following questions:

• What sensory details and descriptions does the narrator use to tell about the plantations before the war? (Most of the descriptions are visual: Spanish moss on big oak trees, colored glass, silk couches.) Are these descriptions positive or negative? Explain. (Positive: most people would want to live in a place that looked like these plantations.)

• What sensory details and descriptions does the narrator use to tell about the battlefields? (Most of the descriptions have to do with noises: the roaring of the cannon, the moaning and crying of the wounded soldiers.) Are these descriptions positive or negative? Explain. (Negative: these are unpleasant sounds and will make people scared and sad.)

• How do the illustrations in the chapter reinforce the descriptions of the plantations and the battlefields that appear in the text? (The picture of the plantation on p. 28 makes the plantation seem extremely peaceful. The painting of the battlefield on pp. 32–33 is much more grim and chaotic.)

• Based on your analysis, what is the difference between the South before the Civil War and the South after the Civil War? (Possible response: Before the Civil War, the problems and injustice in the South were hidden behind beautiful plantations and incredible wealth. After the Civil War, the South was torn apart by battles and enslaved people were freed, which crumbled the structure of southern society. The beautiful images of southern plantations were destroyed and the South had to be rebuilt.)
Writing

Opinion Writing

Opinion Essay  Develop an Opinion Statement and Introduction

TEACH  Tell students that a writer sometimes just reports facts, but that writing is often more vivid and interesting when the writer includes what he or she thinks about the topic as well. A writer can state an opinion to show a reader his or her position and thoughts on a subject.

• What is your topic?
• What is your opinion about the topic?
• How can you tell the reader what your thoughts are about the topic?
• What details can you add that help get your opinion across?

ANALYZE THE MODEL  Through the discussion, help students see that the author uses words and phrases that make the narrator’s opinion clear. Direct students to reread the first paragraph on p. 7. These lines show the reader that the narrator thinks there are good parts and bad parts to the history of African Americans in America. Emphasize that opinions do not need to be preceded by phrases like I think or I believe. Point out that the second sentence expresses an opinion, because it tells how the narrator feels about certain parts of history. You may wish to distinguish an opinion from a fact, which is a statement everyone agrees is true.

Our story is chock-full of things like this. Things that might make you cringe, or feel angry.

But there are also parts that will make you proud, or even laugh a little.

The narrator introduces the topic (“Our story,” or this history of African Americans) and uses descriptive words to show her opinion. Explain to students that in an introduction to an opinion essay, they should clearly state their topic and offer their opinion. Emphasize that an opinion essay aims to convince or persuade the reader, not just present them with facts.
Conventions  Prepositions

TEACH AND MODEL  Prepositions are words used with nouns and pronouns to tell about time and place. Some common prepositions include about, after, around, at, by, for, from, in, of, off, on, out, over, to, until, with, and without. For example, *Pap was sent to a plantation.* The words *to a plantation* tells where he was sent. Have students use p. 88 in their *Reader’s and Writer’s Journals* for extra practice.

Independent Writing Practice

WRITING  Now ask students to write an introductory paragraph in their *Reader’s and Writer’s Journals*, p. 90, that states an opinion about an issue related to the text. Have them

1. choose a topic about African American history from the text.
2. decide their opinion on the issue.
3. introduce their topic and state their opinion clearly in writing.
4. use strong verbs and adjectives to express their ideas.

APPLY  When students write their Independent Writing Practice paragraphs, have them practice recognizing prepositions by underlining any prepositions they use.

USE TECHNOLOGY  If available, have student pairs use computers or electronic tablets to review and annotate each other’s paragraphs. Reviews should evaluate the strength and relevance of the opinion statements. Have students revise their opinion statements accordingly.

Writing Wrap-Up

Ask volunteers to present their paragraphs orally to the class. Have the class identify the opinion statement in each paragraph.

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Scaffolded Instruction

**ENGLISH LANGUAGE LEARNERS**

**CONVENTIONS**  Nouns, verbs, and adjectives often have exact equivalents in other languages. That is usually not true of prepositions, which can be translated in many different ways depending on the context. Give students examples of how prepositions are used in English.

**STRATEGIC SUPPORT**

**CONVENTIONS**  Some prepositions have other meanings. The word *to*, for instance, can be a preposition (*I went to the store*) or part of the infinitive of a verb (*I like to swim*). Help students identify the prepositional meanings of similar words and distinguish them from other meanings.
Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read Chapter 5 of Heart and Soul and work through the lesson: **Writers understand that opinions are supported with evidence from a variety of resources, through analysis, reflection, and research.**

**First Read of the Lesson**

EXPLORE THE TEXT Preview Chapter 5 with students. Explain that the chapter will tell about the events that took place after the Civil War ended. Review that the end of the previous chapter described how Lincoln was shot and killed, and that his vice president, Andrew Jackson, became president. Ask students to pay attention to the paintings and use them to predict what the lives of African Americans might have been like during this period.

Before reading, remind students about the Essential Questions: **How does the inclusion of visual elements in text contribute to meaning, tone, and perspective?** and **How is theme revealed through details of the text?**

For additional support in unlocking the text, see the **Scaffolded Strategies Handbook**.

READ TOGETHER CHAPTER 5 Use the **Shared Reading Routine**. As you read these chapters for the first time, call on students to read paragraphs aloud. As needed, intervene briefly to help students practice reading with accuracy. Model fluent and accurate reading by reading the first two paragraphs aloud. In this first reading, remind students to focus on understanding the basic events described in the text and how they affected African Americans. Have students use p. 81 in their **Reader’s and Writer’s Journals** to record their responses.

- What did you read?
- What did you learn?
- What questions do you have?
Second Read of the Lesson

CLOSE READING  During guided close reading, have students focus on key ideas that develop the events described in the text. Use the following questions to lead the discussion.

- **Vocabulary**  Look at the title of this chapter: Reconstruction. What word does this word remind you of? (construct or construction) What does construction mean? (building) What does the prefix re- mean, as in reread or rewrite? (again) What do you think reconstruction means? (building again)

- Compare the picture on p. 38 with earlier pictures on p. 14 and p. 22. What do you notice? (Possible response: The people portrayed on p. 38 are better dressed. The man is wearing shoes, a vest, and glasses, and the woman is wearing better clothing. The other pictures show people barefoot and wearing ragged clothes.) What does this suggest about the lives of some African Americans after the war? (Their lives improved because they could afford nicer clothes and had time to learn to read.)

Integration of Knowledge and Ideas

- **Vocabulary**  Find the word sharecropper on p. 43. What two words appear inside this word? (share and crop) What do those words have to do with what sharecroppers did? (They had to give landowners a share of their crop.)

- On p. 43, the narrator says that sharecropping “Wasn’t much different from slavery.” How was it different from slavery? (Different because no one actually owned the sharecroppers and because they could learn to read) How was it the same? (It was the same because they still didn’t earn any money.)

Key Ideas and Details

- **Vocabulary**  During Reconstruction, state governments “wrote new laws called Jim Crow laws that divided everything by race: restaurants, libraries, theaters, schools…. ” Based on this, what were Jim Crow laws? (laws in the South that separated people according to race)

ENGLISH LANGUAGE LEARNERS

- **DIACLECT**  The first line of the chapter uses the double negative “didn’t have nothin’” instead of a negative. This construction is common in slang and dialect but rare in standard English, so explain that in the narrator’s dialect “didn’t have nothing” means “had nothing.”

STRATEGIC SUPPORT

- **PUNCTUATION**  Students may not understand the use of quotation marks in the phrase “in our place” on p. 45. Explain that the quotation marks signal that the narrator is using this phrase sarcastically and as a way to critique how the Ku Klux Klan justified their crimes.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from Chapter 5. For each word, check students' understanding. Poll them to see if they know the meaning, know it a little, or don't know it at all. Teach the words students need to know using the Text-Based Vocabulary Routine. Ask students to record the information on p. 84 in their Reader's and Writer's Journals.

Focus on the word contradict (p. 43). The root word dict means say or speak, as in dictionary. The prefix contra- means against. How do these word parts go together to make the meaning of contradict? (To contradict someone is to say something against or in opposition to him or her.)

Text-Based Conversation

Use the Whole Class Discussion Routine. Have students go back to Chapter 5 to identify important information have about how African Americans were treated during Reconstruction. Use questions such as these to guide students in close reading of the text to find this information.

- What happened in the South after the Civil War?
- What different ideas did people have how African Americans could participate in the economy after the Civil War?
- What positive changes were made in the South after the Civil War? Explain.

You may wish to provide a model through a think aloud, such as the following: I see that African Americans did have some power and advantages in the days after the Civil War. The narrator says on p. 43 that a few African Americans were even elected to Congress. The text adds that slavery ended, more African Americans learned to read, and African American men had the right to vote. But the narrator also says that life was difficult for most African Americans during Reconstruction and that troops didn’t protect them from violent groups like the Ku Klux Klan. So, there are good things and bad things going on.

As students share their ideas, be sure they use specific parts of the text to support their answers. Explain that you will now dig deeper in the text to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Was the Freedmen's Bureau helpful to African Americans? Use details from the text to support your answer. (Possible responses: Yes: It helped educate African Americans throughout the South; No: It gave land to African Americans, but that wasn’t useful because the land already belonged to whites who wanted it back, and the Bureau didn’t stop them from taking it.)
Language Analysis  Craft and Structure

Focus students on rereading the text to better understand the author’s language choices and how they shape meaning. Remind students that a writer uses precise words to reinforce and emphasize their ideas or to create vivid images.

**WORD CHOICE** Ask students to focus on two examples of precise word choice.

- Look for the phrase *bright idea* on p. 39. Does the narrator think that sending black people to Africa is actually a good plan? (No) How can you tell? (The phrase is enclosed in quotation marks, which lets the reader know that the narrator is being sarcastic.)

- On p. 43, the narrator says that Pap’s old master was “a crook.” What other words could the narrator have used? (Possible responses: a mean man, a criminal, a bad person) Why do you think the narrator chose *crook* instead of these other words? (*Crook* sounds less formal than some of these other words and makes the reader feel more sympathetic to Pap and his family.)

**IMAGERY** Focus on the last sentence at the bottom of p. 39.

- What image does the narrator use to show the value of the Confederate dollar? (It was less valuable than clay from the ground of Georgia.)

- What makes this image effective? (The image comes from the South, and the words *red* and *clay* appeal to the senses.)

**Independent Reading Practice**

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have students work independently to complete their own language analysis of a passage from the last two paragraphs of Chapter 5.

**WRITING IN RESPONSE TO READING** Have students turn to p. 85 in their *Reader’s and Writer’s Journals* to write a response to the prompt: Reread Chapter 5. Use details from the text to write an opinion paragraph explaining why you think Reconstruction did not work well for African Americans.

**ACCOUNTABLE INDEPENDENT READING** As students read texts independently, remind them to pay attention to how the author’s style determines the theme of the text.

**Reading Wrap-Up**

**SHARE WRITTEN RESPONSES** Wrap up today’s reading with students. Invite students to share their Writing in Response to Reading.
Scaffolded Instruction for Small Group
STRATEGIC SUPPORT

MONITOR PROGRESS
If...students struggle to understand how a writer uses language to create meaning in the text
then...use the Language Analysis lesson in small group to help focus on word choice.
If...students need extra support to understand the story,
then...use the Close Reading Workshop in small group to provide scaffolded support.

Language Analysis
Read the last two paragraphs of the chapter, and focus on how the author uses language to create meaning. The first sentence includes the word “progress” in quotation marks. Explain that quotation marks can mean that the narrator disagrees with the use of the word. Ask students how African Americans progressed during Reconstruction. (Possible responses: freedom from slavery, right to vote, access to education.) Ask what else happened to African Americans during this period. (Possible responses: terror from the Ku Klux Klan, mistreatment from former masters.) Ask students if the narrator would argue that African Americans benefitted from Reconstruction (no). Point out that by putting the word progress in quotation marks, the narrator is minimizing the positive effect of the changes and supporting her point that Reconstruction didn’t actually do all that much for African Americans living in the South.

Close Reading Workshop
REVISIT HEART AND SOUL  Direct students to reread the paragraph on p. 43 that begins “Some black folks moved west...” Ask the following questions about the paragraph. Have students include text evidence to support their answers.

1. What is the main point of the paragraph? (sharecropping was a lot like slavery) In what way was sharecropping like slavery? (The former enslaved people could not get out of debt easily, and African Americans didn’t dare challenge whites even after the war.)

2. Who does the narrator blame for the fact that sharecropping was so bad for African Americans? (The landowners) What clues can you find? (“ol' master” cheated Pap out of money that was his.)
List two factual questions that you have about sharecropping.
(Possible responses: Was this system the best solution for the African Americans who stayed in the South? What could the government have done to help landowners treat sharecroppers fairly?)

EXTENSIONS

Language Analysis
First have students complete their own language analysis of a passage from the end of Chapter 5. Then, have students explore the idea of parallelism, or parallel sentence construction, as it appears in the chapter. Have students reread the first paragraph on p. 39 and point out the phrase “to own property, to vote, or to read.” Explain that this is an example of parallel construction because it includes three (or more) parts, all the parts use the same part of speech (in this case, a verb), and all the verbs are in the same form (in this case, to plus the infinitive).

- Find another example of parallelism on p. 39. (“burned, abandoned, and looted”) How is this example different from the example above? (The words are in the past tense, not the present, and no infinitives are used.)

- How else might the narrator have described what happened to the cities without using parallel structure? (Possible response: The cities were burned. The people abandoned the cities. The cities were looted by the soldiers.) Would this revision have been as effective? (Possible response: No, because it breaks up each idea into a separate sentence. The version in the text places the ideas closely to emphasize how much the South had been destroyed.)

- Find an example of parallelism in the last full paragraph on p. 43. (“read, write, and figure”) How is this example different from to own property, to vote, and to read? (It leaves out the word to.)

- How does this example of parallelism support the narrator’s main ideas? (It lists the different opportunities that African Americans had after the Civil War)

- In general, what makes parallel structure effective? (It has a strong rhythm, which emphasizes the ideas by making them easier to remember. It is also a short way of linking ideas that go together, which makes them easier to see the connections between them.)
Writing

Opinion Writing

Opinion Essay  Gather Evidence

TEACH  Explain to students that a writer uses reasons and evidence to support an opinion. This technique strengthens the writer’s case and helps to convince readers that an opinion is valid or worth reading.

• What idea or ideas is the writer trying to express?
• What facts or evidence seem to support that idea?
• What reasons does the writer use to support an opinion?

ANALYZE THE MODEL  Through the discussion, help students see that the narrator uses reasons and evidence to support her opinion that injustice is harmful and its effects are overwhelming. Direct students to read pp. 43–45. In these pages, the narrator gives evidence to show how injustice continued even after slavery was abolished.

Point out the narrator includes evidence from Pap’s life to support her opinion, such as the second paragraph on p. 43.

After Pap settled his debt to the owner, he’d get the rest of the money owed him for the crop. It sounded like a fair deal, but ol’ master was a crook. When he and Pap settled at the end of the year, he always found a way not to pay Pap.

The narrator uses stories from Pap’s life as evidence to support her opinion.

Explain that on p. 45 the narrator uses factual events and details from the past to give further evidence and reasons about how and why African Americans continued to suffer injustice.

After a while the government seemed to just give up on Reconstruction…. state governments wrote new laws called Jim Crow that divided everything by race: restaurants, libraries, theaters, schools, markets, drinking fountains, you name it.

The narrator offers historical facts and details to emphasize the injustice.

Stress that, by combining reasons and evidence, the narrator emphasizes her opinion. Review that merely stating an opinion isn’t sufficient—students must offer logical, relevant reasons and evidence to show why an opinion is valid. Explain that the narrator presents her reasons and evidence to create a distinct emotional impact and support her opinion about injustice. By using reasons and evidence, the reader can easily understand why injustice is both harmful and overwhelming. Finally, explain that direct quotations from people with first-hand knowledge of a subject, real-world examples, and verifiable facts are the most credible and persuasive forms of evidence.
Conventions  Prepositional Phrases

TEACH AND MODEL  Explain that a preposition is always part of a phrase that begins with the preposition and ends with a noun or pronoun. In the sentence *Much of the South was destroyed by the war* (p. 39), for instance, *by* is a preposition and *by the war* is a prepositional phrase. Prepositional phrases may include adjectives or more than one noun, but they do not include verbs. Other prepositional phrases include *of red Georgia clay* (pp. 39–43) and *in our place* (p. 45). Have students use p. 88 in their *Reader’s and Writer’s Journals* for extra practice.

Independent Writing Practice

WRITING  Now ask students to write two or three paragraphs in their *Reader’s and Writer’s Journals*, p. 90, that develop their opinion statements from the previous lesson. Have them

1. gather supporting evidence, such as facts, details, quotations, and other information.
2. use the evidence to develop at least three reasons that support their opinion statements.
3. organize the reasons in a logical order.

APPLY  When students write their paragraphs during Independent Writing Practice, have them circle any prepositional phrases they use.

USE TECHNOLOGY  If available, have students use computers or electronic tablets to type their paragraphs. Have students e-mail their paragraphs to a partner for review. Student pairs should read each other’s work and offer comments in an e-mail reply.

Writing Wrap-Up

Ask volunteers to read their paragraphs to the class. Have the class identify the reasons and evidence that support each opinion statement.

ENGLISH LANGUAGE LEARNERS  

**FIGURATIVE LANGUAGE**  Help students interpret the phrase “slowly fell backward” on p. 45. Tell them that this is an example of figurative language. African Americans did not actually fall. This language supports the narrator’s point that African Americans lost freedoms during this time. Point out that the narrator further supports this idea by including evidence about sharecropping and the voting tax.

STRATEGIC SUPPORT  

**CONVENTIONS**  Help struggling students understand that a phrase is a group of words, and a prepositional phrase is made up of a preposition and a noun, pronoun, and any words modifying the noun or pronoun. Reinforce that phrases do not have verbs.
UNIT 2 • MODULE A

LESSON OBJECTIVE
Analyze theme and understand how to support an opinion.

READ OBJECTIVES
• Explore the text and Enduring Understanding.
• Read closely for key ideas and details.

Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read Chapter 6 of Heart and Soul and work through the lesson: Readers understand that the theme of a text can be determined by analyzing the author’s use of details/description, point of view, voice, imagery, and mood/tone.

First Read of the Lesson

EXPLORE THE TEXT Preview Chapter 6 with students. Have them read the title of the chapter and predict what kind of information the chapter will present. Then invite them to flip through the pages to check their predictions, looking at both text and illustrations.

Before reading, remind students about the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text?

For additional support in unlocking the text, see the Scaffolded Strategies Handbook.

READ TOGETHER CHAPTER 6 Use the Shared Reading Routine.
As you read these chapters for the first time, call on students to read paragraphs aloud. If necessary, intervene briefly to help students practice correct pronunciation. Model fluency by reading one or two paragraphs aloud yourself. In this first reading, remind students to focus on getting a good overview of the text by understanding the main events in the chapter and which characters are involved. Have students use p. 91 in their Reader’s and Writer’s Journals to record their responses.

• What did you read?
• What did you learn?
• What questions do you have?
Second Read of the Lesson

CLOSE READING  During guided close reading, have students focus on key ideas and details from the text. Use the following questions to lead the discussion.

• Why were the black soldiers on the frontier nicknamed “Buffalo Soldiers”? (because their hair reminded the Choctaws of buffalo fur) Do you think this nickname was a compliment or an insult? Explain. (Possible responses: Compliment, because buffalo are strong; Insult, because the Choctaw were fighting against the African American soldiers.) Key Ideas and Details

• On p. 48, the narrator says that Aunt Sarah was “about as chatty as an oak tree.” What does she mean? (Aunt Sarah didn’t talk very much, so the narrator compares her to something that does not talk at all.) Craft and Structure

• Vocabulary  The government didn’t honor treaties it made with the Native Americans. Using context clues from p. 48, what is a treaty? (an agreement between two nations, governments, or groups of people) Integration of Knowledge and Idea

• What was life like in Oklahoma for African Americans? Use details from the chapter to support your answer. (Life was difficult both physically and socially. The work included building cabins and digging wells. Also, African Americans weren’t always allowed to vote or even to buy land or to settle in certain towns.) Key Ideas and Details

• Look at the pictures of Pap as a sharecropper on p. 42 and as a buffalo soldier on p. 50. How is Pap different in the pictures? (Pap is wearing ordinary clothes in the first picture and a military uniform in the second one. He’s doing taking a break from farm work in the first and sitting on a horse in the second.) Integration of Knowledge and Ideas

• Vocabulary  The word frontier refers to the edge of something. What does it refer to on p. 51? (The edge of the part of the United States that had been settled by European Americans.)

ENGLISH LANGUAGE LEARNERS

Vocabulary  Help students understand multiple meaning words like credit (p. 47), fine (p. 48), and bill (p. 51). Have students explain meanings of these words they already know (such as duck’s bill or dollar bill). List these on the board. Add the meanings of these words as they appear in this chapter.

STRATEGIC SUPPORT

Figures of Speech  Students may not understand the term unwritten rule (p. 43). Explain that an unwritten rule is a rule that is based on custom, or common behavior, in an area. Point out that the narrator is describing the customary rules in the South, which made it difficult for African Americans to demand their rightful pay.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from Chapter 6. For each word, check students’ understanding. Poll them to see if they know the meaning, know it a little, or don’t know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 94 in their Reader’s and Writer’s Journals.

Focus on the word uncharted (p. 47). In this word, the root word chart means map. If you charted a place, what did you do? (Drew a map of it.) If a place is uncharted, what does that mean? (No one ever drew a map of it.)

Text-Based Conversation

Use the Small Group Discussion Routine. Have small groups go back to the text to identify important information about the events of Chapter 6. Use questions such as these to guide students in close reading to locate and understand the details of the events in the text and what they tell about African Americans in the late 1800s.

• Why did African Americans move to the frontier?
• What information does the reader learn about the Seminoles and their history? Why is this information important?
• Where did Aunt Mary go after the war? How was Aunt Mary’s town different from the South?

You may wish to provide a model through a think aloud, such as the following: The narrator says that there was racism in the West. At the bottom of p. 48, it says that people in many towns wouldn’t even let African Americans move in. That explains why African Americans set up their own communities—they had to! Instead of going back home, the African Americans who settled these towns built a whole community instead.

After small groups have discussed the chapter, invite the whole class to compare their details and interpretations, using evidence from the text. Explain that now you will dig deeper into the text to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Do you think Pap and Aunt Sarah should have moved back to Virginia or stayed in the West? Use details from the text to support your answer. (Possible responses: They should have moved: Family is important and life was very hard on the frontier; They should have stayed in the West: There was less racism in the West.)
Reading Analysis  Theme

Explain that the theme of a work is the author’s message about life. Readers can identify theme by first identifying the topics in a text. Next, readers can analyze the writer’s use of details, point of view, and other evidence that relates to the topic. Finally, the reader should attempt to answer questions like What is the author saying about the topic? and What lesson about life should the reader learn? After answering these questions, the students should be able to write a theme statement using the topic. Then direct students to p. 92 of the Reader’s and Writer’s Journal.

KEY IDEAS AND DETAILS Have students fill out a graphic organizer, such as Web A chart in the back of the book, as they answer the following questions. Have them place the topic freedom in the middle of the web and record related details around it.

- Where does the topic appear in this chapter?
- Does this topic appear earlier in the text as well?
- What details does the narrator use to describe this topic?
- What do you think the narrator is trying to say about this topic?
- What lesson about life should the readers be learning from the text?

Independent Reading Practice

READING ANALYSIS: THEME Have students work independently to make another web using a different topic from Chapter 6. Have students use this topic and text evidence to identify another theme in the text.

WRITING IN RESPONSE TO READING Have students turn to p. 95 in their Reader’s and Writer’s Journals to write a response to the prompt: Reread the first two full paragraphs on p. 48. Use details from the text to write an informative paragraph explaining how the government’s treatment of Native Americans was like its treatment of African Americans.

ACCOUNTABLE INDEPENDENT READING As students read texts independently, remind them to pay attention to how the author’s style determines the theme of the text.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS
If...students struggle to understand how to use a topic and evidence from a text to determine theme, then...use the Reading Analysis lesson in small group to help focus on determining theme.

If...students need extra support to understand the story, then...use the Close Reading Workshop in small group to provide scaffolded support.

Reading Analysis
Help students locate evidence related to the topic freedom. Model filling out the web by recording relevant passages from Chapter 6. Ask students to use their notes to determine where the topic freedom appears earlier in the text. Have volunteers find relevant text evidence to share, such as the statement “You can't blame a person for taking his freedom when he gets the chance” on p. 30. Guide students to determine how details, point of view, and other evidence develop theme. Help students write a theme statement like All people deserve freedom.

Close Reading Workshop
REVISIT HEART AND SOUL Direct students to reread the paragraph on p. 48 about the Seminoles. Ask the following questions about the paragraph. Have students include text evidence to support their answers.

1. Why did the government attack the Seminoles? (The government didn’t like that the Seminoles were accepting of African Americans.) Did the attacks succeed? Explain. (Yes, most of the Seminoles were forced to leave Florida.) Did the U.S. government lose anything in the fighting? Explain. (Yes, the war cost millions of dollars and many soldiers were killed.)

2. Some might say that the U.S. government won the fight against the Seminoles. Do you think that this is an accurate statement? Why or why not? (Possible response: No, it took a long time, a lot of money, and many lives to get the Seminoles to leave.)

3. List two opinion questions about the conflict between the Seminoles and the U.S. government. (Possible responses: Was there a more peaceful solution to the conflict between these two groups? Could the Seminoles have won if they had used more troops?)
EXTENSIONS

MONITOR PROGRESS
If...students understand how to use a topic and evidence from a text to determine theme, then...extend the Reading Analysis lesson by having students respond to extension questions.

Reading Analysis
Remind students that texts often have more than one theme. Use the topic responding to challenges to help them determine another theme. Reread the first paragraph of the chapter and discuss the following questions:

• What evidence related to responding to challenges appears in this chapter? (Possible responses: Buffalo soldiers responded bravely to the challenges of battle, which led the Choctaw and many townspeople to respect these soldiers. Many Native Americans were forced to leave their homes; they did not have the resources to overcome this challenge. African Americans met resistance when they tried to move West, but they persevered and made their own communities.)

• What evidence does the narrator use to describe this topic in other chapters? (Possible responses: One response to the challenges of enslavement was that enslaved people sang songs to warn runaways or give instructions to help others run away. Another response was that people tried to take their own freedom through violence. People like Frederick Douglass and Harriet Tubman responded to slavery by running away themselves, encouraging others to follow, and appealing to people in power to help stop slavery. During Reconstruction, African Americans faced many challenges and were treated poorly, but many people tried to make their lives better despite these difficulties.)

• What do you think the narrator is trying to say about this topic? (Possible response: She is saying that African Americans faced many challenges throughout American history. In general, their responses show perseverance and a desire to use nonviolence to obtain freedom.)

• What lesson about life should the readers be learning from the text? (Possible response: One of the best responses to a challenge is to persevere no matter what.)
WRITING OBJECTIVES

• Establish an effective organizational structure.
• Use objective pronouns with prepositional phrases correctly.

Writing

Opinion Writing

Opinion Essay
Organize Ideas

TEACH Explain to students that when writing, it is important to develop organization, or put ideas in an order that makes sense. Tell students that it can be very hard to follow a piece of writing if the writing is poorly organized. To determine which method of organization an author uses, the reader should ask “How are the ideas in one paragraph related to the ideas in the next paragraph?” and “What transitional words and phrases are used to connect ideas?”

ANALYZE THE MODEL Point out that the author uses cause and effect to organize the ideas within the chapter. After describing how Fredrick Douglass urged free slaves to move West on p. 48, the narrator states:

There had been a lot of fighting over slavery out in Oklahoma and Nebraska, so when black folks showed up looking to claim land, you can imagine they weren’t exactly greeted with a welcome mat. The word so shows cause and effect.

Guide students to see that this part of the narrative is organized according to cause (fighting over slavery out West) and effect (black people weren’t always welcomed out West).

DEVELOP WRITING SKILLS Explain that another effective way of organizing opinion essays to persuade the reader is to order the ideas by importance (most to least or least to most). Explain that each organizational structure can be effective in different ways.

By starting with the most important argument, readers can instantly engage the reader by offering the most compelling idea.

By beginning with supporting arguments and ending with the most important, the writer can build a strong develop of the most important argument and leave the reader with a lasting impression.

Encourage students to use a specific organization to clarify their ideas, such as cause-effect, time order, or problem solution.
Conventions Prepositions and Pronouns

TEACH AND MODEL Tell students that there is always a noun or a pronoun after the preposition in a prepositional phrase. Point out these examples from the chapter: hundreds of them (p. 48) and to live with us (p. 52). Present the following chart to help students understand that pronouns must always be in the objective case after a preposition. The bolded words are in the objective case.

<table>
<thead>
<tr>
<th>I → me</th>
<th>you → you</th>
<th>he → him</th>
<th>she → her</th>
</tr>
</thead>
<tbody>
<tr>
<td>we → us</td>
<td>they → them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students use p. 98 in their Reader’s and Writer’s Journals for extra practice.

Independent Writing Practice

WRITING Now ask students to develop their opinion paragraphs from the previous lesson by drafting an outline in their Reader’s and Writer’s Journals, p. 99. Have them

1. choose an organizational structure.
2. sort the information they gathered previously into an outline.
3. revise and reorganize body paragraphs based on their outlines, and add transitions to link ideas and clarify organization.

APPLY When students write their outlines during, have them note any prepositions and their corresponding noun or pronoun.

USE TECHNOLOGY If available, have students use online organizers or software with outline-creating features.

Writing Wrap-Up

Ask volunteers to present their outlines orally to the class.

ENGLISH LANGUAGE LEARNERS

FIGURATIVE LANGUAGE The phrase a little Indian blood in the family (p. 47) may be confusing to some students. Point out that blood is used figuratively—it simply means that a person is related to or descended from Native Americans.

STRATEGIC SUPPORT

CONVENTIONS Help struggling students by posting the chart with the objective form of each pronoun along with an example of its use, such as He gave it to me, The present is from us, and It’s on the table beside her.
Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read Chapter 7 of Heart and Soul and work through the lesson: Writers understand that opinions are supported with evidence from a variety of resources, through analysis, reflection, and research.

First Read of the Lesson

EXPLORE THE TEXT Preview Chapter 7 with students. Tell students that the word migration in the chapter title is related to the word migrate, which means to travel to a new place. Invite them to flip through the pages, looking particularly at how the images in the text differ from the images in previous chapters, and ask them to try to develop a basic idea of what the chapter will be about.

Before reading, remind students about the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text?

For additional support in unlocking the text, see the Scaffolded Strategies Handbook.

READ INDEPENDENTLY CHAPTER 7 Use the Independent Reading Routine. Read the first two paragraphs aloud yourself, to model fluent and accurate reading. In this first reading, remind students to focus on understanding the key ideas in the text: what happens, why it happens, and how it happens. Have students use p. 91 in their Reader’s and Writer’s Journals to record their responses.

• What did you read?
• What did you learn?
• What questions do you have?
Second Read of the Lesson

CLOSE READING During guided close reading, have students focus on key ideas that describe and explain events. Use these questions to lead the discussion.

- On p. 53, what does Jim Crow term refer to? (laws that limited what African Americans could do) What does the phrase under the thumb of Jim Crow mean? (being oppressed by these laws) Why might the writer have used this phrase instead of simply writing oppressed by racism? (It creates a more vivid image and personifies the oppressive Jim Crow laws.) Craft and Structure

- Vocabulary The word immigrant is related to the word migrate. What is an immigrant (p. 54)? (a person who moves to a new country) What other word in this chapter is related to migrate? (migration)

- Vocabulary Using context clues from p. 54, what is a boll weevil? (A boll weevil is a beetle that eats cotton plants.)

- What reaction did white Southerners have when the African Americans started to leave the South? (They were unhappy and tried to stop them.) Why did they react this way? (African Americans did much of the work in the South at the time and whites needed their labor.) Key Ideas and Details

- On p. 54, what does the narrator mean by “they couldn’t stop us from leaving any more than they could stop the rain from falling”? (No one can stop rain from falling because it is a force of nature. In the same way, African Americans leaving the South was a force of nature.)

- Look at union on p. 56. In an earlier chapter, you learned a different meaning of this word. How are these meanings similar? (A labor union is a group of workers that band together to improve pay and working conditions. The Union was the United States. The words both describe joining different things into one group.) Craft and Structure

ENGLISH LANGUAGE LEARNERS
Help students understand the sentence If we all upped and left, they would have been in a real fix (p. 54). Explain that upped and left means “got up and left” and that a real fix means “a real problem.”

STRATEGIC SUPPORT
Provide a map of the United States to help students understand how people moved during the Great Migration. Help students locate places mentioned in this chapter, such as Chicago, Philadelphia, and Virginia.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from Chapter 7. For each word, check students' understanding. Poll them to see if they know the meaning, know it a little, or don't know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 94 in their Reader’s and Writer’s Journals.

Focus on the words depended (p. 56) and independent (p. 56). Point out that these two words are antonyms, or opposites. What is the root word in each term? (depend) If you depend on someone, what do you do? (You need them to do things for you.) What does the suffix -ed mean? (It signifies the past tense.) What does the prefix in- mean? (It means not.) What does independent mean? (not dependent)

Text-Based Conversation

Use the Whole Class Discussion Routine. Have students go back to the text to identify important information about events in Chapter 7. Use questions such as these to guides students in close reading to identify the motivations of African Americans in the text.

• What made African Americans want to leave the South? What made them want to stay?
• Why did some African American workers work during strikes?

You may wish to provide a model through a think aloud, such as the following: When the narrator’s family moved north, they celebrated when their train crossed the Mason-Dixon Line, the border between the North and the South. Crossing that line was a symbol of a new life. The narrator also says that her family “moved from the Jim Crow car to cars where white folks sat.” A “Jim Crow car” was the only place African Americans could sit. When the narrator’s family moved cars it wasn’t just symbolic; it showed that life really would be different in the North.

Have students use parts of the text to support their ideas. Explain that you will now dig deeper into the text to better understand the meaning.

TEAM TALK - STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Do you think the rumors about African Americans in the North were accurate? Use text evidence to support your answer. (Possible responses: Yes: The narrator says that African Americans were much more independent in the North because they had to find their own homes, jobs, and food. No: Conditions in the North were a little better than in the South, but African Americans still experienced discrimination and hardships.)
Reading Analysis  Tone

Explain that tone is the narrator’s attitude towards a particular subject or topic. Tell students that words that describe tone include hopeful, compassionate, friendly, objective, angry, disappointed, and harsh. Point out that the details in a narrator’s descriptions can reveal tone, especially because the tone can change from one part of a text to another. By analyzing the narrator’s descriptions, students can better understand narrator’s tone and how it shapes their understanding of the text.

Provide students with a two-column chart graph organizer and have them write In the South and In the North in the headers.

KEY IDEAS AND DETAILS Focus on the narrator’s description of the North and the South on pp. 53–54.

- What words and phrases does the author use to describe the South after Reconstruction?
- What feelings does she evoke?
- What words and phrases does the narrator use to describe the North?
- What feelings does she evoke?
- What is the narrator’s overall tone when writing about the South? When writing about the North?

Independent Reading Practice

READING ANALYSIS: TONE Have students work independently to identify the narrator’s tone in discussing labor unions and their effect on African Americans. Students should note important details from the descriptions and write a statement naming the narrator’s tone about this subject.

WRITING IN RESPONSE TO READING Have students turn to p. 95 in their Reader’s and Writer’s Journals to write a response to the prompt: Write an opinion paragraph that answers the following question: Do you think that World War I helped African Americans succeed in the North? Use the information from the text and consider the author’s tone in your answer.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

Reading Analysis
Help students work through their two-column charts to analyze the narrator's tone. First, help students identify words and phrases that the narrator uses to describe the South (Possible responses: “some of the darkest since slavery,” “walk with our eyes downcast,” “The South was home”). Next, ask them what emotions the narrator is evoking, or bringing up for readers, with these descriptions (mostly negative). Finally, have students use their answers to determine the narrator’s overall tone toward the South (Possible responses: solemn, disappointed, critical). If necessary, provide students with additional tone words. Have students repeat this process for the narrator’s description of the North. Encourage students to write a summary statement that describes how the narrator’s tone changes when she describes the North.

Oral Reading

**EXPRESSION** Have students read a passage from Chapter 7 or from a level-appropriate book, such as a selection from the Independent Reading List. Point out that different parts of the story should be read aloud in different ways. As an example, explain that on p. 54 the start of the second full paragraph should convey excitement. Have students listen as you read the paragraph through “It all sounded pretty fine” using appropriate expression. Ask students to pay attention to how you use your voice to indicate emphasis and emotion.

Have students read two paragraphs orally. Listen as they read. Provide feedback on their expression. Encourage each reader to adjust his or her volume to express both the meaning and emotions behind the words they read.
EXTENSIONS

MONITOR PROGRESS

If...students understand how to determine tone, then...extend the Reading Analysis lesson by having students respond to extension questions.

Fluency Check To provide practice with reading fluently, have students use the Oral Reading activity on p. 62.

Reading Analysis

EXTEND CONCEPTS Tell students that tone can include more than just written language, but may encompass illustrations as well. Have students think about the narrator’s tone regarding the Great Migration. Remind students that this movement is the central focus of the chapter, and discuss the following questions:

• What would you say is the tone in the painting on p. 52? Why? (Possible response: The tone is serious yet hopeful, because the family is reasonably well dressed and their expressions are serious. But, the fact that they are all together suggests that they are on their way to making a new, better life somewhere else.)

• What about the tone of the painting on p. 55? Use details from the image to explain your answer. (Possible response: This painting has an excited and hopeful tone, showing people looking happy to see friends and family members as the train arrives. All the people seem to be dressed well. People are showing excitement by leaning out of the windows and waving.)

• Where do the tones from the paintings appear in the text? Use details and descriptions in the narrative to help you identify the tone. (Possible response: In the text, the narrator describes the promise of more money, more jobs, and somewhat more freedom, which encouraged people to move north. Also, at the end of the chapter, the narrator says that World War I and the Great Migration “pulled over a million of us out of the South and helped us onto our feet.” This statement adds to the hopeful tone of the images. It also changes to an upbeat, positive tone from the more solemn tone that the narrator used earlier to describe the results of African Americans moving and working in the North.)
Writing

Opinion Writing

TEACH Explain that it is necessary to evaluate the reasons and evidence used to form an opinion. Sometimes the evidence may be irrelevant, insufficient, or not clearly tied to the reasons used to support an opinion.

- Does this evidence relate to the opinion?
- Is there enough detail within the evidence to support the opinion?
- Is the evidence clearly connected to the opinion?

ANALYZE THE MODEL Help students see that the author offers relevant evidence related to the main idea, or claim, of the third paragraph on p.54. Additionally, the evidence gives specific detail about, and is clearly connected to, the main idea.

Now, leaving was easier said than done. White folks didn’t exactly want us to go. The author presents a claim.

Explain that the above sentences put forth an idea, but doesn’t offer any evidence. Direct students’ attention to the next sentences in the paragraph to show how the author adds evidence.

After all, we worked their fields and paid their rents. If we all upped and left, they would have been in a real fix. The author offers evidence tied to a reason in order to support the claim.

Point out that the author gives evidence about why “white folks didn’t want us to go” and sufficiently and clearly ties it to the topic by offering a reason: “If we all upped and left, they would have been in a real fix.”

So they tried their best to stop us. They banned Northern black papers; police officers harassed black folks at the train stations; clerks ignored us when we tried to buy train tickets; and they even stopped the train service in some places altogether. The author uses specific details to provide relevant evidence to support the claim.

As students read each reason listed, encourage them to ask themselves “Does this piece of evidence relate to the author’s claim?” Emphasize that students should be able to explain how each piece of evidence they provide connects to and supports their opinion. If students are unable to make this connection, the evidence may be irrelevant.
Conventions  Preposition or Adverb?

TEACH AND MODEL  Explain that it can be difficult to determine if a word is being used as a preposition or as an adverb. Tell students that the only way to tell is to look at how the word is used in speech or in writing.

| Many people worked inside. | They went inside the factory. |

In the first sentence, inside is an adverb because there is no object after it. In the second sentence, inside is a preposition because it is followed by an object (the factory). Have students use p. 98 in their Reader’s and Writer’s Journals for extra practice.

Independent Writing Practice

WRITING  Have students use their Reader’s and Writer’s Journals, p. 99, to revise their opinion essays. Have students

1. peer review essays to identify weaknesses in reasons or evidence.
2. delete any irrelevant evidence.
3. add relevant evidence, such as facts, precise details, quotations, and transitions, to their essays.
4. include and develop their ideas to make connections between evidence and their opinions clear to the reader.

APPLY  For additional practice, have students circle any prepositions they use when revising their essays during Independent Writing Practice.

USE TECHNOLOGY  If available, have students use computers or electronic tablets to revise their paragraphs.

Writing Wrap-Up

Ask volunteers to present their revisions orally to the class.

ENGLISH LANGUAGE LEARNERS

IDIOMS  Have students read the expression racism had been spoon-fed to generations (p. 56). Explain that very young children are fed by their parents with spoons. Help students see the connection between this image and the book’s discussion of racism.

STRATEGIC SUPPORT

WRITING  Students may have difficulty making connections between evidence and their opinions clear. As students revise their paragraphs, provide a three-column chart organizer with labels: opinion, evidence, and connection. By organizing and focusing on each piece of evidence individually, students may have greater ease drawing connections to their opinions.
Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read Chapter 8 of Heart and Soul and work through the lesson: Readers understand that the theme of a text can be determined by analyzing the author’s use of details/description, point of view, voice, imagery, and mood/tone.

First Read of the Lesson

EXPLORE THE TEXT Preview Chapter 8 with students. Invite them to flip through the pages, noting text features like illustrations and captions. Ask students to read the opening sentence of each paragraph; remind them that the opening sentence usually gives the reader a good idea of what the whole paragraph will be about. Remind readers that their first reading of these chapters will be directed at developing an understanding of places, people, and events.

Before reading, remind students about the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text? For additional support in unlocking the text, see the Scaffolded Strategies Handbook.

READ TOGETHER CHAPTER 8 Use the Shared Reading Routine. As you read this chapter for the first time, call on students to read paragraphs aloud. If necessary, intervene briefly to help students practice correct pronunciation and fluent reading. Read one or two paragraphs aloud yourself to model reading with expression. In this first reading, remind students to focus on understanding the “gist” of the text, or what happens and which people are involved. Have students use p. 91 in their Reader’s and Writer’s Journals to record their responses.

• What did you read?
• What did you learn?
• What questions do you have?
Second Read of the Lesson

CLOSE READING  During guided close reading, have students focus on key ideas that help them understand the events of the early 1900s. Use the following questions to lead the discussion.

• **Vocabulary** In the first sentence of the chapter, the narrator uses the word *dreadful* to describe the summer. Read the rest of the paragraph. Then use context clues to help you decide what *dreadful* means. (awful, terrible) What is an antonym for *dreadful*? (wonderful, great)

• On p. 65, what is the narrator's opinion of Chicago? What details does she use to support her opinion? (She likes Chicago a lot; she mentions movies, shows, good food, and a great baseball team.) In the narrator's opinion, how does Chicago compare to Harlem? (Chicago is wonderful, but Harlem is even better) **Key Ideas and Details**

• How was life different for men and for women in the period described in the chapter? Give examples from the text to support your answer. (Men ran the country, and women were expected to focus only on home and family; women couldn’t vote, married women couldn’t own property.) **Key Ideas and Details**

• Look at p. 68. What makes the women pictured different from one another? (They aren’t the same ages, and they aren’t dressed the same way.) What conclusion can you draw about the women who worked for black women’s voting rights? (They weren’t limited to just one kind of woman—one age group or one social class.) **Integration of Knowledge and Ideas**

• Look at the sentence “We were not going back to the kitchen” in the second full paragraph on p. 69. Why is the word not in italics? What does that tell the reader? (It adds extra stress to the word, and it shows that the women were very determined to make changes in their lives.) **Craft and Structure**
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from Chapter 8. For each word, check students' understanding. Poll them to see if they know the meaning, know it a little, or don't know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 94 in their Reader's and Writer's Journals.

Focus on the word combination (p. 63). The word combination is a noun. It's a form of the verb combine. What does combine mean? (to join) The word combination ends with the suffix -ation, which makes it a noun. Using what you already know about the word and the suffix, as well as the context clues on p. 63, what do you think combination means? (a mixture of people)

Text-Based Conversation

Use the Paired Discussion Routine. Have students go back to the text to identify important information about the events and people in Chapter 8. Use questions such as these to guide students in close reading to identify and interpret facts in the text.

- What is the worst or most unfair thing that is described in Chapter 8? Why? What is the best or most hopeful thing? Why?
- Was there anything good that came out of the bad things? What?

You may wish to provide a model through a think aloud, such as the following: In Chapter 7, I think the worst thing described might have been the way that Southern whites tried to keep blacks from going North. On p. 54 it says that in parts of the South they banned black papers and even stopped train service. That's pretty awful. Now, did anything good come out of that? Well, most of the blacks who wanted to leave the South found a way to do it. And it probably helped gave them more self-confidence. So even though what happened was bad, there was some good in it as well.

After pairs have discussed the chapters, invite the whole class to compare their answers and interpretations. Have students support their answers with specific aspects of the text. Say that you will look at the text again to understand it better.

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. What do you think was the worst part of being a woman in the time described by the chapter? Explain, using details from the text. (Possible responses: not being able to vote, because that meant not being able to help run the country; not being allowed to go to college, because that would mean no education.)
Focus students on rereading the text to better understand the author’s use of parallel structure and figurative language. Explain to students that an author may use parallel structure—repetition of the same pattern of words in a sentence—to show that the ideas share the same level of importance. He may also use figurative language to help readers develop mental images. Direct students to p. 93 of the Reader’s and Writer’s Journal.

**SENTENCE STRUCTURE**
- Read the first sentence in the second full paragraph on p. 65. What words show the same pattern, or parallel structure? (dancing, wearing)
- Look at the third sentence on p. 69. What parallel structure does the author use to show that women were treated as second-class citizens? (The author repeats the verb and adverb “not allowed” in the same sentence, using the repetition to make the point that there were many things women could not do that men could.)

**FIGURATIVE LANGUAGE** Focus on p. 65.
- Look at the first full paragraph on p. 65. What does the narrator mean when she says that folks were looking “sharp as a tack”? (Possible response: The folks were dressed up very fancy in their best clothes.)
- What does the narrator mean when she says, “... oh, they just put a spell on us.” (Possible answer: Jazz was so wonderful that it was like people were in a dream when they listened to the musicians play it.)

**Independent Reading Practice**

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have students work independently to complete their own analysis of an example of figurative language that appears on p. 69, such as “It was very much a man’s world” or “there was a big storm comin’, honey.”

**WRITING IN RESPONSE TO READING** Have students turn to p. 95 in their Reader’s and Writer’s Journals and use a separate sheet of paper to write a response to the prompt: What is the most effective example of figurative language in the chapter?

**ACCOUNTABLE INDEPENDENT READING** As students read texts independently, remind them to pay attention to how the author’s style determines the theme of the text.

**Reading Wrap-Up**

**SHARE WRITTEN RESPONSES** Wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS
If...students struggle to understand sentence structure and figurative language,
then...use the Language Analysis lesson in small group to help focus on imagery.

Close Reading Check To provide practice with reading sections of a text in depth, have students use the Close Reading Workshop activity.

Language Analysis
Help students read the final paragraph of the chapter closely and focus on the image of a storm coming. Use the Web A graphic organizer. Write the word storm in the center oval. Ask students what a storm is like. Write their answers in the diagram. Draw out that storms can be dangerous because of heavy rains leading to flooding, lightning strikes, and high winds; point out that while it might be fun to watch a storm from a safe place inside a building, it is much less fun to be caught outdoors in one. Explain to students that in this case it's as though a storm is coming, and what is about to happen will have an effect on the United States. Wrap up by asking if the effect will be positive or negative and how students know (negative, because it's being compared to a storm).

Close Reading Workshop
REVISIT HEART AND SOUL Direct students to look at p. 69. Have them reread the two paragraphs beginning "Women had been fighting..." and "In the spring of 1912..." Ask the following questions about the paragraphs. Have students include text evidence to support their answers.

1. What were some of the strategies women used to gain the vote? (Wrote letters, published articles, marched) Were these strategies used by women of just one race or by both black and white women? (Both black and white) Did the women all work together or were there divisions? (There were divisions; some white women didn't want to work with blacks.)

2. Which of the strategies women used do you think was most effective? Why? (Possible responses: Marching was most effective because it attracted a lot of attention; people saw how badly women wanted to vote.)
3. What questions would you want to ask the women who marched for the right to vote? (Possible responses: Did it take a lot of courage to march? How did it feel when you voted for the first time?)

EXTENSIONS

Language Analysis

Direct students to reread the quotations on p.63, below the title, and discuss the following questions:

- Whom does W.E.B. DuBois refer to when he writes We? (African Americans.)

- What does DuBois mean by saying “We return from fighting”? Use information from earlier chapters to help you answer this question. (He’s talking about the black soldiers returning from Europe, where they were fighting World War I.) What does DuBois mean when he says “We return fighting”? Use details from this chapter in your answer. (He means that African Americans are fighting for their rights in a way that is like the way they fought on the battlefields during World War I.)

- What parallel structure does Elizabeth Cady Stanton use in her quotation? (She uses short, inverted sentences that start with the verb instead of the subject.) How does the structure reinforce Stanton’s message? (Because the sentences are short and start with verbs, the sentences are powerful, as is her message.)
Writing

Opinion Writing

**TEACH** Tell students that transitions help clarify the organization and purpose of a section of text. Transitions can also clarify the links between evidence, reasons, and opinion. The clarity of transitions helps make opinion writing more convincing.

- How does the author structure the text?
- What is the author’s opinion or claim?
- What transitions does the author use?

**ANALYZE THE MODEL** Explain that the time transitions in the following sentences on p. 65 introduce the idea that life for African Americans in Chicago and Harlem in the present time had changed from how it was in the past.

*Now,* Chicago was something special. We had the strip on the South Side where we could go watch a movie, see a show, or have soul food.... but at that particular time, most of the action was in Harlem, in New York City.

Have students read the following sentences on p. 65 and p. 69. Explain that the writer uses sequence transitions to connect evidence to the claim that life had changed for African Americans. Point out that the sequence transitions reveal that this section of text has a chronological structure.

*Since America was founded,* women never had any say about what happened outside the home.... *In the spring of 1912* women took to Washington, DC, and New York City streets and marched for our right to vote.... *On the second day of November, 1920,* we marched our legs right into the voting booth, because we’d finally won the right to vote.

Remind students that the writer must provide reasons and evidence to support the claim that life had changed for African-Americans. Emphasize that transitions can introduce specific pieces of evidence, and also help the writer give a structure to the text. Tell students that as they revise their opinion essays, they should focus on using transitions to solidify their organization and their line of reasoning.
Conventions  Coordinating Conjunctions

TEACH AND MODEL  Tell students that a coordinating conjunction joins two independent clauses to form a compound sentence. Have students use their Reader’s and Writer’s Journal p. 98 to practice coordinating conjunctions.

Honey, it broke our hearts. We just walked right past them.
Honey, it broke our hearts, but we just walked right past them.

Usually a comma goes before the conjunction. Common coordinating conjunctions include and, but, so, for, nor, or, and yet.

Independent Writing Practice

WRITING  Now ask students to turn to p. 99 in the Reader’s and Writer’s Journal. Have them work with a different partner than in the previous lesson and peer review essays to determine how transitions can be added to strengthen the essay. Have them

1. determine the essay’s overall structure and suggest transitions which can clarify organization and purpose.

2. identify their partner’s opinion statement and suggest transitions which can connect it to evidence and reasons.

3. revise based on partner feedback.

APPLY  When students write their paragraphs, have them highlight any coordinating conjunctions they use for additional practice.

USE TECHNOLOGY  Student pairs should read each other’s revisions and offer comments in an e-mail reply.

Writing Wrap-Up

Ask volunteers to present one revision they made to the class.

ENGLISH LANGUAGE LEARNERS

FIGURES OF SPEECH  Have students explore the phrase uplift the race (p. 65). Explain that uplift means to lift up, or to make something better, and that the race refers to African Americans. Help students put the two parts of the phrase together to see that it means, “improve the lives of African Americans.”

STRATEGIC SUPPORT

CONVENTIONS  Point out that conjunctions can also be used to join words and phrases, not just independent clauses. In the sentence I have a cat and a dog, the word and joins words, not independent clauses, so it doesn’t need a comma preceding it.
UNIT 2 • MODULE A

LESSON OBJECTIVE
Analyze an author's style and voice.

READING OBJECTIVES
• Explore the text and Enduring Understanding.
• Read closely for key ideas and details.

Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read Chapter 9 of Heart and Soul and work through the lesson: Learners understand that people respond to inequality and injustice with a variety of tactics.

First Read of the Lesson

EXPLORE THE TEXT Preview Chapter 9 with students. Invite them to flip through the pages noting dates and determining the main ideas of the chapter from looking at the illustrations. Remind readers that their first reading of this chapter will be directed at developing an understanding of the people and events.

Before reading, remind students about the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text?

For additional support in unlocking the text, see the Scaffolded Strategies Handbook.

READ TOGETHER CHAPTER 9 Use the Shared Reading Routine. As you read these chapters for the first time, call on students to read paragraphs aloud. If necessary, intervene briefly to help students practice correct pronunciation. Read one or two paragraphs aloud yourself, to model fluent reading. In this first reading, remind students to focus on understanding the key points of the text, or what happens and which people are involved. Have students use p. 91 in their Reader’s and Writer’s Journals to record their responses.

• What did you read?
• What did you learn?
• What questions do you have?
Second Read of the Lesson

CLOSE READING  During guided close reading, have students focus on details about the events of the story. Use the following questions to lead the discussion.

• On p. 71, the narrator says that many people left Southern farms. Why did they leave? (The boll weevil, which ate cotton, came back.) Some of these people left the South altogether. What advantages were there in going north? (Less racism and better-paying jobs.) Key Ideas and Details

• What does it mean in the first paragraph on p. 72 when it says, “the U.S. stock market crashed”? Use context clues. (The value of stocks went way, way down.) Craft and Structure

• Vocabulary  Look at p. 72. The text says, “Banks, mines, and other businesses went bankrupt.” What context clues help you understand what bankrupt means? What does bankrupt mean? (“Millions of people lost every nickel they kept in the banks…” Bankrupt means “unable to pay one’s debts”)

• What was the Great Depression like for ordinary Americans? Use details from the text to support your answer. (It was a very hard time. Lots of people lost their jobs or didn’t earn enough to live on. Some people lost their houses and had to live in tents.) Key Ideas and Details

• Vocabulary  On p. 74, the text says that black soldiers were segregated from white soldiers. If integrated means mixed together, what does segregated mean? (Kept apart)

• What can you learn from the pictures on pp. 75–76? (Possible answers: the kinds of uniforms soldiers and pilots wore in World War II, the pride and determination that the black troops felt) Integration of Knowledge and Ideas

ENGLISH LANGUAGE LEARNERS

IDIOMS  Help students understand the idiom for a spell, used on p. 71. Explain that this has nothing to do with spelling words, but simply means for a while or for some time. If needed, review that many English words have more than one meaning.

STRATEGIC SUPPORT

BACKGROUND  Students may not understand that Japan and Germany were on the same side in World War II. Explain that United States, England, and the Soviet Union were on one side in the war, and Japan, Germany, and Italy were on the other side.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from Chapter 9. For each word, check students’ understanding by polling them to see if they know the meaning, know it a little, or don’t know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 94 in their Reader’s and Writer’s Journals.

Focus on the word abandon (p. 72). The word abandon is a verb in the first full paragraph on p. 72: “…farmers were forced to abandon their land.” What does abandon mean? (To leave something behind.) Why would the author choose to use abandon instead of a different word, like leave? (Abandon is a more precise word and has an implication that makes the leaving seem more permanent.)

Text-Based Conversation

Use the Small Group Discussion Routine. Have students go back to the text to identify important information about World War II in Chapter 9. Use questions such as these to guide students in close reading to learn about the events of the war.

- How did the war begin? How did the United States become involved in the war?
- How were black soldiers involved in the war? How did they feel about their role?

After groups have discussed the chapters, invite the whole class to compare their selected details and interpretations. Make sure students use specific parts of the text to support their answers. Explain that you will look at the text again to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Do you agree with the narrator when she says in the last full paragraph on p. 74 that blacks had as much—or more—to lose as whites if Hitler won the war? Use details from the text to support your answer. (Possible responses: Yes: Hitler hated blacks and would try to kill them if he took over. No: Blacks were oppressed in the United States and things might not have been much worse under German rule.)
Focus students on rereading the text to better understand how the author’s writing style and voice affect the way readers think about the people and events described in the narrative.

**KEY IDEAS AND DETAILS** Have students look for examples of the narrator’s voice in the text. Distribute the 2-column chart graphic organizer. Have students label the left column header *Description* and the second column header *Examples*. Guide students in filling out the organizer with information about the narrator’s voice. Use information and examples on pp. 71–72. Direct students to p. 96 of the *Reader’s and Writer’s Journal*.

- Would you characterize the narrator’s voice as formal or informal? Why? (Informal; she uses idioms and contractions.) In the left column, write *informal*. In the right column, opposite *informal*, write how you know it is informal. Use words or phrases to record your evidence.

- Is the narrator’s voice personal or impersonal? Explain. (personal; she describes how events affected her family, and she’s speaking to someone.) Put this information into the next line of your organizer.

- Is the voice distant or immediate? That is, does it feel like the events are a very long way away and a very long time ago, or does the narrator make you feel that things are happening in front of you? Explain. (immediate; the events are described as they happen.)

**Independent Reading Practice**

**READING ANALYSIS: VOICE** Have students work independently to complete their own analysis of the narrator’s voice as it appears in the final three paragraphs of the chapter on p. 77.

**WRITING IN RESPONSE TO READING** Have students turn to p. 95 in their *Reader’s and Writer’s Journals* and respond to the prompt: If you could choose just one word to describe the narrator’s voice, what would that word be? Why? Give at least one example from the text of the narrator’s voice matching the word you chose.

**Reading Wrap-Up**

**SHARE WRITTEN RESPONSES** Wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
**Scaffolded Instruction for Small Group**

**STRATEGIC SUPPORT**

**MONITOR PROGRESS**

If...students struggle to understand how voice can be identified and described, then...use the Reading Analysis lesson in small group to help focus on identifying voice from details in the text.

**Fluency Check** To provide practice with reading fluently, have students use the Oral Reading activity.

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**Reading Analysis**

Help students read p. 77 closely and focus on the types of words the narrator chooses. On the board, draw a 2-column chart and label the columns *Formal* and *Informal*. Help students fill in some paired examples of formal versus informal language, such as *I will* (formal) compared to *I’ll* (informal), *people* as compared to *folks*, or *Mr. Brown* compared to *Joey*. Then have students look through the first full paragraph on p. 77 for examples of each kind of language. List examples they find (such as *I’m*) in the appropriate column of the chart. Repeat with *personal/impersonal* and *immediate/distant*. Finally, have students pick which of the words most obviously describes the narrator’s voice, perhaps because students found the most examples of that descriptor.

**Oral Reading**

**RATE** Choose a level-appropriate book, such as a selection from the Independent Reading List. Point out that when you read aloud, it’s difficult for your audience to hear and understand you if you go too fast or too slow. Explain that good readers read aloud slowly enough to make sure the audience can hear, but fast enough that listeners don’t lose interest. Read a passage from the book at an appropriate rate. Point out that it is fine to change the reading rate when an important or exciting part comes in, mostly by slowing down slightly for an important part and speeding up somewhat for an exciting part.

Have students read the same paragraph aloud. Listen as they read. Provide feedback on their reading rate. Encourage each reader to adjust his or her rate to convey the meaning and the emotional content of the words they read, but to keep to a generally steady speed.
EXTENSIONS

MONITOR PROGRESS
If...students understand how voice can be identified and described, then...extend the Reading Analysis lesson by having students answer more questions about informal and formal voice in narratives.

Fluency Check To provide practice with reading fluently, have students use the Oral Reading activity.

Reading Analysis
EXTEND CONCEPTS Direct students to reread the paragraph after the break on p. 72, beginning “In the late thirties...,” and discuss the following questions:

• Find an example of an informal word that helps you see this paragraph as written in an informal voice. (Possible answers: didn’t care much for; wasn’t; So much for “Supreme,” honey.)

• How could you rewrite the informal words and phrases so the chapter would sound more formal? (Possible answers: disliked for didn’t care much for; was not for wasn’t; Schmeling was not supreme after all for So much for “Supreme,” honey.)

• What effect does using the informal, conversational forms of words and phrases have on the reader? (The reader feels more connected to the narrator, as though the reader is in a conversation with the narrator.)

Oral Reading
RATE Choose a level-appropriate book, such as a selection from the Independent Reading List. Point out that when you read aloud, it's difficult for your audience to hear and understand you if you go too fast or too slow. Explain that good readers read aloud slowly enough to make sure the audience can hear, but fast enough that listeners don’t lose interest. Read a passage from the book at an appropriate rate. Point out that it is fine to change the reading rate when an important or exciting part comes in, mostly by slowing down slightly for an important part and speeding up some what for an exciting part.

Have students read the same paragraph aloud. Listen as they read. Provide feedback on their reading rate. Encourage each reader to adjust his or her rate to convey the meaning and the emotional content of the words they read, but to keep to a generally steady speed.
Writing

Opinion Writing

Opinion Essay  Develop a Conclusion

TEACH  Explain to students that a writer provides a concluding paragraph in order to summarize an essay’s main points. Additionally, an author “draws a conclusion” by providing an additional insight about the topic or a call to action. The concluding paragraph offers a chance to reiterate the validity and importance of an author’s opinion.

• What are the text’s main points?
• What new insight or call to action is presented in the concluding paragraph?

ANALYZE THE MODEL  Help students see that the narrator summarizes by restating points in a shorter form and with fewer details. Direct students to reread the last paragraph on p. 77. Point out that this paragraph “draws a conclusion” by calling for action to be taken.

It didn’t make sense. We had gone to war for our country to stop racist people from taking over the world, and yet at home Jim Crow held us in his grip just as tightly as before.

The narrator briefly summarizes the main idea of the chapter.

Point out to students that the above sentences briefly summarize a main point detailed throughout the chapter—African Americans fought for a country that still didn’t treat them equally. The author provides a summary of this idea to remind the reader of its importance.

We figured, if our soldiers were able to fight and defeat racism overseas, why couldn’t we do it here?... It was time to make things right. Jim Crow’s days were numbered.

The narrator offers a new, concluding idea.

Point out that the narrator does not just summarize, but leaves the reader with new thoughts as well. Read the lines “It was time to make things right. Jim Crow’s days were numbered.” on p. 77. Stress that these lines do not restate an idea from earlier in the text, but offer a new insight about future action.

Explain that a good conclusion often includes an additional insight like the one above. Encourage students to write their conclusion paragraphs with the goal of inspiring the reader to agree with their opinions, and to take some action as well.
Conventions  Interjections

TEACH AND MODEL  Explain that interjections are words or short phrases that usually express emotion. Tell students that interjections usually stand on their own; that is, they’re considered sentences by themselves. Some interjections include:

<table>
<thead>
<tr>
<th>Wow!</th>
<th>Oh, no!</th>
<th>Hurray!</th>
<th>Uh-oh!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ouch!</td>
<td>Aha!</td>
<td>Yuck!</td>
<td>Psst!</td>
</tr>
</tbody>
</table>

Point out that interjections usually have exclamation marks following them. Have students use their Reader’s and Writer’s Journal p. 98 to practice interjections.

Independent Writing Practice

FORMATIVE ASSESSMENT  Now ask students to review the essay that they have been working on. Have them write a concluding paragraph in their Reader’s and Writers’ Journals on p. 100. Have them:

1. include a brief summary of their main ideas or points.
2. add at least one new insight, reflection, or “call to action”.

APPLY  When students write their paragraphs during Independent Writing Practice, have them circle and interjections they use.

USE TECHNOLOGY  If available, have students use computers or electronic tablets to type clean copies of their complete essays.

Writing Wrap-Up

Ask volunteers to present their paragraphs orally to the class. Have the class identify at least one summary statement in each paragraph and identify the concluding idea.

ENGLISH LANGUAGE LEARNERS

IDIOMS  Students may not know that the sentence Jim Crow’s days were numbered on p. 77 is an expression that means it would soon be over. Tell students the phrase is a way of saying You can count how many days are left before it ends. You may want to help students interpret other figurative language examples too.

STRATEGIC SUPPORT

CONVENTIONS  Point out that when the narrator puts words in quotation marks (like experiment on p. 77), she is often signaling that she thinks the word isn’t a good one. In this case, she means it is silly to do an experiment when people should have known how well blacks could fight.
Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read Chapters 10–11 of *Heart and Soul* and work through the lesson: *Writers understand that opinions are supported with evidence from a variety of resources, through analysis, reflection, and research.*

First Read of the Lesson

EXPLORE THE TEXT Preview Chapters 10–11 with students. Invite them to flip through the pages, noting text features like chapter numbers, illustrations, and captions. Remind readers that their first reading of these chapters will be focused on developing an understanding of people, changes, and events.

Before reading, remind students about the Essential Questions: *How does the inclusion of visual elements in text contribute to meaning, tone, and perspective?* and *How is theme revealed through details of the text?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook.*

READ INDEPENDENTLY CHAPTERS 10–11 Use the Independent Reading Routine. Read the first two paragraphs of Chapter 10 aloud while students follow along. Then have students continue reading on their own. In this first reading, emphasize that students should focus on understanding the “gist” of the text, or what happens and which people are involved. Have students use p. 91 in their *Reader’s and Writer’s Journals* to record their responses.

- What did you read?
- What did you learn?
- What questions do you have?
Second Read of the Lesson

CLOSE READING During guided close reading, have students focus on important ideas and events in the narrative. Use these questions to lead the discussion.

- **Vocabulary** Look at second paragraph on p. 79. *Lubricating* is a form of *lubricate*, which comes from a Latin word meaning *slippery*. What do you do when you *lubricate* an engine? (You make it slippery by oiling the moving parts.)

- In the last paragraph on p. 79, the narrator says that African Americans try to downplay the athletic successes of black people. Why might that be? (Blacks are known for being good at sports, African Americans should be known for many other things as well.) **Key Ideas and Details**

- **Vocabulary** Look at p. 80. What is synthetic rubber? Use the fact that it is made from peanuts or sweet potatoes to help you decide. (Artificial rubber)

- Look at p. 84. What are the children in the picture about to do? (Integrate an all-white school) What expressions do you see on their faces? What emotions are they probably feeling? Explain. (They were probably scared and worried; they look serious; they are clutching their books tightly.) **Integration of Knowledge and Ideas**

- Look at p. 85. What does *separate but equal* mean? (Things like schools and buses would be divided so blacks and whites were in different places, but the places would be equally good.) Which part of *separate but equal* was accurate? Which part was not? (Things were separate but not equal.) **Key Ideas and Details**

- What did people in Montgomery do to protest unequal treatment on the buses? (They stopped riding the buses.) Was the boycott violent, peaceful, or a mix of both? Why? (peaceful; Martin Luther King urged blacks to keep the boycott peaceful because he believed this was the best way to get African Americans what they wanted.) **Key Ideas and Details**

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**ENGLISH LANGUAGE LEARNERS**

**BACKGROUND** Students may not know that the term *Good Book*, used on p. 80, means the Bible. Explain that *Good Book* is a nickname for the Bible, which in turn is a holy religious book, especially for Christians and Jews.

**STRATEGIC SUPPORT**

**BACKGROUND** Students may not know that the Supreme Court (p. 85 and p. 89) is the most powerful court in the United States. Explain that if the judges on this court decide that a law should be changed, then the government has to change the law.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from Chapters 10–11. For each word, check students’ understanding. Poll them to see if they know the meaning, know it a little, or don’t know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 94 in their Reader’s and Writer’s Journals.

Focus on the word protest (p. 80). What does it mean to be a part of a protest? (to show that you disagree with some policy) What is one example of a protest described in this chapter? (the bus boycott in Montgomery)

Text-Based Conversation

Use the Paired Discussion Routine. Have students go back to the text to identify important information about people mentioned in Chapters 10–11. Use questions such as these to guide students in close reading to find what was important about various people in the text.

• Choose a person mentioned in Chapter 11. What do you learn about him or her?
• What details in the text support the way you think about this person?

You may wish to provide a model through a think aloud, such as the following: Chapter 10 gives some information about George Washington Carver. I know that he was an inventor who loved nature. The text says that he had a “genius for making plants grow” (p. 80), so he probably had a lot of patience and was very careful. I also believe that Carver was amazingly creative. The text says that he made all kinds of things from plants, including soap and ink!

After student pairs have discussed the chapters, invite the whole class to compare the information they found and the conclusions they drew about each figure. Make sure students use specific parts of the text to support their answers. Explain that you will look at the text again to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Reread the list of inventions on p. 80 in the paragraph beginning “One of our finest inventors...” Which invention listed do you think was most important to the world? Why? (Possible responses: Charles Drew separating blood, because it allowed thousands of people to get better when they are sick; Garrett Morgan’s traffic light, because there would be lots more deaths in traffic without it.)
Language Analysis  Craft and Structure

Reread the text to better understand figurative language and how it shapes meaning. Idioms, metaphors, and other phrases can make writing more vivid and fun to read. Direct students to p. 97 of the Reader’s and Writer’s Journal.

FIGURATIVE LANGUAGE  Ask students to focus on the quote from George Washington Carver at the top of p. 79.

• What makes this quote an example of figurative language? (Carver isn’t talking about actual doors or keys, but rather using them as images.)

• In Carver’s quote, what does the door represent? What will the door provide access to once it’s opened? (The door represents freedom. When the door is opened, African Americans can be truly free.)

• What is the key? How will the key open the door? (The key is education. By becoming educated, black Americans will have what they need to “open the door” to freedom.)

SENTENCE STRUCTURE  Focus on the paragraph that begins on p. 79 and ends on p. 80.

• What kinds of sentences appear most in this paragraph? (questions)
  Are the questions mostly long or mostly short? (Mostly short.)

• What is the effect of this long series of short questions? (It relates these inventions to the reader’s own life by bringing the question back to whether the reader has used or seen them; it emphasizes the variety of number of inventions, so readers will be impressed with the list.)

Independent Reading Practice

LANGUAGE ANALYSIS: CRAFT AND STRUCTURE  Have students work independently to complete their own analysis of an example of figurative language, “the beginning of a new day for baseball,” on p. 85.

WRITING IN RESPONSE TO READING  Have students turn to p. 95 in their Reader’s and Writer’s Journals and use a separate sheet of paper to write a response to the prompt: Find the image “as empty as a poor man’s pockets” at the top of p. 89. Write a paragraph explaining what the meaning of this image is.

ACCOUNTABLE INDEPENDENT READING  As students read texts independently, remind them to pay attention to how the author’s style determines the theme of the text.

Reading Wrap-Up

SHARE WRITTEN RESPONSES  Wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
**Scaffolded Instruction for Small Group**

**STRATEGIC SUPPORT**

**MONITOR PROGRESS**

If...students struggle to understand how to recognize and interpret figurative language, then...use the Language Analysis lesson in small group to help focus on figurative language.

**Close Reading Check** To provide practice with close reading, have students use the Close Reading Workshop activity.

**Language Analysis**

Help students reread the information about Jackie Robinson on the top of p. 85. Check that students understand that Robinson did something impressive ("despite the ban on black ballplayers") and that he suffered through a lot of abuse ("White fans yelled and threatened him."). Ask students if the narrator’s view of Robinson is positive or negative (positive). Then point out the image a new day for baseball at the end of the paragraph. Ask students what goes away at the beginning of a new day (the darkness or the night), and what appears in place of the darkness (the sun, or light). Point out that if Robinson brought a new day to baseball and the rest of the country, that means that he brought light: that is, he made the world a better place by joining the major leagues. Ask students what the narrator is saying about baseball before Robinson. Draw out or explain that she is comparing baseball before that time to night before the sun comes up.

**Close Reading Workshop**

**REVISIT HEART AND SOUL** Direct students to reread the last two paragraphs on p. 80. Ask the following questions to help them identify important information. Have students include text evidence to support their answers.

1. **What were some of Martin Luther King’s influences?** (The Declaration of Independence, the Bible, and the work of Mahatma Gandhi.)

2. **What does the narrator mean when she says that King’s message “had more power than any fist, gun, or bomb”?** (Possible response: Being peaceful shows people that they can get what they want without having to hurt others.)
3. What questions do you think African Americans might have asked King when he started sharing his ideas with them? (Possible responses: Do you really think this will work? What happens if I’m peacefully protesting and I get attacked by somebody with a bomb or a gun?)

EXTENSIONS

MONITOR PROGRESS
If...students understand how to recognize and interpret figurative language, then...extend the Language Analysis lesson by having students respond to more questions about figurative language.

Language Analysis
Have students reread p. 89, and find the phrase *fought the boycott tooth and nail*. Then ask the following questions to get them to think more about this phrase and its effect on the reader:

- **What does this phrase mean?** (They fought against the boycott very hard.)

- **Where do you think the phrase comes from?** (Possible answers: from an earlier time, when people often fought each other by using their teeth and their fingers or fingernails; from watching animals fighting, because many animals use their teeth and claws.)

- **If the phrase were invented today, what might it be instead of *fighting tooth and nail*?** (Possible answers: fighting fist and foot; fighting gun and sword.)
Writing

Informative/Explanatory Writing

Analyse Multiple Perspectives

TEACH Explain to students that perspective is an author’s point of view about an idea or an event. Tell students that to analyse multiple perspectives, they will look at different perspectives, consider how they impact groups differently, and look at the language the author has used.

To help students analyse multiple perspectives, review the following questions:

• How does an event impact groups differently?
• Does an author present multiple perspectives?

ANALYZE THE MODEL In Heart and Soul, the author, through the first-person narrator, presents multiple perspectives. For example, on p. 29 in Chapter 4, the narrator speaks positively about the beauty of the South before the Civil War. “The good Lord blessed the South with beautiful country…. There are even white sand beaches with warm water and palm trees.”

But then the narrator presents a contrast between the natural beauty and the human conditions. “That was until they caught sight of African men and women slaves whose raggedy clothes, sad faces, and smelly bodies revealed the ugly truth that this was no heaven at all.”

The narrator is also able to present the perspective of her grandfather. This gives the reader information from Pap’s point of view: “Pap wondered just what property the overseer was talking about—ol’ overseer didn’t own a thing.” (p. 30)

Help students understand that an author may include multiple perspectives for several reasons. The technique may allow a writer to present all the sides of a complicated issue, by showing how a decision would affect various people and communities. Multiple perspectives may lend credibility, or trustworthiness, to a text and help the writer give a fair account. Lastly, the use of multiple perspectives engages the reader and increases interest. As we read closely, we enjoy seeing events unfold through different sets of eyes.

Encourage students to think about events or issues from more than one point of view. As they write their social media messages, students should consider how they can “put themselves in someone else’s shoes” and include the thoughts, feelings, and reactions of more than one person or group.
Conventions  Correlative Conjunctions

**TEACH AND MODEL** Tell students that correlative conjunctions, which come in pairs, show the relationship between two ideas or things.

Either people walked during the bus boycott or they were part of a car pool.

Jackie Robinson was neither well-treated nor admired by many white fans.

Have students use their *Reader’s and Writer’s Journal* p. 98 to practice correlative conjunctions.

**Independent Writing Practice**

**WRITING** Have students write a social media message in their *Reader’s and Writer’s Journals*, p. 100, that uses multiple perspectives. Students should

1. choose an important historical milestone or event described in *Heart and Soul*.

2. write a social media message that shows the impact of the event from multiple perspectives.

3. consider how the event impacted an individual family as compared to how it impacted different racial groups and the country as a whole.

4. use text evidence to support your ideas.

**APPLY** When students write their paragraphs during Independent Writing Practice, have them circle or highlight any correlative conjunctions they use for additional practice.

**USE TECHNOLOGY** Have students use available computers, tablets, or cell phones to post their messages.

**Writing Wrap-Up**

Have students evaluate each other’s media messages, checking to see that there are multiple perspectives.
Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read Chapter 12 of *Heart and Soul*, along with the Epilogue and the author’s note, and work through the lesson: *Readers understand that the theme of a text can be determined by analyzing the author’s use of details/description, point of view, voice, imagery, and mood/tone.*

First Read of the Lesson

EXPLORE THE TEXT Preview Chapter 12, the Epilogue, and the author’s note with students. Invite them to flip through the pages and read sentences here and there in addition to looking at the illustrations. Tell readers that their first reading of these chapters will help them develop an understanding of people and events. Tell them also that this section of the book brings the narrative up to the present time.

Before reading, remind students about the Essential Questions: *How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook.*

READ TOGETHER CHAPTER 12, THE EPILOGUE, AND THE AUTHOR’S NOTE Use the *Shared Reading Routine.* As you read these chapters for the first time, call on students to read paragraphs aloud. Intervene as needed to help students practice correct pronunciation. Read one or two paragraphs aloud yourself to model fluent reading and accuracy. In this first reading, remind students to focus on understanding the main points of the text, or what happens and which people are involved. Have students use p. 101 in their *Reader’s and Writer’s Journals* to record their responses.

• What did you read?
• What did you learn?
• What questions do you have?
Second Read of the Lesson

CLOSE READING During guided close reading, have students focus on key ideas that help develop and explain the events of the story. Use the following questions to lead the discussion.

• The narrator says on p. 91 that younger people “grabbed hold of the movement” after the Montgomery bus boycott. What adjectives does the narrator use to describe the younger people’s clothes and music? (loud and colorful; soulful, loud, angry, and powerful.) How do these words reflect what was happening in the movement? (African Americans were increasingly loud and angry in demanding their rights, and they were becoming more and more powerful.) Craft and Structure

• What did Dr. King mean when he said “We’ve come too far to turn back now” (p. 92)? (African Americans had made many gains and didn’t want to lose their new rights and freedoms; they also weren’t willing to give up the chance to earn more rights and freedoms.) Key Ideas and Details

• Look at p. 93. Why did the artist put the picture of Kelly Ingram Park on a TV screen? Use details from the text to support your answer. (It reminds the reader that people all over the country were watching, seeing the unpleasant things happening to the protestors.) Integration of Knowledge and Ideas

• Vocabulary Page 95 uses the word martyrs. A martyr is someone who dies for a cause. What cause did these people die for? (The cause of civil and economic rights for black people.)

• Why do you think the chapter ends with the passage of the Voting Rights Act? (Possible answer: The passage of the Voting Rights Act was an especially important victory because it brought African Americans fully into the political process.) Key Ideas and Details

• Vocabulary Page 99 talks about “broken levees drown[ing] most of a city.” What context clue helps you understand what a levee is? (drown)

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help students understand that forefathers (p. 92) are people who lived before you, especially a long time before. Tell students that in the United States, it’s often used to describe people who were alive during the American Revolution.

STRATEGIC SUPPORT

BACKGROUND You may want to explain to students that civil rights (p. 95) are rights that are supposed to be enjoyed by every citizen. The civil rights movement attempted to win these rights for African Americans.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from Chapter 12 and beyond. For each word, check students’ understanding. Poll them to see if they know the meaning, know it a little, or don’t know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 104 in their Reader’s and Writer’s Journals.

Focus on the word guarantee (p. 95). If you guarantee that something will happen, you’re promising that it will happen. What did the civil rights bill guarantee? (Equal rights for everybody.)

Text-Based Conversation

Use the Whole Class Discussion Routine. Have students go back to the text to identify important information about the March on Washington. Use questions such as these to guide students in close reading to understand what happens in the text.

• What was the March on Washington like for participants? What feelings did they have? Why?
• What kinds of things did Dr. King say at the Lincoln Memorial? How did the crowd react?

You may wish to provide a model through a think aloud, such as the following: The top of p. 95 says that marchers came “from all over the country.” It makes sense to me that a lot of marchers would have come by bus, like the narrator did, because that’s a good way of moving a lot of people a long way. Now that I know how people got to the march and where they came from, I can start thinking about what it felt like to be on the National Mall the day of the March on Washington.

Make sure students use specific parts of the text to support their answers in the discussion. Explain that you will look at the text again to increase students’ understanding of the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Which events described in these sections of the book do you think did the most to allow a black president to be elected? Why? Use details from the text to support your answer. (Possible responses: Voting rights, because African Americans would not have been allowed to vote before that; the bus boycott, because it showed African Americans that they could demand and bring about changes; the televised events at Kelly Ingram Park, because they showed people the brutality of the police.)
**Reading Analysis**  
**Theme**

Remind students that theme is made up of a variety of different elements, including tone, voice, imagery, and point of view, among others.

**KEY IDEAS AND DETAILS** Distribute the Three Sorting Circles graphic organizer. Have students label one circle *People and Events*, a second circle *Images*, and the third circle *Tone, Voice, and Perspective*. Use the following questions to help students determine the themes of the book.

- Who are some of the most important people and events in the book? What makes them important? (Possible answers should be text-based.)
- Which images do you find most effective in the book? (Possible answers should be text-based.)
- What is the narrator’s overall tone? How does the narrator’s voice or perspective affect the way the reader perceives the book? (The narrator has a strong voice. She uses figurative language and expressions.)

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**Independent Reading Practice**

**REVISIT HEART AND SOUL** Have students work independently to write a description of the main theme of the book. They may list and explain more than one theme if they believe there is more than just one.

**WRITING IN RESPONSE TO READING** Have students turn to p. 105 in their *Reader's and Writer's Journals* and use a separate sheet of paper to write a response to the prompt: Write an opinion paragraph giving your view of the best way to determine the theme: people and events; images; or voice, tone, and perspective.

**ACCOUNTABLE INDEPENDENT READING** As students read texts independently, remind them to pay attention to how the author’s style determines the theme of the text.

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**Reading Wrap-Up**

**SHARE WRITTEN RESPONSES** Wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
Scaffolded Instruction for Small Group Strategic Support

Reading Analysis
Have students identify some of the important people and events described in the text and pictured in the illustrations. List their ideas on the board. Then ask students why the author wrote about these events and people. What made them important? Record students’ ideas. Elicit that people such as Douglass and King fought hard for the rights of African Americans, so people fighting for the rights of black Americans is one important theme in the book. Then elicit that most of the events are listed because they either helped raise the status of blacks (such as the Voting Rights Act and the abolition of slavery) or made their conditions worse (such as Reconstruction or slavery), so describing events that changed the rights and freedoms of blacks is another example of an important theme. Help students continue to identify themes in this way, using tone and imagery.

Close Reading Workshop
REVISIT HEART AND SOUL Direct students to p. 92 and what happened in Kelly Ingram Park. Ask the following questions to help them identify important information about this incident. Have students include evidence from the text and imagery to support their answers.

1. What happened when Dr. King allowed 600 children and teenagers to march through the park? (They were beaten back by police officers.) What was that like for the participants? (Awful; the fire hoses were strong, and the children couldn’t easily escape.)

2. What happened as a result of the attack on the child marchers? (Because the attack was televised, many people across the country saw them and objected. Their objections helped convince President Kennedy to act and get the federal government involved.)
What questions would you have for the police officers who used the dogs and the fire hoses against the protestors that day? (Possible responses: Why did you attack the children? Did you want to attack them, or were you told to by your superiors? How do you feel now about what you did?)

EXTENSIONS

If...students understand how to identify themes, then...extend the Reading Analysis lesson by having students relate plot to theme.

Reading Analysis

Ask students to flip through the book, reminding themselves of the events of previous chapters. Then have them discuss the following questions:

• How closely linked are American history and the history of African Americans? How would the narrator answer that question? Give text evidence to support your answer. (They are very closely linked, because black Americans were in the United States from very early on and worked on farms and in factories to help build the country into a world power; they also created inventions and were involved in music, art, and sports. The narrator would agree; much of the book describes how African Americans have been increasingly brought into the mainstream of life in the United States.)

• How would the history of the United States be different without the contributions of black people? (Possible answers: It would not be so strong or powerful today, because it wouldn’t have had enough labor on plantations to grow much cotton or enough laborers in factories later on; it would not have had many important inventions which were developed by African Americans.)

• How could you combine your answers to these questions and state it as a theme of the book? (Possible answers: One theme of the book is that American history can’t be written without including the contributions of blacks; one theme is that the U.S. would be a less interesting or wealthy place without African Americans.)
Writing

Opinion Writing

Evaluate Opinion

TEACH Explain that because *Heart and Soul* is told from a first-person point of view, the reader learns most of the historical details from the perspective of the narrator, an older African American woman. However, at certain points in the text, other perspectives are presented. For example, each chapter begins with a quotation introducing the chapter and giving perspective on the chapter’s historical significance.

Have students think about these questions as you discuss the models:

- How do the multiple perspectives differ?
- What do they add to the text?

ANALYZE THE MODEL Begin discussion by helping students analyze the perspective of the narrator on p. 9 as she begins the story:

> … Inside the rotunda there are large paintings and sculptures of famous Americans. … The paintings tell the story of how America came to be. Strange though … nary a black face in all of those pretty pictures. There's plenty of white folks and a few Indians here and there, but none of us. It's as if we never existed—stricken from the record.

Point out the third sentence and the words “as if we never existed.” Explain that the perspective is sarcastic yet sad.

On p. 23, the quotation from Frederick Douglass, an abolitionist writer and speaker, offers his perspective:

> “I expose slavery in this country, because to expose it is to kill it.”

Discuss how the quotation sets up the main idea for the chapter.

On p. 34, the narrator tells more about Douglass, offering more of his perspective:

> Frederick Douglass published antislavery appeals to the president in his newspaper and even met with him in person to convince him that it was time to put black folks in the war.

Explain that this information reinforces Douglass’s perspective that students read in the quotation on p. 23.

Finish by asking students if they think the perspectives are balanced and credible, do they create a fair picture, and are they convincing.

96 Finding Courage • Unit 2 Module A • Lesson 11
**Conventions**  Independent Clauses

**TEACH AND MODEL**  Tell students that an independent clause is a group of words that expresses a complete thought. An independent clause can stand alone as a sentence: *I thought about my grandfather Pap.*

An independent clause can also be part of a complex sentence:

As I cast my vote, *I thought about my grandfather Pap.*

Have students use their *Reader’s and Writer’s Journal* p. 108 to practice independent clauses.

**Independent Writing Practice**

**FORMATIVE ASSESSMENT**  Have students write a 1–2 page opinion essay in their *Reader’s and Writer’s Journals*, p. 109. Students should

1. go back through *Heart* and *Soul*, looking for perspectives from different people.

2. evaluate how effectively *Heart* and *Soul* shows different perspectives.

3. offer an opinion as to how the combined different perspectives affect the story.

**APPLY**  When students write their essays during Independent Writing Practice, have them use at least one independent clause in a complex sentence.

**USE TECHNOLOGY**  If available, have students use computers or electronic tablets to type their essays.

**Writing Wrap-Up**

Ask volunteers to present their essays orally to the class. Have the class identify the different perspectives in each essay.

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**ENGLISH LANGUAGE LEARNERS**

**CONVENTIONS**  Help students understand that an independent clause is part of a complex sentence when the clause is preceded by a subordinating conjunction and combined with a dependent clause. Write several independent clauses (sentences) on the board, add a subordinating conjunction at the beginning, and combine with a dependent clause to help students learn to combine sentence parts.

**STRATEGIC SUPPORT**

**WRITING**  Help students find different perspectives by scanning the text. Help them read the quotations at the beginning of the chapters and the captions, especially those for famous people. These will give hints as to where in the text they might find a different perspective.
UNIT 2 • MODULE A

LESSON OBJECTIVE
Compare and contrast traits, personalities, and responses of characters between texts.

READING OBJECTIVES
• Explore the text and Enduring Understanding.
• Read closely for key ideas and details.

Read the Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read pp. 67–74 of Operation Clean Sweep in the Text Collection and work through the lesson: Readers understand that the theme of a text can be determined by analyzing the author’s use of details/description, point of view, voice, imagery, and mood/tone.

First Read of the Lesson

EXPLORE THE TEXT Preview the selection with students. Invite them to flip through the pages noting text features like the cover illustration and the use of dialogue. Remind readers that their first reading will be directed at developing an understanding of the characters and events.

Before reading, remind students about the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed though details of the text?

For additional support in unlocking the text, see the Scaffolded Strategies Handbook.

READ TOGETHER PAGES 67–74 Use the Shared Reading Routine. As you read this selection for the first time, call on students to read paragraphs aloud. If necessary, intervene briefly to help students with pronunciation. Read one or two paragraphs aloud yourself to model fluent reading. In this first reading, remind students to focus on understanding the “gist” of the text, or what happens and which characters are involved. Following the reading, discuss the questions below. Have students use p. 101 in their Reader’s and Writer’s Journal to record their responses.

• What did you read?
• What did you learn?
• What questions do you have?
Second Read of the Lesson

CLOSE READING During guided close reading, have students focus on key ideas that develop the characters and events of the story. Use the following questions to lead the discussion.

- On pp. 68–71, the narrator overhears a conversation. What surprises him? (His mother plans to run for mayor.) What accounts for his strong reaction? (His father is mayor, and, moreover, women aren’t “involved in politics.”) Key Ideas and Details

- How does the writer establish the historical time period? (This story must be about a past time because now it is common for women to get involved in politics and hold the office of mayor.) Key Ideas and Details

- How do Flora’s plans for the town on pp. 70–71 contrast with her husband’s ideas? (She plans to pay the back electric bill and restore the streetlights, but her husband, the mayor, had almost half of the streetlights torn out in a dispute with the electric company. She will move the grave from the middle of the street, but the mayor does not think the tombstone is a problem.) Key Ideas and Details

- Look at p. 71. Why does the narrator agree with his dad about Elmer Diffenbottom’s grave? (He and his friends like to gather at the tombstone to talk and tell stories. The boys do not seem concerned that it might be a dangerous place to hang out.) Key Ideas and Details

- Vocabulary Look at p. 73. What do you know about smallpox from the context? (The narrator’s brother died from it when he was a baby.) What inference can you make about the meaning of smallpox? (It is a disease.)

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

IDIOMS Help students understand the idiom “mountain out of a molehill,” used on p. 71:

“Dad had said that the ladies were making a mountain out of a molehill.” Explain that the ladies were not building a mountain but making a big problem out of what the mayor sees as a small inconvenience.

STRATEGIC SUPPORT

BACKGROUND On p. 70, Flora speaks to her “sister suffragists.” Point out that suffragists fought for voting rights for women. Students may not know that Elizabeth Cady Stanton and Susan B. Anthony were leaders in the movement for women’s rights in the latter half of the nineteenth century.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from the selection. For each word, check students’ understanding. Poll them to see if they know the meaning, know it a little, or don’t know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 104 in their Reader’s and Writer’s Journals.

Text-Based Conversation

Use the Paired Discussion Routine. Have students go back to the text to identify important information about characters in the selection. Use questions such as these to guide students in close reading to identify the details in the text that show what a character is like.

- Choose a character. What is that character like as a person?
- What details in the text, such as dialogue and thoughts, support your impression?

You may wish to provide a model through a think aloud, such as the following: On p. 68, I learn that the narrator, Corncob, is responsible because he looks after his sister and says to Otis, “You watch the kids” when he goes for food.

After student pairs have discussed the text, invite the whole class to compare their selected details and interpretations. Make sure students use text evidence to support their answers. Explain that you will look at the text again to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Do you think Corncob should have eavesdropped on his mother’s meeting? Use details from the text to support why or why not. (Possible responses: Yes: What Corncob learned prepared him for the extraordinary election to come. No: Eavesdropping is wrong. Corncob learned something he was not supposed to know.)
Reading Analysis  Compare and Contrast Characters

Explain that writers use details to reveal what the characters in a story are like—how they look and what they do, say, and think. To better understand a story, we can compare and contrast characters’ traits, personalities, and responses to events based on details in the text.

Have students use a Venn diagram from the back of the book to record details from the text to answer the questions by comparing and contrasting the narrator and Otis. Before they begin, you may wish to model finding traits, thoughts, or actions in the text to compare characters. Direct students to p. 106 of the Reader’s and Writer’s Journal.

KEY IDEAS AND DETAILS  Focus on the five paragraphs on p. 72, starting with the paragraph that begins “‘Shh,’ I said. ‘I’m eavesdropping.’” the text on page 2 in Chapter 1.

- What can you infer about the narrator from his words and actions?
- How does Otis’s reaction to what the narrator says show a difference between the two boys?
- What action does Otis take, and how does the narrator react?

Independent Reading Practice

READING ANALYSIS: COMPARE AND CONTRAST CHARACTERS  Have students work independently to complete their Venn diagrams for the selection.

WRITING IN RESPONSE TO READING  Have students turn to p. 105 in their Reader’s and Writer’s Journals to read the prompt: How do Comcob and Otis feel about the ladies running for office? Reread the last paragraph on p. 73 and first three paragraphs on p. 74 starting with “See? I knew you wouldn’t believe me.” Use dialogue from the passage and earlier in the story to write an explanatory paragraph. Compare and contrast what the characters say.

ACCOUNTABLE INDEPENDENT READING  As students read texts independently, remind them to pay attention to how the author’s style determines the theme of the text.

Reading Wrap-Up

SHARE WRITTEN RESPONSES  Wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

**Monitor Progress**

If... students struggle to understand how to compare and contrast characters’ traits, personalities, and responses to events based on details in the text, then... use the Reading Analysis lesson in small group to help focus on comparing and contrasting characters.

**Fluency Check** To provide practice with reading fluently, have students use the Oral Reading activity.

Reading Analysis

STRATEGIC SUPPORT To help students compare and contrast the two characters, have them focus on elements one at a time. For example, first have them identify physical traits, then personalities, and then actions. Students can list details before organizing them in the Venn diagram.

In addition, you may wish to point out that much of what readers learn about the characters is revealed through their dialogue, or conversation. If students struggle with dialogue, help them read p. 74 closely, and focus on the dialogue. Point out that the words spoken by Otis and Corn are enclosed in quotation marks. The paragraphs are short because the boys are talking and responding to each other, as real people do. Sometimes the speaker is not identified because the writer expects the reader to know who has spoken previously. Tell students that keeping track of the speaker will help them follow what is being said. Have students look at the page and identify who says, “See? I knew you wouldn’t believe me.” (Corncob)

Oral Reading

**Accuracy** Choose a level-appropriate book, such as a selection from the Independent Reading List. Point out that accuracy is important in reading aloud because correct pronunciation helps communicate meaning to listeners. Have students listen as you read a passage from the book.

Have students read the same passage aloud. Listen as they read. Provide feedback on their accuracy, noting if they skip, substitute, or add words. Also encourage readers to adjust rate and volume to convey meaning as they read.
EXTENSIONS

If... students understand how to compare and contrast characters’ traits, personalities, and responses to events based on details in the text, then... extend the Reading Analysis lesson by having students make inferences to better understand the relationship between characters.

Fluency Check To provide practice with reading fluently, have students use the Oral Reading activity.

Reading Analysis

Direct students to reread p. 73 and discuss the following questions:

- Why does the narrator chew his food slowly and consider his reply before telling Otis what the ladies were saying? (He realizes Otis won’t believe that the women plan to run for office.) What does this show about the narrator? (He thinks before speaking or taking action.)

- How can you tell that Corncob and Otis are good friends? (Otis says Corn has never been able to keep anything from him. Corn realizes Otis is right and says Otis knows everything about him.)

- What helps you infer that the boys are best friends? (Possible answer: Otis knows that the narrator needs to have the hall light on to go to sleep, but none of the other guys know this.)

- How does Otis respond when he hears about the ladies’ plan to run for office? (He thinks Corncob is joking.)

Oral Reading

ACCURACY Choose a level-appropriate book, such as a selection from the Independent Reading List. Point out that accuracy is important in reading aloud because correct pronunciation helps communicate meaning to listeners. Have students listen as you read a passage from the book.

Have students read the same passage aloud. Listen as they read. Provide feedback on their accuracy, noting if they skip, substitute, or add words. Also encourage readers to adjust rate and volume to convey meaning as they read.
Writing

Opinion Writing

Plan a Speech

**TEACH** Help students understand that when writing an opinion speech, they should first identify a topic they have a strong opinion, or feeling, about. Explain that every topic needs reasons, or supporting details, to back it up. Tell students to think about their purpose and audience. Remind them that the purpose is why they are giving the speech and the audience is their listeners.

**DEVELOP WRITING SKILLS** Help students plan and develop an opinion speech about an injustice or an inequality in their own community or in the world. This speech will be developed over several lessons. First brainstorm several topics, and list them on the board.

**Topic Ideas**
- Education Equality for Girls and Boys around the World
- Women and Jobs
- Bullying in Schools

After you have listed the topics, pick one as an example, such as “Education Equality for Girls and Boys around the World,” and break it into a smaller topic by writing an opinion statement:

**Opinion Statement:** Poverty in the developing countries should not prevent young people from receiving an education.

After writing the opinion statement, tell students to ask themselves these questions about purpose and audience:
- Is the purpose to persuade? Is it to argue the point and make people think about a serious situation?
- Who is the audience? Is it their fellow fifth graders, or is it a mixed group, with students and adults? Is the audience a group of decision-makers or people who are listening to the speech for a class project?

Tell students that these things should be considered when writing their speeches, so they should use the language that makes the most sense for purpose and audience.
**Conventions**

**Dependent Clauses**

**TEACH AND MODEL** Remind students that a dependent clause has a subject and a verb but does not express a complete thought. In a sentence, it is connected to an independent clause with a conjunction, such as *if* or *although*.

If we’re going to carry this off, we can’t tell any man in town.

Have students use p. 108 in the *Reader’s and Writer’s Journal* to practice dependent clauses.

**Independent Writing Practice**

**WRITING** Have students plan and prewrite their speeches about an injustice or an inequality in their own community or in the world. Have them prewrite their speeches in their *Reader’s and Writer’s Journals*, p. 109. Students should

1. use a graphic organizer or outline, including the topic, opinion statement, and main ideas.

2. identify the purpose and audience.

**APPLY** When students write their speeches during Independent Writing Practice, have them check that they have used dependent clauses correctly.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to type their speeches. Suggest that students use an online thesaurus to find synonyms and precise words.

**Writing Wrap-Up**

Ask students to work in pairs, and present their outlines to their partners. Have partners identify the purpose of each other’s speeches.

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**ENGLISH LANGUAGE LEARNERS**

**IDIOMS** Ask students to write a list of examples of dialogue with expressions that are unfamiliar. They may choose idioms, such as “a run for their money” on p. 70. Explain that this means the women think they have a good chance to beat the men. Discuss idioms to ensure comprehension.

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**STRATEGIC SUPPORT**

**CONVENTIONS** Help students understand dependent clauses. Point out that a dependent clause gives extra information not essential to the sentence. A dependent clause at the beginning of a sentence is followed by a comma and in the middle of a sentence is set apart by commas.
Read the Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read pp. 75–77 of Operation Clean Sweep in the Text Collection and work through the lesson: \textit{Writers understand that opinions are supported with evidence from a variety of resources, through analysis, reflection, and research.}

First Read of the Lesson

EXPLORE THE TEXT Ask volunteers to list the important characters from the previous day’s text. Then, guide students to summarize what has happened so far. Remind students about the Essential Questions: \textit{How does the inclusion of visual elements in text contribute to meaning, tone, and perspective?} and \textit{How is theme revealed through details of the text?}

For additional support in unlocking the text, see the 	extit{Scaffolded Strategies Handbook}.

READ TOGETHER PP. 75–77 Use the \textit{Shared Reading Routine}. As you read these chapters for the first time, call on students to read paragraphs aloud. If necessary, intervene briefly to help students practice correct pronunciation. Read one or two paragraphs aloud yourself to model fluent reading. In this first reading, remind students to focus on understanding the “gist” of the text, or what happens and which characters are involved. Following the reading, discuss the questions below. Have students use p. 101 in their \textit{Reader's and Writer's Journal} to record their responses.

• What did you read?
• What did you learn?
• What questions do you have?
Second Read of the Lesson

CLOSE READING  During guided close reading, have students focus on key ideas that develop the characters and events of the story. Use the following questions to lead the discussion.

- On p. 75, what is Flora doing to get ready for the election? What is Frank doing? (Flora makes breakfast and gets everyone ready to go while Frank practices his speech and decorates the car.) **Key Ideas and Details**

- **Vocabulary**  On p. 75, Frank says, “And so it is with great gratitude that I accept another term in office as mayor of this fine city.” What do you think *gratitude* means? Use the context of the sentence. (Frank’s acceptance speech suggests he is expressing appreciation to the voters, or thanking them, for re-electing him. *Gratitude* means “thankfulness” and suggests Frank will be pleased to accept their vote of confidence.)

- On p. 75, the author includes details about the decorated car: “On both back windows were posters that said: SANWICK FOR MAYOR—THE WISE CHOICE.” What candidates have the last name Sanwick? (Flora and Frank) How is the outcome of the election contrary to what Frank expected? (The Sanwick who wins the mayoral election is Flora.) Point out that the posters are an example of irony because the “wise choice” turns out not to be the one Frank assumed when he displayed them. **Craft and Structure**

- Look at the first two paragraphs on p. 76. How does the writer show the boys’ feelings and thoughts as they wait for the election results? (Otis now accepts that the women may win. The narrator’s shrug shows he has stepped back from the choice between his parents.) **Key Ideas and Details**

- On p. 77 Flora gives her acceptance speech. How can you tell what the people in the crowd think about the election results? (The women clap and cheer, so they must be happy and proud, but in contrast the men shake their heads and look confused.) **Key Ideas and Details**

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**ENGLISH LANGUAGE LEARNERS**

CLOSE READING  Help students understand the phrase “brightly polished,” used on p. 75: “In a matter of minutes, Mom had seen to it that we were all fed, brightly polished . . . .” Explain that the phrase means cleaned up and made presentable, not rubbed smooth.

**STRATEGIC SUPPORT**

BACKGROUND  On p. 77, the man in the crowd asks Frank, “What do you think of this petticoat coup?” Explain that the context shows the man is talking about the women’s victory. A petticoat is a garment that women wore and a coup is an unexpected and successful attempt to take control of the government.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from Chapter 19. For each word, check students’ understanding. Poll them to see if they know the meaning, know it a little, or don’t know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 104 in their Reader’s and Writer’s Journals.

Focus on the word tallied (p. 76). What can you tell is happening from the context of the sentence beginning “When the booth closed. . .”? (The voting has ended.) How is the winner of an election determined? (The votes are counted to see who has the most.) What does the context show about the meaning of tallied? (Tallied must mean “counted.”)

Text-Based Conversation

Use the Small Group Discussion Routine. Remind students of the casual dialogue between the narrator and Otis in the previous pages. Then call their attention to the formal language on p. 77. Use questions such as these to guide students’ close reading as they compare and contrast the use of language in the text.

• What were the characteristics of the dialogue between the narrator and Otis as they talked about the women’s plan to run for office?
• Which of the following does Flora use in her acceptance speech—complete or incomplete statements, slang or formal words, a polite or an abrupt tone? Contrast Flora’s formal language with the boys’ informal language.

You may wish to provide a model through a think aloud, such as the following: The boys used casual language in the first scene. On p. 68, we discussed their friendly, joking tone when Daisy pulled Otis’s hair.

After student pairs have discussed the chapter, invite the whole class to compare their selected details and interpretations. Make sure students use specific parts of the text to support their answers. Explain that you will look at the text again to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Do you think it was a good idea for Mom to run for mayor? Use details from the text to support why or why not. (Possible responses: Yes: Mom had ideas for improving government and she had as much right to run as her husband. No: Mom’s decision could have created a serious conflict in her family.)
Language Analysis  Craft and Structure

Focus students on rereading the text to better understand author’s choices and how they shape meaning. Point out that an author may choose to use sentence fragments and ellipses to indicate interrupted speech or thought.

SENTENCE STRUCTURE  Ask students to focus on p. 75.
• Look at the incomplete sentence, “And so it is with great gratitude . . . Flora honey?” Why does the author use an incomplete sentence, or sentence fragment? What do the three periods signal and what are they called? (The author shows that Frank was not sure what word to use and stopped to ask Flora. The periods signal an interruption. This punctuation is called an ellipsis.)
• Why do you think the author used this technique? (It imitates the way people speak. Sometimes we get a new thought as we are speaking and abruptly change to a new subject. The periods are the way the writer signals natural speech.)

SENSORY DETAILS  Focus on the first sentence in the paragraph that begins “Bacon popped. . . .” on p. 75.
• What sensory words help you hear the sounds the narrator describes? (popped; whistled)
• What images do these sounds suggest? (bacon making short, sputtering, sizzling sounds; the loud, shrill sound of a teapot when the water boils)

Independent Reading Practice

LANGUAGE ANALYSIS: CRAFT AND STRUCTURE  Have students work independently to complete their own analysis of a descriptive passage, such as the three paragraphs beginning with “Those last ten minutes. . .” on p. 76.

WRITING IN RESPONSE TO READING  Have students turn to p. 105 in their Reader’s and Writer’s Journals to write a response to the prompt: Reread the last paragraph on p. 76. Do you think Dad should support the election of the women, or should he treat it as a joke and fight to get his job back? Use key details the author reveals about characters through their words, thoughts, and actions to write an opinion paragraph explaining what you think.

Reading Wrap-Up

SHARE WRITTEN RESPONSES  Take a few minutes to wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to understand how writer’s techniques impact the way readers get to know the responses of characters to events, then...use the Language Analysis lesson in small group to help focus on word choice.

If...students need extra support to read closely, then...use the Sleuth Steps in the Close Reading Workshop in small groups to provide scaffolded support.

Language Analysis

To help students see that an author’s word choices shape meaning, read the two paragraphs beginning with “Those last ten …” on p. 76.

Use the sorting boxes organizer to have students record the repeated phrase ten minutes and the word smiling (smiles) and what they show about the narrator. Have them write ten minutes in the first box. Ask what point the author makes by having the narrator repeat ten minutes. Have them add “hard to wait” to the first box. Then ask students to listen for the repetition of smiling (smiles) and write the word and meaning in the other box.

Close Reading Workshop

SLEUTH WORK Have students read “On Loyalty to Country” on pp. 20–21 of Sleuth. Then use the steps below to help groups answer the Sleuth questions. Have students include text evidence to support their answers.

GATHER EVIDENCE What is the main message of “On Loyalty to Freedom”? (There should be a statue in Boston to honor a hero who fought on the side of Great Britain in the Revolutionary War.)

MAKE YOUR CASE Does the narrator offer enough reasons and evidence? (Possible answer: Yes, there are details about those who chose to support Great Britain. Some of the Loyalists thought that the colonial government was working.)
**ASK QUESTIONS**  What questions would you ask the narrator about the proposal? (What facts do you have to back up what you are saying? How much will it cost?)

**PROVE IT**  Invite volunteers to share their ideas. Have students ask questions and determine which visual element is the most helpful.

After students discuss the Sleuth work, direct them to pp. 102–103 of the *Reader's and Writer's Journal* to further explore “On Loyalty to Country.”

**EXTENSIONS**

**MONITOR PROGRESS**

If...students understand how a writer’s techniques impact the way readers get to know the characters’ experiences, then...extend the Language Analysis lesson by having students respond to extension questions.

**Language Analysis**

Direct students to reread the paragraphs on p. 76, and discuss the following questions:

- Find other examples of repetition in the passage on p. 76. What is repeated, and what meaning does the repetition add to your understanding of the situation and the narrator’s response to it? (Possible answers: The repetition of the sentences with *I bit* shows the narrator’s nervousness because people bite their lips and fingernails when they are worried or waiting for news. The word *winked/wink* is also repeated. Mom’s *wink* shows her confidence, but the narrator’s inability to wink back shows he is not sure what will happen.)

- Why did the author choose to use a number of examples of repetition? (Possible answer: Revealing the narrator’s thoughts as he waits for the voting tally shows his real concern about what will happen in his family, no matter who wins the election. In contrast, his mother does not appear to be at all concerned. She seems confident of victory, and probably not worried about her husband’s reaction.)

- How does the sensory image created by “eerie silence among the women” in the next paragraph help you picture the scene? (The reader feels the tension as the narrator does.)

- How does “On Loyalty to Freedom” compare to *Operation Clean Sweep*? (In both texts, someone is challenging the status quo, or what people accept as the “norm.”)
Opinion Writing

Draft a Speech

TEACH
Explain to students that when writing a speech, it is a good idea to study famous speeches to learn about technique and author’s purpose. For example, Dr. Martin Luther King Jr.’s “I Have a Dream” speech, which was given during the March on Washington for Jobs and Freedom on August 28, 1963, is considered one of the most famous speeches of all time.

ANALYZE THE MODEL
If possible, play a video or audio recording of Dr. King presenting the speech. Otherwise, read the following excerpt from Dr. King’s speech, emphasizing the phrase “I have a dream.”

Repetition and figurative speech draw the listener in and add to the persuasiveness of the speech.

Discuss how the repeated phrase adds not only meaning but also rhythm to the passage. Point out how Dr. King combines personification and parallel structure: “Mississippi... sweltering with the heat of injustice, sweltering with the heat of oppression.” He then uses the metaphor “an oasis of freedom and justice” as a contrast to the heat.

DEVELOP WRITING SKILLS
Writers effectively engage with listeners by organizing their supporting reasons in a way that will have the most impact. Have the class discuss ways of arranging supporting reasons, such as weakest-to-strongest or public-to-personal. Help students understand the difference between choosing strong reasons to support an opinion and including details related to a main idea. Students should select a few persuasive reasons rather than overload the audience with details.

Invite students to consider the effect of ending a speech with a “call to action” or a proposed solution to a stated problem.
**Conventions**

**Connecting Independent Clauses**

**TEACH AND MODEL** Remind students that two independent clauses can be joined into a compound sentence using a coordinating conjunction.

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independent clause  coordinating conjunction  independent clause
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Bacon popped in the skillet, and water whistled in the kettle.

Have students use their *Reader's and Writer's Journal* p. 108 to practice independent clauses.

**Independent Writing Practice**

**WRITING** Using the graphic organizers or outlines they developed in the previous lesson, have students use their *Reader's and Writer's Journals*, p. 109, to draft their speeches. Students should

1. use the graphic organizer or outline to logically organize information.
2. draft a speech that is engaging and interesting, as well as persuasive. Use devices such as repetition and figurative language to engage the audience and make important points.
3. include strong reasons and powerful evidence, but don’t overload the speech with too many details.
4. keep purpose and audience in mind.

**APPLY** When students write their speeches during Independent Writing Practice, have them check that they correctly use coordinating conjunctions.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to type their speeches.

**Writing Wrap-Up**

Ask volunteers to share their drafts with a partner. Have partners comment as to whether there are enough reasons to support the opinion statement.

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**IDIOMS** Call students’ attention to the idiom in the sentence “I felt like wiping those smiles right off their faces” on p. 141. Explain that the narrator does not want to literally wipe off their smiles, but rather that they stop looking so happy.

**CONJUNCTIONS** Ask struggling students to list conjunctions. Review their lists with them, checking that all words are conjunctions and explaining which are used to introduce dependent clauses and which are used in compound sentences.
Read the Text

Build Understanding

INTRODUCE Have students focus on the Enduring Understanding, 
Readers understand that the theme of a text can be determined by analyzing the author’s use of details/description, point of view, voice, imagery, and mood/tone, as they reread to compare and contrast the texts from Unit 2, Module A.

First Read of the Lesson

EXPLORE THE TEXT Use the Shared Reading Routine. In small groups, have students reread and review their notes on the characters, events, themes, and language in the texts. Explain to students that the genre of both texts is historical fiction, which means the stories are made up but the settings reflect real times and places in history. Point out that the goal of the lesson is to compare and contrast texts by determining how each text approaches theme. Following the reading, discuss the questions below. Have students use p. 101 in their Reader's and Writer's Journals to record their responses.

• What did you reread?
• What did you learn?
• What questions do you have?

Remind students about the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text?

For additional support in unlocking the text, see the Scaffolded Strategies Handbook.
Second Read of the Lesson

REREAD THE ANCHOR AND SUPPORTING TEXTS Have students summarize key features of each text. Ask questions to lead discussion.

- Compare and contrast the way the narrators of both texts use English. How does this affect how each story is told? (The narrator of Heart and Soul is an adult from the South and seems to be addressing someone she is very familiar with. The narrator of Operation Clean Sweep is a young person, telling the story to a general audience.)

Craft and Structure

- Look at p. 77 of Operation Clean Sweep in the Text Collection. Contrast the reactions of Corn’s father and the men in the crowd. (The men in the crowd have entirely negative reactions, calling the election “a joke” and a “petticoat coup.” Corn’s father thinks it is “a shock” but then is supportive of the elected women.)

Key Ideas and Details

- Vocabulary Use context clues from pp. 69–70 in Operation Clean Sweep and p. 99 in Heart and Soul. What is a nomination for office? (Nomination is the act of being chosen by a group to represent them. It is the step before appearing in an election as a choice people can vote for.)

- How do Heart and Soul and Operation Clean Sweep address the topic of elections in a similar way? How are they different? (In both books, historical firsts are described: an African American presidential nominee and female city officials. In Heart and Soul, presidential elections are described, along with the way they impact all Americans, especially African Americans. The elections in Operation Clean Sweep are more local and have direct impact on fewer people.)

- Vocabulary Were Mr. and Mrs. Sanwick political leaders? (Yes, each of them was elected to a government job.) Was Martin Luther King Jr. a political leader? (No, his leadership led to changes in society and in government, but he was not elected.) What does political mean? (It refers to something having to do with civics or government.)

ENGLISH LANGUAGE LEARNERS

- Vocabulary Help students understand the relationship between policy, politics, and political. Explain that the government sets policy, which is a decision or rule that determines a course of action. Politics is the noun, and political the adjective, that refers to everything having to do with government.

STRATEGIC SUPPORT

- Close Reading If students have difficulty with comparing and contrasting, have them review their notes from previous lessons. Then have them organize their thoughts using a Venn diagram or sorting boxes. Have students label each side with the title of a text and write key ideas and details under the appropriate title.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from the two texts. For each word, check students’ understanding. Poll them to see if they know the meaning, know it a little, or don’t know it at all. Teach the word students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 104 in their Reader’s and Writer’s Journals.

Focus on the word represent. How does this word relate to each text? (Each text talks about how the government represents the rest of the people by making big decisions and taking actions that affect everyone.)

Text-Based Conversation

Use the Paired Discussion Routine. Have students go back to the texts to compare and contrast information, finding the most important ideas in each text. Remind students to build upon each other’s ideas and ask each other specific questions. Use the following questions to guide students:

• What challenges do the narrators of each text face? How do they respond?
• What words and phrases in each text relate to the topic of making changes to society?

You may wish to provide a model through a think aloud, such as the following: In Operation Clean Sweep, the narrator faces the challenge of knowing his mom’s secret. On p. 70, the author lets us know through words like “gulped” and the sentence, “I stuck my fingers in both of my ears and wiggled them to make sure I was hearing okay,” that he is unsure of what to make of what his mom and her friends are doing.

After pairs have discussed the texts, as a class discuss the key ideas and writer’s choices mentioned by each pair. Make sure students use specific passages from the text to support their answers. Explain that you will look at the text again to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Who is the most courageous character in each text? Quote from each text to support your answer. (Possible responses: Pap, who moved from Oklahoma where he had the respect of his “peers and [his] enemies” back to Virginia even though “he hadn’t missed Jim Crow one bit.” Corn’s mother, who ran for mayor even though people thought being the mayor was “a man’s job.”)
Comparing and contrasting means identifying and analyzing the ways stories are similar and different. Students first use the text to locate similarities and differences and then draw conclusions based on their findings. The goal of comparing and contrasting is to deepen understanding by considering how story elements are used.

Help students compare and contrast stories by revisiting *Heart and Soul* and *Operation Clean Sweep*. Then have them fill out the Venn diagram by comparing and contrasting the development of theme in the two texts.

**INTEGRATION OF KNOWLEDGE AND IDEAS**

- **Identify a theme in *Heart and Soul***. How does the author use factual details to develop the theme? (Possible answer: Information about different people and times in history is all related to the same: People need courage to do what is right.)
- **Identify a theme in *Operation Clean Sweep***. How is it developed through dialogue? (Possible answer: Dialogue between Corn and Otis makes it clear that most people aren’t comfortable with a female mayor. The dialogue between the suffragists shows that some of the women think representation in government is important.)
- **How is figurative language used in each text?** How does it contribute to your understanding of theme? (Possible answer: Each text uses language to create strong images, which helps the reader identify with the narrator and agree with him or her about what is important.)

**Independent Reading Practice**

**READING ANALYSIS: COMPARE AND CONTRAST STORIES** Have students work to complete their Venn diagrams. Remind students to consider the ways each author uses figurative language, description, and sentence structure as they complete their graphic organizers.

**WRITING IN RESPONSE TO READING** Have students turn to p. 105 in their *Reader’s and Writer’s Journals* and use a separate sheet of paper to write a response to the prompt: Write two or three explanatory paragraphs comparing and contrasting how government affects the lives of people in each story. Use details from both texts to explain.

**Reading Wrap-Up**

**SHARE WRITTEN RESPONSES** Wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
Scaffolded Instruction for Small Group

**STRATEGIC SUPPORT**

**MONITOR PROGRESS**

If...students struggle to understand how different stories reveal theme through various writer's choices, 
then...use the Reading Analysis lesson in small group to help focus on development of theme.

**Fluency Check** To provide practice with reading fluently, have students use the Oral Reading activity.

**Reading Analysis**

Guide students to complete their graphic organizers. Help students see that both similarities and differences between texts can help readers understand how theme is revealed in a work. Ask questions to focus students. Whose point of view is represented in *Heart and Soul*? In *Operation Clean Sweep*? How does this affect the way each story is told? Lead students to compare and contrast to draw conclusions about how author choices affect the way the reader determines theme. Based on this information, what conclusions can you draw about how each author builds theme?

**Oral Reading**

**EXPRESSION** Choose a passage from *Heart and Soul* or *Operation Clean Sweep*. Have students listen as you model reading using appropriate expression. Adjust your tone to stress important words and to convey the emotion of the speaker. Direct students to read from a level-appropriate book, such as selection from the Independent Reading List.
EXTENSIONS

If... students understand how different stories reveal theme through various writer’s choices, then... extend the Reading Analysis lesson by having students compare and contrast how authors use techniques to develop theme.

Fluency Check  To provide practice with reading fluently, have students use the Oral Reading activity.

Reading Analysis
Direct students to reread pp. 65–69 of Heart and Soul and p. 70 Operation Clean Sweep, and discuss the following questions:

• What techniques does the author use in Heart and Soul to develop the theme that women’s suffrage is an important movement? (Possible answer: The voice of the narrator is an effective technique. Using first person point of view to tell how women’s lives were affected by not being able to vote makes the reader see how important suffrage was.)

• What techniques are used in Operation Clean Sweep to develop a similar theme? (Possible answer: The author uses dialogue to show the way characters in the story respond to events. One character wonders whether the results of the day’s vote will “go down in history books,” which shows that the ability of women to vote has the potential to make big changes to society.)

Oral Reading
EXPRESSION  Choose a passage from Heart and Soul or Operation Clean Sweep. Have students listen as you model reading using appropriate expression. Adjust your tone to stress important words and to convey the emotion of the speaker. Direct students to read from a level-appropriate book, such as selection from the Independent Reading List.
Writing

Opinion Writing

Revise and Rewrite a Speech

TEACH  Point out to students that on p. 95 in Heart and Soul, the author quotes the last sentence of Dr. Martin Luther King Jr.’s “I Have a Dream” speech: “Free at last! Free at last! Thank God Almighty, we are free at last!” Though Dr. King began the speech using a calm and peaceful tone, he concluded the speech in a dramatic and emphatic tone.

ANALYZE THE MODEL  Read the following excerpt from “I Have a Dream” with students. Point out how the repetition and parallel structure help make the organization and ideas clear, powerful, and persuasive.

This is no time to engage in the luxury of cooling off.... Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to open the doors of opportunity to all of God’s children. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.

Explain that each successive use of the phrase “Now is the time ....” uses a verb that builds on the verb in the previous sentence: “Now is the time to rise from the dark....” “Now is the time to open the doors....” “Now is the time to lift our nation....”

Have students read this excerpt and notice the transition words and phrases that help listeners make a shift to a new idea:

... Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and molehill of Mississippi, from every mountain side. Let freedom ring... When we allow freedom to ring—when we let it ring from every city and every hamlet, from every state and every city, we ... will be able to join hands and sing...

DEVELOP WRITING SKILLS  When students revise their speeches, have them focus on using parallel sentence structure, repetition and rhythm, powerful language, and clear transitions. Direct students to make their revisions with the goal of engaging and persuading their audience.
Conventions Focus  Subordinating Conjunctions

TEACH AND MODEL  Remind students that an independent clause is a clause that can stand alone as a complete sentence. A dependent clause contains a subject and a verb, but cannot stand on its own as a sentence. A dependent clause is introduced by a subordinating conjunction. Have students use the examples below to practice using subordinating conjunctions on p. 108 in the Reader’s and Writer’s Journal.

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Independent Writing Practice

WRITING  Using the drafts they wrote in the previous lesson, have students revise their speeches, and then rewrite them in their Reader’s and Writer’s Journals, p. 121. Students should

1. use parallel structure and repetition.
2. add any necessary transitions, and look for vague or general language and ineffective or unclear sentence structure.
3. peer review each other’s drafts, making sure the organization makes sense and language is strong, then revise and rewrite based on peer feedback.

APPLY  Have students check their drafts for correct use of conjunctions.

USE TECHNOLOGY  If available, have students use audio software to record and listen back to their speeches.

Writing Wrap-Up

Ask students to present their revisions to a small group to the class.

ENGLISH LANGUAGE LEARNERS

CONVENTIONS  Help students understand that subordinating conjunctions are used to introduce a dependent clause. The conjunction signals the start of the clause.

STRATEGIC SUPPORT

CONTEXT CLUES  Help struggling students see that the meaning and function of a word may change from sentence to sentence, and that context clues must be used. For example, who can function as the subject of a sentence or as the subject of its own clause.
Lesson Objective
Understand how to use transitions to create structure.

Read the Text
Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read pp. 80–85 of Cesar Chavez: Champion of Workers in the Text Collection and work through the lesson: Learners understand that people respond to inequality and injustice with a variety of tactics.

First Read of the Lesson
EXPLORE THE TEXT Preview pp. 80–85 with students. Invite them to flip through the pages, noting text features like headings, subheadings, photographs, and captions. Remind readers that their first reading of this section will be directed at developing an understanding of the people and events.

Before reading, remind students about the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text?

For additional support in unlocking the text, see the Scaffolded Strategies Handbook.

READ TOGETHER PAGES 80–85 Use the Shared Reading Routine. As you read this section for the first time, model reading fluently by reading one or two of the paragraphs aloud. Then call on students to read several more paragraphs aloud. If necessary, intervene briefly to help students practice correct pronunciation. Have students read the rest of the section silently. In this first reading, remind students to focus on understanding the “gist” of the text, or what happens and which people are involved. Following the reading, discuss the questions below. Have students use the Reader’s and Writer’s Journal, p. 101, to record their responses.

• What did you read?
• What did you learn?
• What questions do you have?
Second Read of the Lesson

CLOSE READING During guided close reading, have students focus on key ideas that emerge from the writer’s development of the people and events in the text. Use the following questions to lead the discussion.

- **Vocabulary** On p. 80, the author writes: “Chavez had a Mexican heritage.” What does heritage mean? (A person’s heritage includes cultural traditions and language.)

- Did Chavez have a strong work ethic? If so, how did he develop it? (Yes, he “helped in the family’s grocery store and on their farm.” When he was 11, Chavez’s family became migrant workers and he “worked in the fields with [his] parents.”) Key Ideas and Details

- **Vocabulary** On p. 83, the writer explains that when Chavez’s family members moved to California, they became migrant workers. What is a migrant worker? (Migrant workers move from place to place, doing whatever work is available, often picking crops.)

- Look at p. 85. What details help readers understand why Helen joined her husband in working to make life better for farmworkers? (Helen’s family were farmworkers too, and she had “quit school to make money for her family.” She understood how hard life was for farmworkers.) Key Ideas and Details

- How do the photographs help the reader better understand the text? (The photographs show a progression through time. They also show the harsh living and working conditions of migrant workers.) Integration of Knowledge and Ideas

ENGLISH LANGUAGE LEARNERS

- **IDIOMS** Help students understand the expression very close as used in the sentence on p. 80: “As the second of six children, Chavez was very close to his family.” Explain that very close does not mean that Chavez was literally standing close to his family. It means that his family members spent a lot of time together and loved each other very much.

STRATEGIC SUPPORT

- **BACKGROUND** Students may not have learned about the Great Depression yet. Explain that this economic catastrophe was worldwide. Point out that the United States did not fully recover from the Great Depression until its 1941 entry into World War II, which gave a boost to the economy.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from pp. 80–85. For each word, check students’ understanding. Poll them to see if they know the meaning, know it a little, or don’t know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 104 in their Reader’s and Writer’s Journals.

Focus on the word on strike on p. 84. What context clue helps you understand the meaning of strike in the last paragraph on p. 12? What does it mean? (“stopped picking”; a strike in this context means to stop working.)

Text-Based Conversation

Use the Small Group Discussion Routine. Have students go back to the text to identify important information about people on pp. 80–85. Use questions such as these to guide students in close reading to identify how individuals are developed in the text.

• Choose a person described in the text who was important in Chavez’s life. What do you learn about this person and his or her relationship to Chavez?
• What details in the text support your impressions of this person and the relationship?

You may wish to model a think aloud, such as the following: I know that Cesar Chavez’s mother, Juana, was a positive influence in his life. On p. 80, I learn that she is part of a “loving and hardworking family.” I know that the family ran a grocery store and a farm, and that later they were migrant workers. I also learn that his mother “taught him to be kind to all people” and “taught him never to use violence.” Juana is also described as “patient and understanding.”

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Do you think that Librado Chavez’s method of going on strike with other workers to protest against cheating farm owners was effective? Use details from the text to support why or why not. (Possible responses: Yes: His lesson taught his son to stand up for what he believed in. No: Because there were no laws to protect farmworkers, the owners could do as they pleased.)
**Language Analysis  Craft and Structure**

Focus students on rereading the text to better understand author’s choices and how they shape meaning. An author may use section headings and transitions to develop structure and descriptive details to make the writing vivid. Direct students to p. 107 of the *Reader’s and Writer’s Journal*.

**STRUCTURE**  Have students read the section headings and subheadings on pp. 80–85. Write the section headings on the board in order.

- What part of Chavez’s life is discussed under the heading on pp. 84–85? (his childhood) What part of Chavez’s life is discussed under the heading on p. 83? (his later childhood and adolescence) Based on the headings, how has the writer organized this text? (chronologically, or in time order)

- Read the first paragraphs on p. 12. What information do the transition words and phrases *after* and *as a teenager* give readers? (They help the reader understand when events happened in Chavez’s life.)

- How does the structure help readers understand Chavez’s life and impact? (Readers first learn about his early life—what his parents taught him and their lives as farmworkers. This information helps explain his actions as an adult.)

**DESCRIPTIVE DETAILS**  Focus on the two paragraphs on p. 83 and the last sentence under the subheading “Librado’s Lesson” on p. 84.

- What descriptive details on p. 83 help you visualize the lives of migrant workers? (no bathrooms or drinking water; one-room shacks; poor; backs hurt)

- How do these descriptive details help you understand Chavez’s motivation to teach farm workers to read and write? (Chavez knows firsthand the difficulties of life as a farmworker and wants to help them improve their lives.)

**Independent Reading Practice**

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE**  Have students analyze the photographs, captions, and quotations on pp. 80–85 and explain how they help the reader to better understand the text.

**WRITING IN RESPONSE TO READING**  Have students turn to p. 105 in their *Reader’s and Writer’s Journals* to write a response to the prompt: Do you agree that Cesar Chavez should have quit school to work in the fields with his family? Support your opinion paragraph with evidence from the text.

**Reading Wrap-Up**

**SHARE WRITTEN RESPONSES** Wrap up today’s reading with students by asking volunteers to share their Writing in Response to Reading responses.
Scaffolding Instruction for Small Group
STRATEGIC SUPPORT

MONITOR PROGRESS
If...students need support to understand how the writer uses transition words and phrases to develop the text's structure, then...extend the Reading Analysis lesson by having children compare Chavez's teenage years to his adult years on p. 85.

If...students need extra support to understand the text's meaning, then...use the Close Reading Workshop in small group to provide scaffolded support.

Language Analysis
Help students read p. 85 closely and focus on transition words and phrases that show time order. When did Chavez meet Helen Fabela? (when he was a teenager) Point out the transition phrase as a teenager in the first sentence. Explain that the writer is signaling that Chavez is moving out of his childhood and into his teenage years. Have students look at p. 85 and identify other transition words and phrases. What other transition words and phrases did you find? (in 1948; over the next 10 years) What information do these words and phrases give? (Chavez was born in 1927, so in 1948 he was 21. He's now an adult. We also know that he and Helen spent “the next 10 years” having children and helping farmworkers become U.S. citizens and learn to read and write.)

Close Reading Workshop
REVISIT CESAR CHAVEZ: CHAMPION OF WORKERS Direct students to reread paragraph 2 on p. 80, all of p. 83, and paragraph 2 on p. 84. Then discuss the following questions. Have students include text evidence as support.

1. What were important events in Chavez's childhood? Look for clues in the text. (his father’s passing on of knowledge about “animals and farming”; his experience as a farmworker, learning “that life as a migrant worker was not easy”; the example his father set by refusing to work for “owners who cheated people out of money”)

2. What lessons did Chavez learn from his? Use at least two details in your answer. (His mother taught him to value people and to work out disagreements peacefully. His father taught him to object to dishonesty and to join with others to ensure that all people are treated fairly. These lessons helped him become an effective labor organizer.)
3 List two questions you have about how Chavez’s background helped him in his chosen career. (Possible responses: How were his father’s strikes successful? What nonviolent ways of resolving conflicts did Chavez learn from his parents?)

EXTENSIONS

Language Analysis
Direct students to reread the last paragraph on pp. 81 and 85 and discuss the following questions. Ask them to use text details in their discussions.

• What words and phrases suggest that migrant children were treated poorly? (Possible answers: Words like “punished” and “didn’t respect” suggest migrant children were treated poorly. Chavez’s teachers “punished him for speaking Spanish” and “didn’t respect his Mexican heritage.”)

• The author concludes this section with details about Cesar and Helen helping farmworkers learn to read and write. How does the structure of the text help readers understand the importance of this event? (Possible answers: Because the text is told in time order, readers know Chavez’s own history as part of a migrant family and the difficulties he personally faced growing up in poverty and not being accepted at school. As adults, he and Helen tried to help others in the same situation.)

• Why would the author choose to include specific details about helping people learn to read, learn to write, and gain U.S. citizenship? (When people know how to read and write, others cannot take advantage of them as easily. They can read contracts and other important documents. They can write letters and speeches. When people are citizens of the country in which they live, they automatically have more legal rights than people who are not citizens. If the farmworkers were U.S. citizens, they would have more leverage to fight unfair pay and working conditions.)
Writing Opinion Writing

Edit and Proofread a Speech

TEACH Explain that, in addition to revising and rewriting for clearer organization and precise language, writers also proofread their writing to identify and correct conventions errors, which include errors in grammar, capitalization, punctuation, and spelling.

• Does each sentence make sense as it is written? Are any words missing or misspelled?
• Are names of people or places and the first word in each sentence capitalized?
• Is punctuation used at the end of each sentence?

DEVELOP EDITING AND PROOFREADING SKILLS Review key conventions from the module to help students develop their editing and proofreading skills. Explain that subordinating conjunctions, such as after, because, and unless, introduce a dependent clause. Encourage students to use their Reader’s and Writer’s Journals p. 108 to help them review.

Next, review how to use interjections. Remind students that interjections are words or short phrases that express emotion, such as Wow! and Hurray! Point out that interjections usually have exclamation marks. Caution students to only use interjections in informal writing or in a passage when they want to emphasize an important point.

Point out that another important part of editing and proofreading is to check spelling. Encourage students to use a dictionary or other reference materials to check homonyms and words that are unfamiliar. Remind them to pay particular attention that domain-specific words, such as migrant worker, wages, and strike, are spelled correctly.

Finally, provide students with the following checklist to guide them as they edit and proofread their partners’ speeches:

1. Check for correct use of subordinating conjunctions.
2. Check for effective use of interjections, if it makes sense to include them.
3. Check for correct spelling, particularly of domain-specific words.
Conventions Focus  More Subordinating Conjunctions

TEACH AND MODEL  Remind students that subordinating conjunctions are used to introduce dependent clauses. Examples of subordinating conjunctions include although, after, and while.

![Example](although she loved math, she decided to take a science class.)

The subordinating conjunction although introduces the dependent clause although she loved math. Have students use p. 108 in the Reader’s and Writer’s Journal for additional practice with subordinating conjunctions.

Independent Writing Practice

WRITING  Have students turn to p. 110 in their Reader’s and Writer’s Journals. Then have them exchange speeches with a new partner and check for correct grammar, punctuation, capitalization, and spelling. Have reviewers use the checklist from the previous page as a guide.

APPLY  Have students check subordinating conjunctions or add new ones to link dependent and independent clauses in their partners’ speeches.

USE TECHNOLOGY  If available, have students e-mail their speeches to a partner. Then, have them use the spell-check feature of a word processing program to check spelling and grammar in their partners’ speeches. Remind students that these programs do not always catch mistakes, such as using its instead of it’s.

Writing Wrap-Up

Ask students to read their speeches aloud to a partner. Have partners identify any unclear passages and offer suggestions for improvement.

ENGLISH LANGUAGE LEARNERS

**CONVENTIONS**  Provide students with a list of subordinating conjunctions and dependent and independent clauses. Have students craft sentences by putting the clauses together with the subordinating conjunctions. Explain that the sentences should make sense.

STRATEGIC SUPPORT

**CONVENTIONS**  Help struggling students distinguish between dependent and independent clauses. Read “Although she loved math…” and point out that it is an incomplete thought.
Read the Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read pp. 86–98 of Cesar Chavez: Champion of Workers in the Text Collection and work through the lesson: Learners understand that people respond to inequality and injustice with a variety of tactics.

First Read of the Lesson

EXPLORE THE TEXT Divide the class into small groups. Ask the groups to make a list of the main events from the previous chapters. Have groups share their lists with the class and discuss the main events. Then, guide students to summarize the previous chapters as a class. Remind students about the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text?

For additional support in unlocking the text, see the Scaffolding Strategies Handbook.

READ INDEPENDENTLY Use the Reading Independently Routine. Have students read silently on their own. In this first reading, remind students to focus on understanding the basic content, or what events and individuals are involved. Following the reading, discuss the questions below.

Have students use p. 111 in their Reader's and Writer's Journal to record their responses.

- What did you read?
- What did you learn?
- What questions do you have?
Second Read of the Lesson

CLOSE READING During guided close reading, have students focus on key ideas that develop the people and events in the text. Use the following questions to lead the discussion.

- On p. 86, the writer explains that the Community Service Organization “taught Mexican Americans about their rights.” How did working at the CSO help Chavez develop skills to respond to injustice? (People who work at organizations such as the CSO must be people who can speak up for those who have been mistreated. They must be strong and determined, and they must work until things get done.) **Key Ideas and Details**

- The writer explains on p. 86 that “some migrants were willing to work for any pay, even very low wages.” Why would migrants do this? (Some migrants had no money at all and no way to feed or shelter their family. They might have felt that low pay was better than no pay, and so they would accept any job.) **Key Ideas and Details**

- **Vocabulary** Have a volunteer read aloud this sentence from p. 90: *The union used this attention to ask Americans to boycott grapes.* Based on context clues from this sentence and the ones around it, what does *boycott* mean? (To boycott is to refuse to buy goods from a company as a way of protesting that company’s way of doing business.)

- **Vocabulary** On p. 92, the writer details how the California legislature passed the 1975 Agricultural Labor Relations Act. What is a *legislature*? (The part of government whose job it is to make laws.)

- Why did the writer wait until p. 92 to explain how the NFWA merged with the AWOC, even though the events he describes happened during the grape strike described on pp. 90–91? (The writer might have thought that it would be too confusing to explain the merger during the discussion of the grape strike. He might also have wanted to group the merger with the discussion of the 1975 Agricultural Labor Relations Act.) **Craft and Structure**

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**ENGLISH LANGUAGE LEARNERS**

**CLOSE READING** Help students understand the phrase *took advantage of*, used on p. 86:

“Farm owners took advantage of these workers.”

Explain that because the workers were desperate for work, the owners were able to exploit them by paying them very low wages.

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**STRATEGIC SUPPORT**

**CLOSE READING** Students may not understand what a *fast* is (p. 91), and that the word can be used as both a noun and a verb. Explain that people who fast eat very little or not at all. Often people who fast do it to protest the policies of a government or a company’s business practices.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from Chapters 3–5. For each word, check students' understanding. Poll them to see if they know the meaning, know it a little, or don't know it at all. Teach the word students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 114 in their Reader’s and Writer’s Journals.

Focus on the photo caption on p. 89 that contains the word convince: Chavez had to answer a lot of questions from farmworkers to convince them to form a union. Based on context clues, what does convince mean? (to persuade, to cause belief in something) How is the ability to convince people related to leadership? (A leader has to get people to agree on important issues.)

Text-Based Conversation

Use the Whole Class Discussion Routine. Lead students in a discussion about the enormous sacrifices Chavez and union members made to advance their cause, as described in pp. 86–98. You may wish to use questions such as these to guide students in close reading to identify important people, ideas, and concepts.

- What did Chavez sacrifice in order to protect farmworkers from exploitation?
- What did farmworkers sacrifice in order to improve their wages and working conditions?
- What qualities did union members have to have in order to make their strike work during the grape boycott?

List students’ suggestions on the board and discuss each one with the class. Guide students to identify the important laws and other changes—such as the 1975 Agricultural Labor Relations Act and a ban on dangerous pesticides—that occurred due to Chavez's and farmworkers' sacrifices. Make sure students use specific parts of the text to support their answers.

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Why did farm owners of the time pay migrant workers so poorly? Use details from the text to support your answer. (Possible responses: The farm owners wanted to make as much money as they could. The less they paid the farmworkers, the more they could keep for themselves. The farm owners felt they could easily replace workers who did not accept the low wages.)
Reading Analysis  Cause-Effect Relationships

Explain that, in a cause-effect relationship, one occurrence leads to another. For example, a person tripping on a rock is a cause. The person falling down is the effect. The person fell down because he tripped on a rock. Focus students on rereading the text to better understand the cause-effect relationships that exist between Chavez and the events and ideas that led to improvement in farmworkers’ conditions.

Have students record details from the text to answer the questions. Before they begin, you may wish to model finding a detail or example in the text and recording it on the cause and effect chart. Then direct students to p. 112 of the Reader’s and Writer’s Journal.

KEY IDEAS AND DETAILS  Ask students to focus on the section of the text under the subheading “The Grape Strike” on pp. 89–90.

• What did the grape farm owners in Delano do in 1965? What did the National Farm Workers Association (NFWA) do?

• How did the grape farm owners react to NFWA’s actions? What did the NFWA do next?

• What did the NFWA ask Americans to do? After that, what happened to the grape farm owners?

Independent Reading Practice

READING ANALYSIS: CAUSE-EFFECT RELATIONSHIPS  Have students work independently to complete cause and effect charts for the sections of the text under the subheading “A Nonviolent Fight” on pp. 90–91 and the heading “More Work to Do” on p. 92.

WRITING IN RESPONSE TO READING  Have students turn to p. 115 in their Reader’s and Writer’s Journals to read this prompt: Reread the paragraphs on pp. 96–98 under the subheadings “A Real Hero” and “Living On.” How has Chavez been honored for his work? On a separate sheet of paper, have students write an explanatory paragraph in response.

ACCOUNTABLE INDEPENDENT READING  As students read texts independently, remind them to pay attention to how the author’s style determines the theme of the text.

Reading Wrap-Up

SHARE WRITTEN RESPONSES  Wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
Scaffolded Instruction for Small Group
STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to understand cause-effect relationships, then...use the Reading Analysis lesson in small group to help them work through the cause and effect chart.

If...students need extra support to understand the text’s meaning, then...use the Close Reading Workshop in small group to provide scaffolded support.

Reading Analysis

Help students work through the cause and effect chart for the text under the subheading “The Grape Strike,” pp. 89–90. First, have students identify an event. For example, “grape farm owners in Delano lowered workers’ wages.” When the farm owners lowered wages, what happened as an effect? (The union went on strike.) Help students to see that the first event caused the second. If the owners hadn’t lowered workers’ wages, would the workers have gone on strike? (No.) Explain that although the cause and effect chart shows only one cause and one effect on each line, there are often multiple causes and multiple effects for any one event. Events often form a chain of causes and effects. Point out that the NFWA's strike (plus the owners’ refusal to listen) was the cause that resulted in the NFWA's march to Sacramento. And the march was the cause that resulted in the effect of the public finally noticing the plight of the migrant workers.

Close Reading Workshop

REVISIT CESAR CHAVEZ: CHAMPION OF WORKERS  Have student volunteers read aloud the text on pp. 86–89. Have students underline important parts in their texts. Discuss the following questions. Have students include text evidence to support their answers.

1 What made Chavez the ideal person to lead a union of farmworkers? Look for clues in the text. (Chavez had been a farmworker, so he knew about the hardships they faced. Also, he got training in how to teach people about their rights while he was working at the CSO.)

2 Why did Chavez start the NFWA, and how does his action relate to the unit title Finding Courage? (Chavez started the union to protect farmworkers from the abuses of farm owners. He had to have courage to start the union, because owners had much more power than workers, and he knew the fight would not be easy.)
EXTENSIONS

**MONITOR PROGRESS**

If...students understand the text's meaning, then...extend the Reading Analysis lesson by having students examine cause-effect relationship across the whole of *Cesar Chavez: Champion of Workers*.

**READING ANALYSIS** First, have students review pp. 80–85 of the text, which was taught in Lesson 15. Then, have students use a separate sheet of paper to create a large cause and effect chart, which will show a linked chain of causes and effects. Have students begin with Chavez's childhood and work their way through his time with the United Farm Workers, showing how one event led to another, which led to another, and so on. In some cases, students may want to make other, separate cause and effect charts that show causes and effects that don’t fit neatly into the large, linked chain. Have students discuss the following questions:

- **How did Chavez’s mother’s lessons about nonviolence lead to later events in his life?** (Because his mother had taught him to never use violence, Chavez refused to physically fight back when grape farm owners hired people to attack NFW members. He prevented NFW members from physically fighting back by offering a nonviolent example with his fast.)

- **How did Chavez’s father’s lessons about noncooperation with cheating farm owners lead to later events in his life?** (Chavez’s father taught him that when a farm owner cheats workers out of their wages, the way to fight back is to go on strike. Strikes were a major tool of the unions he later led.)

- **How did Chavez’s experience as a farmworker have the effect of drawing people to join the unions he led?** (Because Chavez had been a migrant worker, farmworkers felt that he understood their problems. He was one of them, so they trusted him and joined the unions, even though many of them were frightened of the consequences of their membership.)

3 List two questions you have about how the NFWA battled injustice.
   (How did the union negotiate? What protest methods did they use?)
Writing
Opinion Writing

Present a Speech

TEACH Explain that when presenting a speech, the speaker must adjust his or her pace and tone of voice so that it is appropriate for the audience and subject matter. Have students consider the following questions before presenting their speeches:

- What are the key points of the speech?
- What visuals and multimedia might help emphasize key points during a presentation of the speech?
- How can you use your voice to emphasize the key points in your speech?

ANALYZE THE MODEL To model adapting text and illustrations for a presentation, read aloud the section “A Nonviolent Fight” from Cesar Chavez pp. 90–91. Ask students to use their notes to identify key parts of the text, such as Chavez’s belief in nonviolence and his 25-day fast. Point out that someone presenting this text might pause after each key part or slow the pace to draw attention to these key parts.

Next, have students describe the images included on pp. 90–91. Point out that both images relate to Chavez’s nonviolent protests of farm owners. Suggest that someone presenting this text might choose to include the image on p. 90 in a presentation because the image emphasizes Chavez’s active role in protesting.

Explain that someone presenting “A Nonviolent Fight” might adapt his or her speech to match the subject matter. For example, the speaker might describe the details leading up to the protest at a slow, even pace, but then speed up pace when describing the owners’ decision to use violence and Chavez’s reaction. Explain that the speaker would probably use a serious tone throughout the speech.

ANNOTATE A DRAFT Explain that, before students give their presentations, they should analyze their speeches to determine key parts that support and emphasize their opinions. Have students mark their drafts to indicate when to slow or quicken their pace for effect and when to pause to add the most impact. Point out that these choices will make their speeches more effective and engaging for the audience.
**Conventions**  

**Sentence Fragments**

**TEACH AND MODEL**  
Remind students to fix sentence fragments, which don’t express a complete thought. Often fragments are dependent clauses; they cannot stand alone as complete sentences because they are missing a subject or a verb.

> When Chavez formed the NFWA

Chavez formed the NFWA.

> When Chavez formed the NFWA, many workers were at first too afraid to join.

Use p. 118 in the *Reader’s and Writer’s Journal* for practice.

**Independent Writing Practice**

**PRESENT A SPEECH**  
Have students turn to p. 119 of the *Reader’s and Writer’s Journal* and practice their speeches to improve their presentation. Students should

1. practice in front of a partner or small group of peers.
2. adjust their pace and tone to emphasize important reasons, evidence, and interesting points.
3. choose relevant visuals or multimedia to include, if possible.

**APPLY**  
Have students check their speeches to correct any remaining sentence fragments.

**USE TECHNOLOGY**  
If available, have students record their speeches digitally. Have them use the recordings to evaluate their presentations and determine ways to improve.

**Writing Wrap-Up**

Have students present their speeches orally or in a recording to the class.

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**ENGLISH LANGUAGE LEARNERS**

**CONVENTIONS**  
Write five sentence fragments on the board and ask students to edit them so that they are complete thoughts. Have students identify why each fragment is a fragment (missing subject or verb, introductory words that turn an independent clause into a dependent one, etc.).

**STRATEGIC SUPPORT**

**CONVENTIONS**  
Have struggling students trade papers and identify sentence fragments in their partner’s work. Explain that if a group of words doesn’t express a complete thought, it is a fragment. Show them how to add or subtract words to fix a fragment.
LESSON 17

UNIT 2 • MODULE A

OBJECTIVE
Compare and contrast the effectiveness of visuals within a text.

READING OBJECTIVES
• Reread to compare and contrast visuals.
• Read closely, paying attention to details found in visuals.

Read the Text

Build Understanding

INTRODUCE Have students focus on the Enduring Understanding, Learners understand that people respond to inequality and injustice with a variety of tactics as they reread to compare and contrast the texts from Unit 2, Module A.

First Read of the Lesson

EXPLORE THE TEXT Use the Shared Reading Routine. In small groups, have students reread and review their notes to summarize the key features of the texts. Point out that the goal of the lesson is to compare and contrast the use and effect of visuals in each text, so encourage students to focus on the illustrations and photographs found throughout the texts. Following the reading, discuss the questions below. Have students use p. 111 in their Reader’s and Writer’s Journals to record their responses.

• What did you read?
• What did you learn?
• What questions do you have?

Remind students about the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text?

For additional support in unlocking the text, see the Scaffolded Strategies Handbook.
Second Read of the Lesson

REREAD THE ANCHOR AND SUPPORTING TEXTS  Have students summarize key visuals of each text. Ask questions to lead discussion.

- How does the photograph of Cesar Chavez in Cesar Chavez: Champion of Workers on p. 80 of the Text Collection help you understand more about his childhood? (The photograph shows the rural environment in which Chavez grew up and helps the reader understand his humble background. The photograph also helps the reader visualize his close relationship with his family.) Integration of Knowledge and Ideas

- Does the illustration of the girl on p. 6 in Heart and Soul: The Story of America and African Americans make you think of the past or present? Why? (The illustration makes the reader think of the past because it is black and white and the girl is wearing traditional-style clothing.) Why do you think the author, who is also the illustrator, chose to illustrate a girl from the past instead of a girl from the present? (The narrator is talking about historical events and people from the past. The illustration of the girl helps the reader visualize how a person from past times may have appeared.) Integration of Knowledge and Ideas

- How do you think the life of the child on p. 14 in Heart and Soul is similar to the lives of the children pictured on p. 80 in Cesar Chavez? (The children in both images live in rural environments. Their old, worn clothing makes them appear to be poor and probably hardworking.) Craft and Structure

- Vocabulary: How does the word ironic relate to both Heart and Soul and Cesar Chavez? (Both texts discuss the ironic nature of American history, in which groups of people who work hard to contribute to the country receive so little in return.)

ENGLISH LANGUAGE LEARNERS

CONVENTIONS  Explain that the phrasal verb stand up has both a literal and a figurative meaning. The people in the illustration on pp. 58–59 in Heart and Soul and pp. 86–87 in Cesar Chavez are physically standing up. But they are also “standing up for” themselves in order to assert their rights.

STRATEGIC SUPPORT

VISUALS  To help students compare the illustration on p. 14 of Heart and Soul with the photograph on p. 80 of Cesar Chavez, ask guiding questions such as How are the children’s environments the same? and What do you notice about the clothing they are wearing?
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from the two texts. For each word, check students’ understanding. Poll them to see if they know the meaning, know it a little, or don’t know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 114 in their Reader’s and Writer’s Journals.

Focus on the word organize. How does this word relate to each text? (Each text discusses how specific groups of people worked together, or organized, to change the situations in which they were living and demand a better life.)

Text-Based Conversation

Use the Paired Discussion Routine. Have students go back to the texts to compare and contrast the use of visuals. Use the following questions to guide students to recognize important elements in key visuals:

- What visuals in Heart and Soul and Cesar Chavez show people organizing? How do the visuals demonstrate that people are organizing?
- How do the visuals on p. 62 of Heart and Soul and p. 83 of Cesar Chavez show what life was like in the neighborhoods of black and migrant-worker communities?

You may wish to provide a model through a think aloud, such as the following: On p. 83 in Cesar Chavez, I see a picture of a run-down community, and on p. 62 in Heart and Soul, I see an illustration of burning buildings. The horrible conditions and bad things that were happening in black and migrant-worker communities are just some of the things that motivated leaders to organize and act on behalf of their people. To guide the discussion about organizing, you may wish to designate a specific visual from each text and ask students to list the similarities they notice. After student pairs have discussed the visuals, invite everyone to discuss the information gained in the discussions. Make sure students use specific parts of the visual to support their answers and follow agreed-upon rules for discussions.

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Which visuals are most effective: illustrations or photographs? (Possible responses: Illustrations: Illustrations allow us to visualize times before photography existed. Photographs: Photographs offer the most realistic representation of people, places, things, and events.)
An author uses visuals to add depth. Visuals can reflect an author’s purpose or perspective.

Help students focus on the similar and different subject matter presented by the visuals in *Heart and Soul* and *Cesar Chavez*. Have students fill out a Compare and Contrast Graphic Organizer to analyze the visuals in each text are alike and different. Use the questions below to guide students. Have students use p 117 of the *Reader’s and Writer’s Journals*.

**INTEGRATION OF KNOWLEDGE AND IDEAS**

- What purpose do the photographs of Cesar Chavez serve? (Answers should be text-based.)
- What details about the lives of African Americans do the illustrations in *Heart and Soul* give? (Possible answer: They show important historical events in African America history.)
- How are the visuals in *Heart and Soul* and *Cesar Chavez* alike? (Answers should be text-based.)

**Independent Reading Practice**

**READING ANALYSIS: COMPARING AND CONTRASTING VISUALS**

Have students work to complete their graphic organizers, thinking about how each visual relates to the text.

**WRITING IN RESPONSE TO READING**

Have students turn to p. 115 in their *Reader’s and Writer’s Journals* to write a response to the prompt: In your opinion, which text’s visuals help you to better understand how people respond to injustice? Use details from each text to support your opinion.

**ACCOUNTABLE INDEPENDENT READING**

As students read texts independently, remind them to pay attention to how the author’s style determines the theme of the text.

**Reading Wrap-Up**

**SHARE WRITTEN RESPONSES**

Wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to compare and contrast the use
then...use the Reading Analysis lesson in small group to help focus on
determining key features of visuals and their similarities and differences.

Fluency Check To provide practice with reading fluently, have students use the Oral Reading activity.

Reading Analysis

Help students work on their Compare and Contrast diagrams. Make sure that students have listed similarities and differences about visuals from each text. You may wish to have students focus their comparing and contrasting on two specific visuals such as the illustration of Martin Luther King, Jr., on pages 96–97 of Heart and Soul and the photograph of Cesar Chavez on page 94 of Cesar Chavez. Help students compare and contrast the visuals by asking guiding questions such as, Did the author choose to use photographs or illustrations? What are some of the main ideas the author tries to show with visuals in each text? What activities do the visuals show people doing? How do you think the author feels about the people represented in the visuals?

Oral Reading

RATE Have students choose a passage from a level-appropriate book, such as a selection from the Independent Reading List. Draw students’ attention to the length of the sentences in each passage, as well as the types of punctuation used. Explain that sentence length and punctuation affect the rate, or speed, at which a sentence is read. Read the passage aloud, asking students to follow along and pay attention to the rate at which you read.

Invite students to read the chosen passage orally. Listen carefully to the rate at which students read, having them slow down or speed up as appropriate. Point out when a student has achieved a reading rate that makes the sentences most clearly understandable.
EXTENSIONS

MONITOR PROGRESS

If... students understand how to compare and contrast the use, purpose, perspective, and effects of visuals in texts, then... extend the Reading Analysis lesson by having students draw conclusions about the visuals in each text.

Fluency Check To provide practice with reading fluently, have students use the Oral Reading activity on p. 142.

Reading Analysis

Direct students to look at the visuals on pages 73–89 of Heart and Soul: The Story of America and African Americans and pages 89–95 of Cesar Chavez: Champion of Workers, and discuss the following questions:

• What conclusions can you draw about the challenges faced by the individuals in Heart and Soul? How do the visuals help you understand how they faced these challenges? (Possible answer: The African Americans on the pages faced many challenges, ranging from segregation to war. The visuals show the bravery these individuals demonstrated while confronting these challenges.)

• What skills do you think Cesar Chavez needed in order to successfully organize people? (Possible answer: Cesar Chavez needed to be an effective communicator. He also needed to show bravery and determination, as well as to be able to deal with frustration.)

• Do you think the individuals in these visuals have been able to accomplish their goals on their own? (Possible answer: Although these people demonstrated incredible individual effort, they needed the help of many others—including their friends, family, and community—in order to achieve their goals.)

• How do the visuals add to your understanding of the Enduring Understanding: Learners understand that people respond to inequality and injustice with a variety of tactics? (Possible answer: The visuals show many ways people have fought for their rights and the rights of others. The visuals help the reader understand the settings in which people stood up for their rights and the rights of others.)
Writing

Informative/Explanatory Writing

Research Leaders in History

TEACH

Explain that writers use research to develop and explore topics in their writing. Point out that writers often include direct quotes, paraphrases, or summaries in their notes about a topic. Encourage students to consider the following questions as they take notes:

• What is the main idea of the source?
• What details support that main idea?
• How could you organize notes about the main idea and supporting details?

ANALYZE THE MODEL

Show students how to research and take notes using Cesar Chavez. Focus students on the text under the heading “Serving the People” on p. 86. Using this passage, show students that an outline, like the one below, is a useful way to take notes on a source.

I. Community Service Organization (1952)
   A. Chavez learned to organize people, form groups, and run events.

Taking notes in outline form helps shows the relationships between things.

Next, point out Chavez’s boxed quote on p. 95. Explain that if students include this quote in their notes, they should enclose it in quotation marks and write Chavez’s name next to it. This way, when they look back at their notes, it’s clear that it’s a direct quote. Point out that students should do the same when they record direct quotes in their own notes.

Direct students’ attention to the information on p. 92. Tell students that to paraphrase a source, they must express the text’s meaning in their own words so that they are not plagiarizing, or using the source’s words without properly quoting them. Explain that people often paraphrase when they are summarizing a source’s ideas.

According to the author of Cesar Chavez: Champion of Workers, the NFWA and the AWOC merged during the grape boycott of 1965–1970. The new union was called the United Farm Workers (UFW).

To paraphrase, reword the source and give its author credit for his or her ideas.

Point out that another way to credit sources is to mention the title of the source, as shown above. Remind students to use these strategies when taking notes for their research assignment.
Conventions Correcting Run-on Sentences

TEACH AND MODEL Explain that a run-on sentence is two independent clauses incorrectly punctuated as one sentence. Write the following (with and without a comma): People organize to protect rights, they stand up to injustice. Show three ways it can be corrected, and then direct students to p. 118 in the Reader’s and Writer’s Journal for more practice.

| People organize to protect rights. They stand up to injustice. |
| People organize to protect rights, they stand up to injustice. |
| People organize to protect rights, and they stand up to injustice. |

Make two sentences. Add semicolon. Add coordinating conjunction.

Independent Writing Practice

WRITE Now ask students to research a courageous leader who responded to injustice. Have them use their Reader’s and Writer’s Journals, p. 120, to take notes on multiple sources. Students should use one text from this module (if relevant) and 2-3 additional print and digital sources. Have them

1. use a leader’s diary, public speeches, and/or autobiography as a source, and take notes on facts and record direct quotes.
2. paraphrase and summarize each source’s ideas, and credit each source title and author in their notes.

APPLY As students take notes during Independent Writing Practice, have them identify any sentence fragments they find, and suggest corrections.

USE TECHNOLOGY If available, have students use a computer to conduct research about their courageous leader.

Writing Wrap-Up

Ask volunteers to share their notes with the class. Have the class identify the source from which the best information was cited.

ENGLISH LANGUAGE LEARNERS

CONVENTIONS Review with students the coordinating conjunctions and, but, so, for, yet, or, and nor. Explain that these words, when preceded by a comma, can connect two independent clauses. Encourage students to use coordinating conjunctions to correct run-on sentences.

STRATEGIC SUPPORT

RESEARCH If students have difficulty finding multimedia sources, provide specific Web sites or Internet search terms that relate the subject matter to students’ essays.
Read the Text

Build Understanding

INTRODUCE Have students focus on the Enduring Understanding, Learners understand that people respond to inequality and injustice with a variety of tactics as they reread to compare and contrast the texts from Unit 2, Module A.

Explain that throughout the lesson, students will reread to look for connections among texts. As they compare and contrast texts, encourage students to ask themselves how, together, the texts deepen their understanding of finding courage to overcome inequality and injustice.

First Read of the Lesson

EXPLORE THE TEXT Use the Shared Reading Routine. In small groups, have students reread and review their notes to summarize the key features of the texts. Point out that the goal of the lesson is to compare and contrast the overall structure of the texts. Students will determine why certain structures are best for conveying particular ideas and why others might work well for many different types of texts. Following the reading, discuss the questions below. Have students use p. 111 in their Reader’s and Writer’s Journals to record their responses.

• What did you reread?
• What did you learn?
• What questions do you have?

Remind students about the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text?

For additional support in unlocking the text, see the Scaffolded Strategies Handbook.
Second Read of the Lesson

**REREAD THE ANCHOR AND SUPPORTING TEXTS** Have students summarize key features of each text. Ask questions to lead discussion.

- **Look at the chapter titles of Heart and Soul: The Story of America and African Americans. What do they tell you about the structure of the book?** (The chapter titles reflect a chronological, or time, order. They also let the reader know how the book is organized.) **How does this structure help the reader understand the main ideas of Heart and Soul?** (The structure is best for conveying these main ideas because the ideas center on the struggles of African Americans in the United States—from the signing of the Declaration of Independence through the nomination of Barack Obama for president.) **Craft and Structure**

- **What do the section headings, the photographs, and captions of Cesar Chavez: Champion of Workers tell you about the structure of the text?** (The structure of the text is in chronological order.) **Craft and Structure**

- **How does the structure of Cesar Chavez compare to that of Heart and Soul?** (Both texts use the same structure—chronological order—to convey their messages.) **How do the structures of the two books differ?** (Cesar Chavez is a biography and includes actual photographs, captions, and quotes from Cesar Chavez to help convey the message of the text. Heart and Soul uses illustrations that enhance the text and help convey the main ideas. It also uses a fictional narrator to describe the historical events in the text.) **Craft and Structure**

- **Why does a chronological text structure work in Operation Clean Sweep?** (Although the book is fiction, it recounts an event that is not unlike an actual historical event: women working to get elected to office. Chronological text structure works well with historical events or historical fiction because of the sequence of events.) **Craft and Structure**

- ****Vocabulary** How does the word nonviolence relate to Heart and Soul, Cesar Chavez, and Operation Clean Sweep?** (All books carry the message that injustices in society can be changed through actions that don’t require violence.)

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**ENGLISH LANGUAGE LEARNERS**

**BACKGROUND** If students have trouble with the historical events as they are presented in Heart and Soul, Cesar Chavez, and Operation Clean Sweep, show a timeline of U.S. history. Place the events from each book on the timeline, showing how long the various struggles have taken.

**STRATEGIC SUPPORT**

**STRUCTURE** Point out that Heart and Soul has both a Prologue and an Epilogue. Tell students that a prologue is an introduction that sets up a book, and an epilogue is the opposite—a part added to the end of a book after the main storyline has concluded.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from the three texts. For each word, check students’ understanding. Poll them to see if they know the meaning, know it a little, or don’t know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine. Ask students to record the information on p. 114 in their Reader’s and Writer’s Journals.

Focus on the word equality. According to the texts, is the struggle for equality for all groups in the United States over? (Possible answer: No: In the Epilogue of Heart and Soul, the narrator says, “We have come a mighty long way, honey, and we still have a good ways to go....” In Cesar Chavez, the reader learns on pp. 95 and 96 that Chavez never stopped helping workers.)

Text-Based Conversation

Use the Small Group Discussion Routine. Have students go back to the texts to compare and contrast the texts, finding the most important ideas in each one. Use the following questions to guide students:

- On p. 91 in Heart and Soul, the narrator says, “Something good had started in Montgomery, and it spread all across the country.” What does she mean?
- What nonviolent act did Cesar Chavez do to remind the union to stay peaceful during the grape boycott?

You may wish to provide a model through a think aloud, such as the following: In Cesar Chavez, I see a photograph with a caption on p. 91. The photograph is of a very weak Chavez during his fast. He used the fast as a nonviolent way to remind the union to stay peaceful during the grape boycott. The text next to the photograph tells me that his fast succeeded. After small groups have discussed the texts, invite them to discuss the information gained in the discussions. Make sure students use specific parts of the text to support their answers and follow agreed-upon rules for discussions. Explain that you will look at the text again to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the Team Talk Routine. Which illustration in Heart and Soul is the most powerful? Explain. (Possible response: The illustration on p. 38 is the most powerful. It captures the touching image of a young girl teaching her father how to read. The fact that he has probably been an enslaved person working for others his whole life is further reinforced by the newly picked cotton next to his feet.)
Language Analysis  Craft and Structure

Focus on rereading *Heart and Soul* and *Cesar Chavez*. Explain that most texts are organized around one text structure, but within that structure, a writer may choose language typical of another structure, such as cause-effect, to convey ideas. Have students use p. 113 in their *Reader’s and Writer’s Journals*.

**TEXT STRUCTURE: CHRONOLOGICAL ORDER**

- Reread the first page of Chapter 7 of *Heart and Soul*. What are some sequence words and phrases the author uses to show chronological order? (Possible responses: after Reconstruction, since slavery, after)

- Now look at the sections “School and Work” and “Losing the Farm” in *Cesar Chavez*. What sequence words and phrases does the author use to show chronological text structure? (Possible responses: Early each morning, When, during the 1930s, In 1938)

**WORD CHOICE: CAUSE-EFFECT LANGUAGE**

- Reread the first full paragraph on p. 86. Why was Rosa Parks arrested? (She refused to give up her seat.) Reread the rest of the chapter. What happened as a result of her arrest? (African American leaders organized the Montgomery bus boycott. As a result, the bus companies almost went bankrupt.) What phrase on p. 89 shows the effect of the boycott? (But in the end)

- In *Cesar Chavez*, reread pp. 86–89. Why did Chavez start a union? (The farm owners took advantage of the migrant workers.) What dependent clause on p. 89 tells why Chavez was able to convince the workers to join the union? (Because Chavez had worked in the fields)

**Independent Reading Practice**

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have students work independently to analyze other passages in *Heart and Soul* and *Cesar Chavez* for chronological text structure and cause-effect language.

**WRITING IN RESPONSE TO READING** Have students turn to p. 116 in their *Reader’s and Writer’s Journals* to write a response to the prompt: Read “The Grape Strike” in *Cesar Chavez* and pp. 86–89 in *Heart and Soul*. Explain how the grape strike and the events following it are similar to the Montgomery bus boycott and its effects. Use cause-effect language and details from both texts in your response.

**Reading Wrap-Up**

**SHARE WRITTEN RESPONSES** Wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading.
Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...students struggle to understand chronological text structure, then...use the Language Analysis lesson in small group to help focus on determining the text structure for each text.

Fluency Check To provide practice with reading fluently, have students use the Oral Reading activity.

Language Analysis

Help students understand chronological text structure. Begin by explaining that the word chronological means, “arranged in time order.” Tell students that texts such as Heart and Soul and Cesar Chavez tell about actual events and people in history, so the best text structure to use is one that follows a chronological order. Post a timeline that shows years 1776, 1800, 1850, 1900, 1950, 2000, and The Present. Then add several key dates and information from both texts to the timeline. Help students see how a text that centers on historical events is best suited to chronological order by going over the timeline and the information with the class.

Oral Reading

ACCURACY Have students read a passage from a level-appropriate book from the Independent Reading List. Have students follow along as you model reading with accuracy. Explain that reading with accuracy means reading words without mistakes.

Have students read the same passage aloud with accuracy. Monitor progress and provide feedback. For optimal fluency, students should reread the passage three to four times.
EXTENSIONS

Language Analysis
Direct students to reread Chapter 8 of *Heart and Soul* and pp. 68–71 through “‘reinstall the streetlights’” of *Operation Clean Sweep* and discuss the following questions:

• On p. 65, what does the narrator of *Heart and Soul* mean by “This time we looked no farther than our front doorstep for help”? (The narrator is referring to the fact that previous generations of African Americans have often “looked for help from good white folks in hard times,” but a new generation has grown “up and into its own.” Now when African Americans need help, they can look to their own people, especially those who have been educated and given the “tools they needed to move forward.”)

• Read the second sentence after the break on p. 65 of *Heart and Soul*: “Women had decided to step out of the kitchen to get the vote….” What does the narrator mean by “step out of the kitchen”? (The narrator is referring to women challenging their traditional roles as homemakers and marching to protest the fact that they were not allowed to vote yet.)

• What is similar about the events in *Operation Clean Sweep* and those described on p. 69 of *Heart and Soul*? (*Operation Clean Sweep* is about a woman getting elected mayor of a small town when most people didn’t think it was possible for women to be elected to a government job. On p. 69 of *Heart and Soul*, the narrator tells about events surrounding African American and other groups of women struggling for the right to vote.) What descriptive words do both authors use? (Possible response: On p. 71 in *Operation Clean Sweep*, the author uses the descriptive verbs *clinked* and *wiggled* to help the reader visualize what is going on. In *Heart and Soul*, the narrator uses the phrases “had been fighting to get the vote” and “marched our legs right into the voting booth.” Both phrases show the reader how important it was for women to vote.)
Writing

Opinion Writing

Analyze Sources and Develop an Opinion

TEACH Explain that, for an opinion essay, a writer analyzes his or her research to determine which quotes, facts, details, and examples will support an opinion about a topic. Encourage students to consider the following questions to help them analyze their own notes and develop an opinion:

- What is your opinion about the topic?
- What reasons can you use to argue your opinion?
- Which evidence will make your opinion convincing?

ANALYZE THE MODEL Through discussion, help students understand how to analyze their notes and develop an opinion. Use the following opinion about Chavez to model: Cesar Chavez’s most important contribution was leading the NFWA during the grape strike. Explain that, in order to support this opinion, the writer must analyze information about the grape strike. Display the following notes related to the grape strike for students.

B. Chavez organized a march to Sacramento.
   1. Government did not respond.
   2. Raised awareness and Americans started boycotting grapes.
   3. Farm owners lost money.
   4. “To stop the boycott, several owners agreed to improve wages and working conditions.” (Cesar Chavez, p. 91)

When analyzing notes, focus on information that supports the opinion.

Explain that, to support an opinion, a writer must include reasons, such as The grape strike was Chavez’s most important contribution because it demonstrated the positive effects of his leadership. In order to support this reason, a writer must choose which evidence will be the most convincing. Point out that the quote from the notes above is one example of convincing evidence because it shows a positive result of Chavez’s leadership.

Tell students to use evidence in their own writing to support an opinion. Instruct them to incorporate evidence by first stating an idea related to their opinion and then including either a quote, fact, detail, or example that illustrates that idea. Remind students to use quotation marks when quoting directly and to always credit sources either in parentheses or in the text itself. Point out that this use of evidence is similar to the strategies they used to take notes in the previous lesson.
Conventions  Spell Correctly

TEACH AND MODEL  Explain to students that learning to spell correctly often requires memorization. Begin by posting a list of some frequently misspelled words:

<table>
<thead>
<tr>
<th>again</th>
<th>different</th>
<th>interesting</th>
<th>quiet</th>
<th>their</th>
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</thead>
<tbody>
<tr>
<td>always</td>
<td>every</td>
<td>people</td>
<td>relief</td>
<td>there</td>
</tr>
<tr>
<td>believe</td>
<td>favorite</td>
<td>piece</td>
<td>school</td>
<td>they're</td>
</tr>
</tbody>
</table>

Have students use p. 118 in their Reader's and Writer's Journals for extra practice.

Independent Writing Practice

FORMATIVE ASSESSMENT  Have students turn to p. 120 in the Reader's and Writer's Journal and write a 2-page opinion essay in which they use their research to develop an opinion about their chosen leader's most important contribution. Before writing, students should decide on an opinion, analyze their notes from the previous lesson, and identify supporting evidence. After they have determined their opinions, have students draft their opinion essays. Their essays should include a clear organization, reasons, supporting evidence, and a conclusion.

USE TECHNOLOGY  After drafting, have students use computers to revise and edit their drafts. Encourage them to add transitions that highlight their evidence (for example, for instance, furthermore).

APPLY  Have students check their drafts for grammar and correct spelling.

Writing Wrap-Up

Ask volunteers to present their essays orally to the class. Have the class identify the opinion and the most convincing supporting evidence in each essay.

ENGLISH LANGUAGE LEARNERS

CONVENTIONS  Spelling in English is difficult because there are so many exceptions. In lieu of rules that can be memorized, the best resource for native and non-native speakers is a dictionary, print or electronic.

STRATEGIC SUPPORT

CONVENTIONS  Remind students to be careful of the spell-check feature built into most word-processing software programs. While helpful, it is not human and cannot distinguish incorrect usage. If a student has used the wrong its, a spell check feature will not detect it.
Performance-Based Assessment

Task

Speeches for Justice

Students will choose an example of inequality or injustice that inspires them, either from their reading, their own lives, or the world around them.

Students will use their example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts as well as quotes where possible. In their speeches, students should advocate for a change and provide convincing reasons to support their viewpoints. The speeches can be recorded and shared using visuals or audio.

a. Introduce an inequality or injustice, state an opinion, and create an organization structure in which ideas are logically grouped to support the writer's purpose.

b. Provide logically ordered reasons that are supported by facts and details.

c. Link opinion and reasons using words, phrases, and clauses.

d. Provide a concluding statement related to the opinion presented.

Students will share their speeches with the class.

See p. 158 for reproducible page for student distribution.

TEACHER NOTE  You may wish to administer this assessment over multiple lessons.
Task Preparation

INTRODUCE  Discuss the Essential Questions: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? and How is theme revealed through details of the text?

REVISIT THE TEXT  Remind students that in *Heart and Soul*, the author describes listening to Dr. Martin Luther King, Jr.’s powerful and moving speech on the Mall in Washington, D.C. In the speech, the reader learns about the inequality many people face, as well as Dr. King’s call for change.

There were several speakers throughout the afternoon, but what I remember most is when Dr. King spoke. His powerful voice rose and fell and echoed over a sea of people as he spoke about his dream for America. He shouted, “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.... And if America is to be a great nation, this must become true.... Free at last! Free at last! Thank God Almighty, we are free at last!” Dr. King roared. By the time he finished, people on the Mall were hugging and shouting, and swaying and crying. It was a magnificent speech.

—*Heart and Soul*, p. 95

Tell students that as they prepare to write their speeches for the Performance-Based Activity, they will brainstorm examples of inequality or injustice that inspires them, either from their own reading, their own lives, or the world around them. Once they choose a topic, they will state their opinion and provide logically ordered reasons that are supported by facts and details. They will also provide a strong conclusion that supports the opinion or includes a call for action.

As students plan their speech, they will brainstorm reasons that support their opinion. They will also link their opinion and reasons using words, phrases, and clauses. Students may want to use a web graphic organizer to organize their writing.
Set-Up

**ORGANIZATION**

Have students begin by choosing an example of inequality or injustice that inspires them. Then have students use a web graphic organizer to brainstorm reasons why they think things should change. Using their webs, have students develop an outline that includes three main ideas and key details or reasons that support their opinion. Ask students to make sure that their reasons are supported by facts and details. Based on their reasons, have students determine which structure, such as opinion-reason or problem-solution, most clearly and effectively conveys their ideas, and have them use the proper transition words to link their opinion and reasons. Finally, have them compose a concluding statement that restates their opinion or includes a call for action.

Invite students to form pairs. Have students take turns identifying reasons for one or two of the main ideas (body paragraphs) that support the opinion. Have students trade outlines and then ask questions to clarify and expand upon the supporting reasons, identifying ideas that need more support or are irrelevant and should be deleted or moved. After peer review, provide students with time to draft their essays, add transitions to connect ideas, clarify structure, and provide a conclusion. Before students complete their drafts, have them check for correct use of conventions, including grammar, capitalization, punctuation, and spelling.

**MATERIALS**

- Notebooks, graphic organizers, or paper for the students to take notes
- Paper for the student to draft their speeches
- Texts: *Heart and Soul, Operation Clean Sweep, Cesar Chavez*

**BEST PRACTICES**

- Set clear expectations for student pairs.
- Provide students with any necessary multimedia components or materials for visual displays to enhance their speech.
- Allow individual students time to write and edit their original speech.
- If available, give students access to word processing software for typing and revising their speeches.
Scaffolded Support

In order for all students to access the Assessment, additional supports can be provided as necessary.

Models of Speeches: Provide students with models of speeches, persuasive letters, or persuasive articles on the Internet or on paper so students can see different techniques people use to persuade the audience.

Multimedia: Work with students to include multimedia components, such as graphics or sound, and visual displays that enhance their speech.

Editing Tasks: Before students present their final drafts, organize students into small groups for peer review. Direct students to edit their writing for the grammar conventions studied so far this year.

Graphic Organizers: Students can use a main idea chart, a cause and effect chart, or a compare and contrast chart to take notes, to organize their thinking about the main ideas and key details, and to develop text structure in their speeches.
Performance-Based Assessment
Grade 5 • Unit 2 • Module A

Task

Speeches for Justice

Choose an example of inequality or injustice that inspires you, either from your reading, your own life, or the world around you.

Use your example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts as well as quotes, if possible. Advocate for a change, and provide convincing reasons to support your viewpoints. You can also use visuals or audio to help you make your point.

Remember to:
• introduce an inequality or injustice and state an opinion.
• organize ideas logically to best support your opinion.
• provide logically ordered reasons that are supported by facts and details.
• using transitional words, phrases, and clauses to link your opinion and reasons.
• provide a concluding statement that restates your opinion or includes a call to action.

Then share your speech with the class.
## Opinion Writing Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Focus</th>
<th>Organization</th>
<th>Development</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Opinion is clearly conveyed and well supported with reasons; response is focused.</td>
<td>Organization is clear and effective. Strong use of language to link ideas. Conclusion strongly related to the opinion.</td>
<td>Reasons are thorough and persuasive, and include facts and details.</td>
<td>Ideas are clearly and effectively conveyed, using precise language and domain-specific vocabulary.</td>
<td>Command of conventions is strongly demonstrated.</td>
</tr>
<tr>
<td>3</td>
<td>Opinion is clear, adequately supported with reasons; response is generally focused.</td>
<td>Organization is clear, though minor flaws may be present and some ideas may be disconnected. Good use of language to link ideas. Conclusion related to the opinion.</td>
<td>Reasons are adequate and include facts and details.</td>
<td>Ideas are adequately conveyed, using both precise and more general language; may include domain-specific vocabulary.</td>
<td>Command of conventions is sufficiently demonstrated.</td>
</tr>
<tr>
<td>2</td>
<td>Opinion is somewhat supported with reasons; response may lack focus or include unnecessary material.</td>
<td>Organization is inconsistent, and flaws are apparent. Poor use of language to link ideas. Conclusion somewhat relates to the opinion.</td>
<td>Reasons are uneven or incomplete; insufficient use of facts and details.</td>
<td>Ideas are unevenly conveyed, using overly simplistic language; lacks domain-specific vocabulary.</td>
<td>Command of conventions is uneven.</td>
</tr>
<tr>
<td>1</td>
<td>The response may be confusing, unfocused; opinion not sufficiently supported with reasons.</td>
<td>Organization is poor or inconsistent. Conclusion does not relate to the opinion.</td>
<td>Reasons are poor or nonexistent.</td>
<td>Ideas are conveyed in a vague, unclear, or confusing manner.</td>
<td>There is very little command of conventions.</td>
</tr>
</tbody>
</table>
| 0     | Possible characteristics that would warrant a 0:  
• no response is given  
• student does not demonstrate adequate command of opinion writing traits | | | | |
Presentation

**Speech:** Students share their writing with the class.

Have students prepare clean, legible copies of their speeches and read them aloud to the class.

1. **Set up the classroom:** If possible, move a lectern or large desk to the front of the room. Students will stand or sit in a central location to present their speeches. If students are using visuals, help them set up their visual aids so that the whole class can see them.

2. **Remind students of the classroom rules for discussion,** such as paying attention and being polite.

3. **Have students take turns reading aloud their speeches.** Remind them to make eye contact with the audience and use gestures to engage listeners. If using visuals, encourage students to point out important features of the visual as they give their speeches.

4. **At the end of each presentation,** have students discuss how the speaker’s point of view did or did not influence their opinion on the topic.

Record the speeches, and share them through visuals or audio on the classroom blog or a class wiki so that others can read or listen to them.
Reflect and Respond

LOOKING AHEAD For students who received a 0, 1, or 2 on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment. Graphic organizers and other means of support will help guide students to success as they complete other Performance-Based Assessments throughout the school year.

If...students struggle with choosing an appropriate topic, then...model how to choose a topic that is not too broad or narrow.

If...students need help organizing reasons to support their argument, then...tell them that organizing the least convincing reason first and the most convincing reason last is an effective way to persuade an audience.

If...students struggle with using linking words, phrases, and clauses effectively, then...review how linking words, phrases, and clauses signal order, time, or location. Provide menus of words for students, such as cause-effect (therefore, as a result, so, since, because), compare and contrast (similarly, in addition, on the other hand, although), time order (first, next, then, finally), and importance (above all, finally, most important).

If...students struggle with writing a concluding statement or section, then...have student pairs or small groups read aloud the concluding paragraph from the supporting texts as a model.
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- Whole Class Discussion Routine ................ TR30–TR31
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The End-of-Unit Assessment consists of two passages, each followed by multiple-choice Comprehension and Vocabulary questions and a Constructed Response writing prompt. At the end of the test, there is also an Extended Response writing prompt that requires students to draw on information from both passages. Students should complete the assessment independently.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of your students.

<table>
<thead>
<tr>
<th>SESSIONS</th>
<th>FIRST DAY</th>
<th>SECOND DAY</th>
<th>THIRD DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWO SESSIONS</td>
<td>• First passage, questions, constructed response</td>
<td>• Second passage, questions, constructed response • Extended response</td>
<td></td>
</tr>
<tr>
<td>Option 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TWO SESSIONS</td>
<td>• First passage, questions, constructed response • Second passage, questions, constructed response</td>
<td>• Extended response</td>
<td></td>
</tr>
<tr>
<td>Option 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THREE SESSIONS</td>
<td>• First passage, questions, constructed response</td>
<td>• Second passage, questions, constructed response</td>
<td>• Extended response</td>
</tr>
</tbody>
</table>
**DURATION** The time required for each part of the assessment will vary depending on how long it takes students to read the passages, answer the questions, and write their responses. Some variation may also depend on students’ previous experience with multiple-choice tests and writing in response to prompts.

**PREPARING STUDENTS FOR THE ASSESSMENT** Make sure every student has a pencil with an eraser. If students will be completing the Extended Response, make sure that they have access to blank paper. Tell students that they will be taking a test in which they will read passages, answer questions, and complete some short writing activities. If you choose to have students complete the entire assessment in one session, stress that they should read the first passage and complete all of the tasks related to that passage before moving on to the second passage. If you choose to divide the test into multiple sessions, present only the section(s) that the students will complete at that time.

**During the Assessment**

**BEGINNING THE ASSESSMENT** Read aloud the directions for each section of the test to ensure that students understand what to do. Make sure they know that, with the exception of the Extended Response, they must circle their answer choices and write their responses on the test pages.

**ONCE THE ASSESSMENT HAS BEGUN** Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind students that good readers go back to the text to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from both passages in the test, they should reread the two passages prior to beginning this section. If they are taking the test over two or three days, this will be especially important.
After the Assessment

**SCORING**

**SCORING THE MULTIPLE-CHOICE ITEMS** The multiple-choice questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require students to answer a question about the passages, while Part B questions typically ask students to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided at the end of this section. Each question is worth 1 point. *Students must answer both parts of each question correctly to receive credit.*

**SCORING THE CONSTRUCTED RESPONSES** Each Constructed Response item requires students to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses are provided at the end of this section. Use the 2-point rubrics, which are also provided at the end of this section, to evaluate student responses to these prompts. Although the criteria provided in the rubrics describe the majority of student responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics’ descriptions.

**SCORING THE EXTENDED RESPONSE** The Extended Response item requires students to write in response to a prompt by drawing on information from both passages in the test. Use the 4-point rubric provided at the end of this section to evaluate student responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

**GENERATING FINAL SCORES AND/OR GRADES** If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may combine points from the multiple-choice and Constructed Response items to determine a Reading grade. Likewise, you may total the points from the Extended Response to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.
USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each student should be compared only with the scores of other students in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on student performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If students struggle with the Comprehension questions, they may benefit from additional instruction in close reading and finding text-based evidence to support their ideas. If students struggle with the Vocabulary questions, they may benefit from additional instruction in word analysis, roots and affixes, word relationships, and using context clues to determine the meanings of unknown words. If students struggle with specific categories on the Constructed Response or Extended Response rubrics, they may benefit from targeted instruction in those particular areas.
“Christie’s Sacrifice”

**Comprehension and Vocabulary Questions**

**Comprehension**
1. Part A. a  
1. Part B. a and c  
2. Part A. c  
2. Part B. (answers will vary)  
3. Part A. b  
3. Part B. d  

**Vocabulary**
1. Part A. c  
1. Part B. b  
2. Part A. a  
2. Part B. a  
3. Part A. c  
3. Part B. c  

**Constructed Response**

**Possible Response:** Christie cuts off her hair to make herself look like her friend who has cancer. Christie wants to show her friend that she cares and is willing to make a sacrifice to help her friend feel more comfortable. Shared trouble is easier to bear, and it brings the friends even closer.

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Response accurately identifies the character's motive and uses text-based evidence to fully explain what the character intends by her action.</td>
</tr>
</tbody>
</table>
| 1     | Response identifies the character's motive but fails to use text-based evidence to explain the character's intentions.  
OR  
Response fails to accurately identify the character's motive but uses text-based evidence to explain the character's intentions. |
| 0     | Response shows little or no ability to identify the character's motive and the results of her actions.  
Response is not text-based. |
“from Number the Stars”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension
1. Part A.  d
1. Part B.  a, e, and f
2. Part A.  c
2. Part B.  d
3. Part A.  a
3. Part B.  d

Vocabulary
1. Part A.  c
1. Part B.  c
2. Part A.  b
2. Part B.  a
3. Part A.  a
3. Part B.  c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: *Number the Stars* shows that when evil threatens people unfairly, there are brave souls who will step forward to save them. The Johansen family risked their lives to save Ellen. They pretended Ellen was their daughter. Mr. Johansen had to “prove” the lie by showing a picture of his daughter Lise, who had dark hair like Ellen.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Response states a principal theme of the work insightfully and supports it with text-based details.</td>
</tr>
<tr>
<td>1</td>
<td>Response attempts to state a theme and offers one or two text-based details in support of the theme.</td>
</tr>
<tr>
<td>0</td>
<td>Response shows little or no understanding of the story’s theme. Response is not text-based.</td>
</tr>
</tbody>
</table>
## Scoring Information

### Extended Response Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Focus</th>
<th>Organization</th>
<th>Development</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The essay is clear and completely text-based.</td>
<td>Information is ordered logically; opinion is clearly stated in the introduction and revisited in the conclusion.</td>
<td>The essay body includes at least two paragraphs that provide reasons for the opinion and quotes and details from both passages.</td>
<td>Ideas are connected clearly using appropriate linking words; topic-specific vocabulary is used correctly.</td>
<td>Response contains proper grammar usage, spelling, punctuation, and capitalization.</td>
</tr>
<tr>
<td>3</td>
<td>The essay is mostly clear and mostly text-based.</td>
<td>Information is ordered adequately; introduction and conclusion are adequate.</td>
<td>The essay body includes at least two paragraphs; reasons for the opinion, supporting details, or quotes may be missing, or the details and quotes may be from only one passage.</td>
<td>Ideas are connected; linking words are used occasionally; vocabulary is somewhat topic-specific and used correctly.</td>
<td>Response contains a few errors in grammar usage, spelling, punctuation, and/or capitalization but is completely understandable.</td>
</tr>
<tr>
<td>2</td>
<td>The essay is somewhat unclear; significant portions of the essay are not text-based.</td>
<td>Information is ordered somewhat illogically; introduction and conclusion are somewhat unclear.</td>
<td>The essay body is a single paragraph that provides reasons for the opinion and details from both passages, or the essay body is two paragraphs but offers reasons and details from only one passage.</td>
<td>Ideas are somewhat connected; vocabulary may not be topic-specific or may be used incorrectly.</td>
<td>Response contains some errors in grammar, spelling, punctuation, and/or capitalization that interfere with understanding.</td>
</tr>
<tr>
<td>1</td>
<td>The essay is unclear, and most of it is not text-based.</td>
<td>Information is ordered illogically, with no grouping of like examples; introduction and conclusion are weak.</td>
<td>The essay consists of text that is not organized, but opinion and reasons are supported by details.</td>
<td>Ideas are not connected; vocabulary is vague, dull, or clichéd, is not topic-specific, or is used incorrectly.</td>
<td>Many errors in grammar, spelling, punctuation, and/or capitalization make response difficult to follow.</td>
</tr>
<tr>
<td>0</td>
<td>Possible characteristics that may warrant a 0:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• no response is given</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• student does not demonstrate adequate command of argumentative writing techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• response is unintelligible, illegible, off topic, or not text-based</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TR8  Teacher Resources • End-of-Unit Assessment Teacher Info
First Passage

Directions: Read the following passage. Use information from the passage to answer the questions that follow.

Christie’s Sacrifice

From behind the chair, I watch Christie’s face in the mirror, and I’m trying not to cry. Amazingly, Christie seems perfectly calm. “Are you sure about this?” I ask. “You can change your mind, and I’ll totally understand. No matter what, I’m proud of you.” But Christie shakes her head and says firmly, “I’m ready.” I hold my breath and close my eyes while the blades turn toward her neck. And then it’s all over.

Now you’re probably wondering why I’m telling you such a scary story. Maybe I better give you a little background. First, you should know that Christie and I are not in a nightmare. We’re just in a barbershop. Second, you should know that Christie is a very committed person. When she makes up her mind to do something, she never backs down, even after thinking about the consequences. And in my opinion, there are major consequences to chopping off all of your hair.

Third, I’ve been really sick the last few years. I’ll spare you the details because you don’t need to know all the awful things that cancer does to your body. But let’s just say that being a kid with cancer is not fun. This time, though, I think I’ve beaten it for good. I feel like my old self again. Except for one small detail: my hair. After what I’ve been through, having no hair shouldn’t seem like a hardship. But give me a break. It’s kind of hard to ignore. I’m lucky to have some cool hats and a good wig, but I still feel different from everyone else.
Which brings me to the fourth and final piece of background information you need to understand this story. Christie has the most wonderful hair I have ever seen. Horses and supermodels might come close, but not quite. Unlike the rest of humankind, Christie has never had a bad hair day. So why are we in a barbershop? Why is her beautiful braid no longer hanging down her back but lying in a plastic bag? Because this haircut is Christie’s way of showing me that I’m not alone. Her neck is bare and white, but her smile is huge as her eyes meet mine in the barbershop mirror. “Now we can grow our hair out together!” she says. Later, all that beautiful hair will be donated to help underprivileged children who suffer from hair loss but cannot afford to buy a wig. Right now, though, Christie and I don’t feel like we’ve lost a thing.
Comprehension

Directions: Read the questions below and choose the best answer. You must answer both parts of each question correctly to receive credit.

1. Part A

How does the narrator feel about Christie’s sacrifice?

a. She feels both sad and grateful for Christie’s action.
b. She feels both angry and frightened about the danger involved.
c. She feels happy because she was jealous of her friend’s hair.
d. She feels nervous because her friend might be unhappy.

Part B

Which two details in the story help you answer Part A? Choose 2 answers.

a. The narrator is near tears and asks Christie if she is “all right” with cutting off her hair.
b. The narrator has had a difficult few years fighting cancer and feels different from everyone else.
c. The narrator knows Christie is giving up something that is valuable and hard to be without.
d. The narrator believes Christie’s best feature is her great attitude, not her beautiful hair.

COMMON CORE LEARNING STANDARDS

**Literature 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Literature 6.** Describe how a narrator’s or speaker’s point of view influences how events are described.
2. Part A

Which sentence best states the theme of “Christie’s Sacrifice”?

a. Having your head shaved for any reason can be upsetting.

b. Hair and appearance are of great importance to young people.

c. A sacrifice made to help another is not a loss but a gain.

d. Cancer is a dreadful disease that causes suffering and sadness.

Part B

Find a sentence in the passage with details that support your response to Part A. Write that sentence on the lines below.

______________________________________________

______________________________________________

______________________________________________

COMMON CORE LEARNING STANDARDS

Literature 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Part A

Why does Christie cut off her hair?

a. She also has cancer and wants to cut her hair before it starts to fall out.

b. She wants to support her sick friend and show her friend that she cares.

c. She is tired of her long braided hair and wants to try a bold, new style.

d. She was dared to cut off her hair and simply refuses not to follow through.

Part B

Which detail from the passage supports your answer to Part A?

a. “When she makes up her mind to do something, she never backs down”

b. “you don’t need to know all the awful things that cancer does to your body”

c. “Unlike the rest of humankind, Christie has never had a bad hair day.”

d. “Because this haircut is Christie’s way of showing me that I’m not alone.”

COMMON CORE LEARNING STANDARDS

Literature 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
1. Part A
What is the meaning of the word “committed” as the author uses it in the following sentence?
“Second, you should know that Christie is a very committed person.”
   a. did something
   b. part of a group
   c. dedicated
   d. fearful

Part B
Which sentence from the passage helps you determine the meaning of the word “committed”?
   a. “I hold my breath and close my eyes while the blades turn toward her neck.”
   b. “When she makes up her mind to do something, she never backs down”
   c. “‘Now we can grow our hair out together!’ she says.”
   d. “Christie and I don’t feel like we’ve lost a thing.”
2. Part A

“I’ll spare you the details because you don’t need to know all the awful things that cancer does to your body.” What is the meaning of the phrase “spare you the details”?

a. provide only the information needed to understand something
b. fully explain to others what an experience was like for you
c. summarize or restate what happened by providing all the facts
d. accept the responsibility for something someone else did

Part B

Which detail from the story helps you understand the meaning of the phrase “spare you the details”?

a. “But let’s just say that being a kid with cancer is not fun.”

b. “I feel like my old self again. Except for one small detail: my hair.”

c. “you’re probably wondering why I’m telling you such a scary story”

d. “I’m lucky to have some cool hats and a good wig, but I still feel different”

COMMON CORE LEARNING STANDARDS

Literature 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Language 5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.
3. Part A

“Later, all that beautiful hair will be donated to help underprivileged children who suffer from hair loss but cannot afford to buy a wig.”

What is the meaning of “underprivileged”? 

a. feeling embarrassed about one’s appearance  
b. having a very serious illness or injury  
c. lacking what is needed because of poverty  
d. being afraid to cut off all of one’s hair

Part B

Which phrase from the sentence helps you to understand the meaning of “underprivileged” in the passage?

“Later, all that beautiful hair will be donated to help underprivileged children who suffer from hair loss but cannot afford to buy a wig.”

a. “beautiful hair” 
b. “suffer from”  
c. “cannot afford”  
d. “buy a wig”

COMMON CORE LEARNING STANDARDS

Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
What does Christie do to support her friend? Explain Christie’s actions, why she does them, and the results she hopes for, using details from the story.
Second Passage

Directions: Read the following passage. Use information from the passage to answer the questions that follow.

_from Number the Stars_
_by Lois Lowry_

On September 29, 1943, Jewish people in Denmark were rounded up by Nazi soldiers and then sent to death camps. In this passage a Jewish girl named Ellen Rosen poses as the sister of her best friend, Annemarie Johansen, as the Nazi soldiers search for Jews.

“Get up!” he ordered. “Come out here!”

Trembling, the two girls rose from the bed and followed him, brushing past the two remaining officers in the doorway, to the living room.

These men were older and their faces were set with anger.

“Your names?” the officer barked.

“Annemarie Johansen. And this is my—”

“Quiet! Let her speak for herself. Your name?” He was glaring at Ellen. Ellen swallowed. “Lise,” she said, and cleared her throat.

“Lise Johansen.”

The officer stared at them grimly.

“Now,” Mama said in a strong voice, “you have seen that we are not hiding anything. May my children go back to bed?”

The officer ignored her. Suddenly he grabbed a handful of Ellen’s hair. Ellen winced.

He laughed scornfully. “You have a blond child sleeping in the other room. And you have this blond daughter—” He gestured toward Annemarie with his head. “Where did you get the dark-haired one?”
For a moment no one spoke. Then Annemarie, watching in panic, saw her father move swiftly to the small bookcase and take out a book. She saw that he was holding the family photograph album. Very quickly he searched through its pages, found what he was looking for, and tore out three pictures from three separate pages.

He handed them to the German officer, who released Ellen’s hair.

“You will see each of my daughters, each with her name written on the photograph,” Papa said. Annemarie knew instantly which photographs he had chosen. The album had many snapshots—all the poorly focused pictures of school events and birthday parties. But it also contained a portrait, taken by a photographer, of each girl as a tiny infant. Mama had written, in her delicate handwriting, the name of each baby daughter across the bottom of those photographs. She realized too, with an icy feeling, why Papa had torn them from the book. At the bottom of each page, below the photograph itself, was written the date. And the real Lise Johansen had been born twenty-one years earlier.

“Kirsten Elisabeth,” the officer read, looking at Kirsti’s baby picture. He let the photograph fall to the floor.

“Annemarie,” he read next, glanced at her, and dropped the second photograph.

“Lise Margrete,” he read finally and stared at Ellen for a long, unwavering moment. In her mind, Annemarie pictured the photograph that he held: the baby, wide-eyed, propped against a pillow, her tiny hand holding a silver teething ring, her bare feet visible below the hem of an embroidered dress. The wispy curls. Dark.

The officer tore the photograph in half and dropped the pieces on the floor. Then he turned, the heels of his shiny boots grinding into the pictures, and left the apartment. Without a word, the other two officers followed. Papa stepped forward and closed the door behind him.
Comprehension

Directions: Read the questions below and choose the best answer. You must answer both parts of each question correctly to receive credit.

1. Part A
What is the narrator’s point of view or attitude toward the Nazis?

a. The narrator is puzzled and does not understand the Nazis’ actions.
b. The narrator believes the Nazis are people who can be easily fooled.
c. The narrator feels both great sympathy and great hatred for the Nazis.
d. The narrator views the Nazis as being rude, cruel, and violent people.

Part B
Which three details from the passage support the answer to Part A?
Choose 3 answers.

a. “Suddenly he grabbed a handful of Ellen’s hair. Ellen winced.”
b. “She saw that he was holding the family photograph album.”
c. “‘Kirsten Elisabeth,’ the officer read, looking at Kirsti’s baby picture.”
d. “Very quickly he searched through its pages, found what he was looking for”
e. “The officer tore the photograph in half and dropped the pieces on the floor.”
f. “Then he turned, the heels of his shiny boots grinding into the pictures”

COMMON CORE LEARNING STANDARDS

Literature 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Literature 6. Describe how a narrator’s or speaker’s point of view influences how events are described.
2. Part A
Why is the family terrified of the officers?

a. They know that they are not supposed to have visitors at night.
b. They are afraid that the officers will take their photo albums.
c. They will be in trouble if the officers realize Ellen is not Lise.
d. They are worried that Kirsti will be afraid of strangers.

Part B
Which detail from the passage offers the best support for the answer to Part A?

a. “Trembling, the two girls rose from the bed and followed him”
b. “She saw that he was holding the family photograph album.”
c. “These men were older and their faces were set with anger.”
d. “‘Lise Margrete,’ he read finally and stared at Ellen”

COMMON CORE LEARNING STANDARDS

Literature 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3. Part A
Why does Papa tear the photographs out of the album before handing them to the officer?

a. so the officer does not see the dates on the pages
b. so the officer does not see the other pictures in the album
c. so the officer does not see Mama’s handwriting
d. so the officer does not see the picture of Lise with dark hair

Part B
Which detail from the passage supports your choice for Part A?

a. “Very quickly he searched through its pages, found what he was looking for, and tore out three pictures from three separate pages.”

b. “Mama had written, in her delicate handwriting, the name of each baby daughter across the bottom of those photographs.”

c. “Annemarie pictured the photograph that he held: the baby, wide-eyed, propped against a pillow. . . . The wispy curls. Dark.”

d. “below the photograph itself, was written the date. And the real Lise Johansen had been born twenty-one years earlier.”
Vocabulary

Directions: Read the questions below and choose the best answer. You must answer both parts of each question correctly to receive credit.

1. Part A

“Trembling, the two girls rose from the bed and followed him, brushing past the two remaining officers in the doorway, to the living room.”

Which meaning for the word “brushing” is used in this sentence?

a. moving carelessly
b. applying strokes to the hair
c. touching lightly in passing
d. meeting with dreadful results

Part B

Which word from the sentence helps you understand the meaning of “brushing”?

“Trembling, the two girls rose from the bed and followed him, brushing past the two remaining officers in the doorway, to the living room.”

a. “rose”
b. “followed”
c. “past”
d. “remaining”

COMMON CORE LEARNING STANDARDS

Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
2. Part A

“The officer stared at them grimly.” What is the meaning of the word “grimly”?

a. in a kind way
b. in a harsh way
c. in a curious way
d. in a bored way

Part B

Which detail from the passage helps you understand the meaning of “grimly”?

a. “These men were older and their faces were set with anger.”
b. “‘Lise,’ she said, and cleared her throat. ‘Lise Johansen.’”
c. “‘Where did you get the dark-haired one?’”
d. “Without a word, the other two officers followed.”
3. Part A

“Lise Margrete,’ he read finally and stared at Ellen for a long, unwavering moment.” What is the meaning of “unwavering”? Think about the meanings of the prefix “un-” and the word “waver” as well as the context.

a. steady  
b. unhelpful  
c. depressing  
d. frightening

Part B

Which word in the sentence provides a context clue to the meaning of “unwavering”?

“Lise Margrete,’ he read finally and stared at Ellen for a long, unwavering moment.”

a. “read”  
b. “finally”  
c. “stared”  
d. “moment”

COMMON CORE LEARNING STANDARDS

Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
Constructed Response

Directions: What is the theme, or important message, of this passage? Write a paragraph that expresses this key idea and provides details that support the theme.

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COMMON CORE LEARNING STANDARDS

**Literature 2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **Writing 2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **Writing 4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **Writing 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

TR26  Grade 5 • Unit 2 • End-of-Unit Assessment
Extended Response

You have read selections that show how characters respond when they see their friends suffering or being treated unfairly.

• “Christie’s Sacrifice”
• Excerpt from *Number the Stars*

Do you agree or disagree with the following statement? *In a battle against injustice or disease, a friend is a powerful weapon to have on your side.* Use evidence from the selections to support your opinion.

Begin with an introduction that gives your opinion. Then explain your reasoning. Use quotes and examples from the two selections to support your point of view. Organize your information logically, and use words and phrases to show how your opinions and reasons are linked. End with a conclusion that brings readers back to your opinion.

Write your essay on a separate sheet of paper. Make sure your essay is at least two paragraphs long. Check your essay for proper grammar, usage, spelling, capitalization, and punctuation.

**COMMON CORE LEARNING STANDARDS**

**Literature 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Writing 1.a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. **Writing 1.b.** Provide logically ordered reasons that are supported by facts and details. **Writing 1.c.** Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). **Writing 1.d.** Provide a concluding statement or section related to the opinion presented. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Think-Pair-Share/Paired Discussion

RATIONALE

TEAM TALK  Think-Pair-Share provides a structure for pairs of students to think and talk together. The name aptly describes the stages of students’ participation:
  • THINKING — Students have time to think about something they read.
  • PAIRING — Students take turns expressing key ideas with a partner.
  • SHARING — Students present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all students are allotted “think time,” which reduces the problems presented by the quiet student or the over-eager student. Pairing students gives each student an opportunity to use text-related language to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, students are prepared to present their formulated and rehearsed ideas to a group.

The Think-Pair-Share routine provides students with structured support as they engage in rich, rigorous text-reliant conversations. By asking students thought provoking questions about the text, students are involved in richer and more rigorous text-based discussions. Here are some questioning examples:
  • How do the two main characters compare? What text evidence supports this comparison?
  • How does the narrator’s point of view influence how events are described?
  • What is the text structure? How does the structure help readers?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with Think-Pair-Share/Paired Discussion routine:
  • Have volunteers participate in a modeled Think-Pair-Share with you. Verbalize how you think through your ideas and use text evidence to support your ideas. Rehearse your thoughts aloud. Model how you use text evidence to formulate your response. For example, “The events are told from Aunt Josie’s point of view. Because Aunt Josie is telling the story, her best friend doesn’t realize that Aunt Josie’s forgetfulness is why they missed the train.”
  • Use key vocabulary from the text in your response. For example, “I can understand Max’s reaction to the disaster. The text says, “Max felt his feet get heavy. He was frozen in the moment. Marta didn’t panic, and pulled the dog to safety.” I understand that Max panicked by the description the author gives.
  • Teach students how to use language to respond to the views expressed by other students. For example, “I agree with ___ and would like to add ___. I disagree with ___ because the text states ___.”

Practice by posing questions on familiar, non-threatening, non-academic topics, such as what students enjoy doing outside of school. Guide students in following each part of the Think-Pair-Share/Paired Discussion routine. Give them a few minutes to think and find text evidence; then let them know it’s time to share. When students get back together as a class, let volunteers share ideas with the group.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.
  • Incorporate metacognitive thinking into the routine. Provide time for partners to think about what they learned from their partners’ sharing. Rather than just sharing their responses to the questions, have students think about why they responded that way and why their partners responded in the ways they did. During the sharing stage, ask students to share what they learned about both their own thinking and their partner’s thinking.
  • Encourage higher-level thinking. Ask “the listener” to frame his or her thoughts in response to “the sharer.” Explore how the listener can make connections (I agree with what you said about ...) as well as make comparisons (I understand your point about _____, but I think ...)
  • At the end of the partner conversation, give students one minute to write their reflections on the discussion they had with their partner. Have students reflect on ways the discussion helped them to better understand their reading and their own thinking.
Introduce Think-Pair-Share/Paired Discussion to students.

In your head, consider your thoughts about a question I ask. Spend a few moments finding evidence in the text that will support your response to the question. You may want to flag that evidence. When I signal it’s time to pair up, you’ll get together with a partner and exchange ideas. I’ll give you a reminder to make sure each partner has a chance to contribute. Then, pairs can volunteer to present their ideas to the class.

Pair students in random pairs, classmates sitting nearby, or in ability focused pairs.

For successful conversation between partners, have students sit in close proximity to one another and engage in eye contact with each other. Remind students that they should attend closely to what their partner is saying. You may encourage students to jot quick notes about what their partner shares.

Pose an open-ended question to facilitate an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure students find text evidence to support their answers.

Encourage a continuing dialogue or debate between partners as they discuss the question. Students may respond to their partners by saying, “I agree with you and would like to add ___. I disagree with you because the text states ___. I believe the author is trying to tell readers ___ because the text says ___.”

After a minute or so, remind students to make sure each partner has had a chance to contribute. You might say, “Now’s a good time to make sure each partner has shared an idea.”

Monitor student conversations by listening in briefly to each pair. If students aren’t engaged in rich discussion or do not seem focused on their partner’s response, ask them to share something interesting that their partner has offered to the conversation. You may also offer prompts to refocus their attention or bring them back to the text to find evidence to support their answers. Examples include: In what ways does the author create a memorable character? What words helped you understand the order of events?

When pairs have had ample time to explore the question, have them write a brief summary of the main points of their discussion. Then invite volunteers to present their pair’s ideas to the class. Remind students to paraphrase their conversations for the class. Keep track of students who act as spokespeople for their partnership, encouraging different students to act as spokesperson with each pairing activity.
Whole Class Discussion

Rationale

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text also provide opportunities for students to expand their oral vocabulary and practice more complex language structures as they respond. By engaging students in a whole class discussion, students interact socially as they share ideas and respond to each other’s ideas. Students gain an appreciation for what others bring to a text and reshape their own understandings based on these new insights. A collective knowledge about a text results from Whole Class Discussions. Students may also clear up misunderstandings they have about the text.

The Whole Class Discussion routine is an effective tool to use after reading a text, or portion of a text, with students. It is appropriate to use following a reading of the text for the first time or as follow-up to a close reading exercise. This discussion can help students clarify their text understandings. Here are some engaging questioning examples:

- What new understandings did you have after today’s reading? Find text evidence that confirms those new understandings.
- What questions did you find yourself asking as you read today? What parts of the text led you to ask those questions? How might you find the answers to your questions?
- How might you sum up today’s reading? What part of today’s reading did you find most confusing/thought provoking?

Implementing for Success

Use the following suggestions as you introduce and guide students in becoming familiar with the Whole Class Discussion routine:

- Set a time limit for the class discussion and for individuals who add their thoughts.
- State a specific focus for the discussion to help students remain on task. For example, “The author stated her opinion about Vietnam. Why do you think she felt this way? How does your opinion align with hers?” If students get off topic, restate the focus and ask them to reconsider their response.
- Remind children of appropriate discussion manners, such as: listen carefully to others, do not interrupt others, and be positive about what classmates add to the discussion.
- Teach students how to refer back to the text as they add to the discussion. For example, “The author compares Ah Sing to a captain of a ship in a storm. I understand that comparison as Ah Sing seems to keep the family together during chaotic times.”
- Teach students how to use language to respond to the views expressed by other classmates. When students agree with a classmate’s thinking, encourage them to restate the view in their own words. For example, “I agree with you. I think that ___.” When students have a different point of view, encourage them to state their reasons and support their reasons with text evidence. For example, “I don’t agree with you. I think that ___ because the text says ___.”

Practice by engaging students in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to short five-minute discussions. Following the discussion, talk about what went well and how it might have been a more productive discussion.

Going Deeper

The following are additional activities that you may choose to do with students once they are familiar with the routine:

- Encourage higher-level thinking by asking students follow-up questions. For example, “That’s an interesting point. Can you explain that in a different way?”
- In the middle of a discussion, stop briefly and have students quickly write a sentence or two to summarize the discussion so far, to note a point they want to make yet, or to reflect on a question they want to follow up on.
- At the end of the Whole Class Discussion, have students write about how this discussion helped them to deepen their understanding of the text. For example a student might write, “I realized that I didn’t understand the reasons the main character reacted the way he did. I missed some signs along the way. My classmates pointed out those clues to me.”
Introduce the Whole Class Discussion to students. 
We are going to talk about this book together. Let’s focus on ____. Listen carefully to what your classmates say. If you feel you can add to our discussion, please be sure to connect your thoughts to previous responses.

State the focus of the discussion and any time parameters you have set, such as “We’re going to talk about this for the next 15 minutes.”

Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Remind students to return to the text to find evidence that supports their responses. You may give students a few moments before starting the conversation to find text evidence to respond with when they add to the discussion. They may flag this evidence or make a list of evidence to use in the discussion. Remind students to wait for others to finish talking before they jump in to talk. Encourage students to build on previous responses by classmates.

As students add to the class discussion, act as moderator rather than leader.
• Ask for more information after a response. This helps students develop their contributions fully. For example, “I want to make sure I understand what you are saying. Can you tell me in different words what you mean by that?”
• Ask for students to point out text evidence that substantiates their response. For example, “What other parts of the text support your response?” This helps students internalize the text and understand that it is important to use several examples of text evidence to support what they say.
• If students provide an opinion, you might ask other students to share their own opinions in response. For example, “How do you feel about what John said? What reasons support your own opinion?”

As you finish the discussion, invite students who have not participated to add their thoughts to the conversation. You might say, “We have just a few minutes left. If you have not shared your thoughts about this question, consider sharing them now with us. Your viewpoint may lead your classmates to better understand the text.”

To wrap up the discussion, have students write a few sentences that summarize the discussion. Have them write the key points. This helps students cement new or revised understandings about the text.
Small Group Discussion

**RATIONAL**
Small Group Discussion provides a supportive and safe structure for groups of 3–6 students. Small Group Discussions allow individuals to engage in thoughtful conversations about text while building their oral vocabulary proficiencies. Students interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help students clarify or clear up understandings of the text. These discussions allow students to unpack text specifics, look at genre, text structure, and how a writer writes. Example questions to engage students in text-based discussions include:

- *In what ways did the author successfully use foreshadowing?*
- *How did the text features add to or clarify your knowledge of the topic?*

**IMPLEMENTING FOR SUCCESS**
Use the following suggestions as you introduce and guide students in becoming familiar with the Small Group Discussion routine:

- State a clear focus for the Small Group Discussion. For example, “*In what ways does the main character show that he is responsible?*”

- Remind students to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.

- Model how to refer back to the text. For example, “*In this section, the author makes her point of view clear. She states that she was upset by the decision of Congress and then gives three reasons that support her opinion.*”

- Teach students how to use language to respond to others’ views. For example, “*I agree with you, I think that ___.*” or “*I don’t agree with you because I think that ___.*”

Engage students in Small Group Discussions often. Discussions may revolve around subject matters, classroom management, or literature. Provide feedback as students participate.

**GOING DEEPER**
These additional activities may be done with students once they are familiar with the routine.

- As students discuss the text, have them stop halfway through and at the end of the discussion to write a reflection about what new insight they have gained from the discussion. They might also write about a misunderstanding they still have about the text.

- Have students ask only open-ended questions in their discussions. This will encourage higher-level thinking and richer conversations. You might have the Group Organizer monitor this.
THE ROUTINE

1. Introduce the Small Group Discussion to students. 
   *Your role in a small group discussion is to respond thoughtfully to the text while also taking on a role to help your group be successful in its task.*

2. Organize students into groups of 3–6. Grouping can be in the form of ability grouping, interest grouping, or random grouping. Decide what works best for the task and your students.

3. For successful Small Group Discussions, have students sit in a circle so that all members of the group can both see and hear each other.

4. Introduce Small Group Discussion roles. These roles encourage all students to be active participants in the group. Group roles may include:
   - **Group Organizer**: introduces the task and keeps the group on target
   - **Fact Checker**: returns to the text to confirm or clarify text evidence
   - **Clarifier**: restates what a group member has said to clarify and confirm
   - **Elaborator**: asks follow-up questions after someone shares a response
   - **Summarizer**: takes notes on the conversation and uses them to wrap up
   - **Reporter**: reports to the class about the overall group discussion

   For smaller groups, the Summarizer and Reporter roles could be combined, and/or the Clarifier and Elaborator roles could be combined.

5. Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind students to return to find supporting text evidence. Tasks may include thinking about a text through a graphic organizer. Suggestions are found in the teaching lessons.

6. State any parameters you have set, such as “**Talk in your groups for the next 15 minutes.**”

7. As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, “I agree with you. I thought something similar when ___, I don’t agree with you because the text says ____.”

8. Stop by each group briefly to monitor students’ conversations. If students aren’t engaged in rich discussion, offer prompts to encourage deeper conversations. Examples: “**In what other way could you explain your thinking? How does the text support your thinking?**”

9. As the end of the allotted time nears, you might say, “**In these last few minutes, the Summarizer and the Reporter should work on the group’s summary and what you will report to the class.**” Encourage the Reporter to rehearse what he will say. He may want to write out a brief report to share.
**Rationale**

Read Aloud opportunities remain as important in the upper grades as they are in the primary grades. Read Alouds provide students with the chance to listen to a proficient reader model fluent reading. In addition, students are able to access texts with more complex vocabulary and language structures than what they might read on their own. When students have the opportunity to listen to texts being read to them, they can free their minds up from the challenge of unlocking words to attending to the message and language of the text. They gain strategies for looking at text more deeply and understanding text from the viewpoint of a writer.

The Read Aloud routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy such as plot development. Read Alouds in 1-on-1 situations may be helpful for students who are still building an oral vocabulary. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan your places for interjections carefully so as to not disrupt the flow of the overall reading. Consider these points when planning for a Read Aloud:

- What is my focus for this Read Aloud: for example, enjoyment, subject content, plot development, text structure, writer’s craft?
- What points in the text provide for the most natural stopping points to briefly discuss?

**Implementing for Success**

Use the following suggestions as you introduce and guide students in becoming familiar with the Read Aloud routine:

- State a clear focus for the Read Aloud. For example, “As I read, listen for words the author uses to highlight his opinions.”
- Remind students that their primary role is to listen carefully to the text being read aloud.
- Model how to refer back to the text as you stop for brief conversations during the Read Aloud. For example, “This diagram helped me better understand how earthquakes occur.”
- Describe how key vocabulary deepens your understanding of the text. For example, “The phrase wild disarray was confusing to me until I read on. The text says that careful plans were shattered so that helped me understand that wild disarray must mean things were haphazard.”
- As students respond to the text, model how to use language to respond politely to others’ views. For example, “I agree with you. I think that ____.” or “I don’t agree with you because I think that ____.”

Engage students in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading aloud a newspaper article to begin or end the school day or as long as twenty minutes to engage in a rich piece of literature.

**Going Deeper**

The following are additional activities that you may choose to do with students once they are familiar with the routine:

- As you pause briefly during a Read Aloud, provide an opportunity for students to turn and talk to a neighbor about an open-ended question you prompt with. Give students a brief minute to discuss and have one set of partners share. Then continue on with the reading.
- At the end of the end of a Read Aloud, ask students to reflect on the reading by having them write briefly about the text. Suggestions for this appear in the teaching lessons.
Introduce the Read Aloud routine to students. As I read aloud, your job is to listen carefully for ways the author builds up to the climax of the story. Then we’ll discuss our thoughts about the text.

Gather the group in a comfortable, intimate setting. If possible, gather where students can partake in the visual aspects of the text as well as hear you easily.

Before reading the text aloud, explore the text with students. Provide a synopsis of the text. Talk about the genre and the features of that genre. Share any background knowledge that students may need to understand before listening to the text, such as “This chapter is a flashback. The narrator takes us back to a time before the story begins.” Suggestions for exploring the text are found in the teaching lessons.

During the Read Aloud, stop briefly to monitor students’ understandings of the text. Engage students in brief conversations, such as “What new understanding do you have about ecosystems?” You may also model aloud your own thinking. For example, “The author crafted the scene at the lake so nicely. The vivid adjectives help me place myself in that scene.”

After completing the Read Aloud, give students an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, “How would you restate the meaning of the phrase heated argument?” or “What approach did the author use to state his opinion?” Ask questions to confirm understanding, dig deeper into the text at an inferential level, and model how to clarify understanding.
Shared Reading/Read Together

**RATIONAL**
The Shared Reading/Read Together routine provides students with the opportunity to engage in the shared responsibilities of reading more complex text than what they might read on their own. This opportunity falls in the middle of the gradual release model, as responsibilities for the reading are shared between the students and the teacher. During Shared Reading/Read Together opportunities, the teacher's role is to support students as they engage with the text. The students' role is to continue to build fluency with more difficult sentence structures and more complex vocabulary, to gain a deeper meaning of the text, and to build their knowledge base.

The Shared Reading/Read Together routine is an effective tool to use in a whole class or small group setting. The text is usually familiar to students, but provides some challenges. The familiarity provides comfort to readers as they tackle these text challenges with greater responsibility. As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:
- What roles will students play in the reading? Will they read silently as you read aloud? Will they read aloud with you? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

**IMPLEMENTING FOR SUCCESS**
Use the following suggestions as you introduce and guide students in becoming familiar with the Shared Reading/Read Together routine:
- State a clear focus for the Shared Reading/Read Together opportunity. For example, “As we read together, look for specialized language that explains this topic to readers.”
- Remind students that they are sharing responsibilities in reading the text with you. Explain that they can follow your lead when they are confronted with text challenges.
- As you stop for brief conversations during the Shared Reading/Read Together experience, encourage students to model how they refer back to the text.

- Encourage students to use key vocabulary as they share their understandings of the text. Students build their oral vocabulary when they transfer text vocabulary into oral conversations.
- As students respond to the text and to their peers’ responses about the text, remind them to state their opinions and support their opinions with reasons and text evidence.

Engage students in Shared Reading/Read Together opportunities during all subject matter lessons. For example, when performing a close reading of a familiar piece of literature, students can share the responsibility of comprehending text at an inferential level with you, the proficient reader. When revisiting a social studies text, students can make connections with you, such as understanding cause-and-effect relationships and drawing conclusions.

**GOING DEEPER**
The following are additional activities that you may choose to do with students once they are familiar with the routine.
- Have students add sticky notes to text sections that cause confusion or a-ha moments. These sections can then be discussed after the reading.
- Stop periodically to check on students’ understandings as you read together. Have students do a quick one-minute writing rather than sharing their understandings aloud. This allows all students time to engage in quiet thinking.
- At the conclusion of a Shared Reading/Read Together lesson, prompt students to share their reflections about the text, how they navigated the text, how they overcame challenges to gain deeper understanding, and what they took from the experience to use in future reading or writing opportunities. See the teaching lessons for more suggestions.
1. Introduce the Shared Reading/Read Together routine. For example: *Although this text is familiar to you, I know there are challenges in the language used by the author. As we read together, add sticky notes in places that you find difficult to understand. We’ll then talk about those sections.*

2. You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.

3. During Shared Reading/Read Together experiences, stop briefly to monitor students’ understandings of the text. Engage students in brief conversations, such as “In what ways were you able to follow the author’s point of view? What words or phrases led you to understand that he was giving his point of view?” Ask volunteers to think aloud. When students think aloud, they solidify their understandings. These think-alouds also allow you to assess students’ use of reading strategies along with contextual understandings.

4. After completing the Shared Reading/Read Together, ask volunteers to summarize the reading. Then ask open-ended questions that refer students back to the reading’s focus, such as complex sentence structure. Remind students to support their responses with text evidence.
**Rationale**

Independent Reading is reading students do on their own. Most often Independent Reading is done with self-selected texts at a student’s independent reading level. Independent Reading provides practice in word recognition, word decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Students practice these things with text that they can access with great accuracy.

Having an Independent Reading routine in your classroom is essential. Read Alouds and Shared Reading opportunities pave the way for students to take full control during Independent Reading. Students see models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently in Independent Reading.

The Independent Reading routine is an effective tool to use after students have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The text students read during Independent Reading is often chosen by the student. The teacher’s role is to guide students in choosing appropriate texts in a variety of genres and to assess that students are understanding what they read on their own.

**Implementing for Success**

Use the following suggestions as you introduce and guide students in becoming familiar with the Independent Reading routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 20 minutes of reading time devoted to students reading independently.
- State a clear focus. For example, “As you read, look for ways the author conveys his or her purpose for writing the book.”
- Remind students that they are reading independently so it is important for them to find their own space to read quietly.
- Check in periodically with each student. Ask about a reading strategy that you have previously noted he or she needs additional practice with. For example, “What key details support the main idea?” As needed, model the strategy.

- As students wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share what they read with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking students to share examples from what they read that connect to the focus you provided earlier.

As students engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Alouds and Shared Reading experiences. Remind them to read a variety of genres.

**Going Deeper**

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Ask students to flag parts of the text in which they were awed by the author’s craft. These might provide them with ideas for their own writing.
- Have students write a reflection about their reading. They might write about what they took away from the reading, whether or not they would recommend the book to classmates, or what reading strategies work best with that genre.
THE ROUTINE

1 Introduce the Independent Reading routine to students. For example: 
*Independent Reading is your time to choose the books you want to read.* Keep in mind that it should be a book that allows you to practice some of the things we have talked about during our Read Aloud and Shared Reading lessons. The book should not be too easy or too hard. You should know many of the words on each page. If you find that you are struggling to read too many of the words in a text, put that book back to read later in the school year.

2 Have students find a comfortable place to dive into their Independent Reading. Just as we like to read for pleasure in a comfortable place; students want that, too.

3 Provide students with a focus for the day’s Independent Reading. For example, you might ask all students to focus on how the text features give further information about the main topic.

4 Check in with individuals as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is an opportunity for students to practice everything they have learned in Read Aloud and Shared Reading experiences. It is not the time for students to work through significant challenges.

5 As you check in with individuals about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include “How has the author painted a picture to help you visualize the setting or characters? What words help paint that picture?”

6 After Independent Reading time, have volunteers share how their reading connected to the focus you provided for Independent Reading that day. Ask all students to reflect on their reading, having them write briefly about what they learned from what they read. You might also have them write about the strategy that most helped them with their reading. Whatever the task, it is...
Text Club

RATIONALE
A Text Club provides a format in which 4–6 students are part of a temporary reading community with their peers. A Text Club allows students to read and discuss different genres. By reading and discussing multiple genres, students develop an understanding of genre structures and build their own genre preferences. As students participate in thoughtful conversations centered around one book title or one theme, students engage in critical and creative thinking. Students learn responsibility and develop learning habits by completing reading assignments, fulfilling group roles, and reflecting on their group participation and learning.

As you prepare to implement Text Clubs, consider:

• the reading abilities and interests of students. You will want to gather a set of texts that allows for all readers to be successful at reading.
• modeling thoughtful responses about texts through read aloud and shared text discussions. Students are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

IMPLEMENTING FOR SUCCESS
Use the following suggestions as you introduce Text Clubs:

• Have students preview texts during independent reading. Then have volunteers state summaries of the texts before students choose their Text Clubs.
• Use poetry, newspaper articles, or other short texts as students learn how to successfully manage and participate in Text Clubs.
• Have students self-assess their work in Text Clubs. They can set goals for their roles in the discussions and then journal about how they met those goals.

GOING DEeper
You may choose to do these activities once students are familiar with the routine.

• Have members of each group jigsaw with another Text Club to share an aspect of the text they read, such as interesting text features. This engages all students in all texts being read in the class.
• Have students prepare a text discussion guide that may be used in future Text Clubs. They can use their own discussions to guide other groups as they read the text.
Introduce students to what a Text Club is. **Text Clubs are your opportunity to choose a text to read or a theme to investigate through texts. After you individually read the texts, you will discuss them as a group. You might focus on the author’s craft of writing or text features that enhanced the reading. Every member will have a role to play, which will help your club have meaningful discussions about the text.**

As you introduce roles, give students the opportunity to practice each role before they choose their role in their Text Club. Sample roles include:

- **Discussion Leader:** leads the group discussion and keeps everyone on task
- **Word Wizard:** selects and defines interesting or important vocabulary
- **Connector:** points out text-to-text, text-to-self, text-to-world connections
- **Clarifier:** clarifies discussion points by group members
- **Summarizer:** writes and shares a short text or discussion summary
- **Investigator:** finds and shares interesting information about the book, author, or topic with the group

Preview 6–8 texts students may read in Text Clubs. Include a variety of text levels, allowing all students to choose texts they will be successful at reading. Then give students time to preview the texts and sign up for the one they want to read. This sign-up system forms the Text Clubs. Each group member should have their own copy of the text.

Students read the text on their own and prepare for Text Club meetings. For longer texts, help students set up a reading schedule, for example, one chapter every two days. Text Clubs may last for a few days or a few weeks. Students will also have pre-meeting work, for example, the Investigator may research questions that came up at prior meetings.

Students meet and discuss what they’ve read. Meet with each group to assess comprehension of the text. If need be, prompt discussions with questions such as, “In what ways does this text connect to real-world events of today?” or “How did the character show change from the beginning of the book until the end?”

After club discussions, have students decide how they want to share the text with the class. For example, they may choose to share a Reader’s Theatre, create a factual brochure, or write a sequel to the text.

Debrief with Text Clubs and have them rate their discussions using a rubric you provide them. Have them share their reasons for their ratings.
Text-Based Vocabulary Routine: Informational

**RATIONALE**

Informational texts provide opportunities for students to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. Because the number of words in English is enormous, and all words cannot be taught, it is imperative to both explicitly teach needed vocabulary for understanding text and provide students with a set of strategies for determining word and phrase meaning independently as they encounter them in texts. As students build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words, as well as learn to derive meaning from text information such as pictures, charts, and context to understand the meaning of key words and phrases.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms. They are less able to use their own background knowledge of similar words to help comprehend such specific text. It is important to provide students with opportunities to experiment with and develop conceptual vocabularies so they will move through the grades with a basic foundation of such words.

When planning Text-Based Vocabulary lessons for informational text, consider providing:

- opportunities for students to engage with the vocabulary through hands-on observations as well as conversations. For example, if reading an informational book about ecosystems, students will better understand the vocabulary organism and habitats if they have the opportunity to observe ecosystems in their community. Conversations then lead to better understanding and correct usage of those terms in oral language.
- rigorous vocabulary instruction to help students expand their conceptual vocabularies.

**IMPLEMENTING FOR SUCCESS**

Use the following suggestions as you introduce and guide students in becoming familiar with the Text-Based Vocabulary routine:

- Pronounce the word orally and then have students read aloud the passage in which the word is found in the text.
- Discuss the word’s meaning through context clues, text features, a glossary, or a dictionary.
- Create a semantic map of the word so that students see the connections between the word and related words. Students may use this map to further journal about the word.

As students engage in Text-Based Vocabulary discussions their word knowledge will grow. The more words students know, the more words they can read and understand in text and use in their writing. In addition, the more students know about how words work in texts, the more they will be able to comprehend complex content-area texts.

**GOING DEEPER**

You may choose to do these additional activities once students are familiar with the routine.

- Have students create scaling diagrams. These diagrams show a range of words that have connections. Students start with opposites, like desert and tropical. They then write words in-between that are connected, such as dry, temperate, and wet.
- Have students make creative analogies. Students can compare things that are not usually compared. For example, a rainstorm may be compared to a waterfall because both involve a lot of water moving with force. This comparison helps students create a mental picture to remember meanings and understand concepts such as erosion.
Introduce the Text-Based Vocabulary routine to students. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes we will be able to comprehend the meaning by reading the text around the vocabulary word. Other times, we might have to use text features, such as diagrams or charts, in the text to understand the word. We may also have to look to a glossary, dictionary, or encyclopedia to read more to gain better understanding.*

Write or display the sentence or passage containing the word. Say the word aloud. Then use the word in another sentence, providing students with a similar context in which to hear the word used. For example, the text reads: *“An ecosystem includes relationships between all living things in an area.”* You share this sentence: *“An ecosystem includes the plants and animals that live in an area.”*

Have students share any context clues that help establish the meaning of the word. This encourages students to go back into the text to locate these clues. Also, have students explore how vocabulary words relate to other words in the text. For example, when talking about ecosystems, it is important that students make connections between *plants, animals, resources, habitats,* and *populations.*

If the word is boldface in the text, have volunteers read the glossary definition aloud. If not, have students look it up in a dictionary. Help students understand more technical definitions.

Create a semantic map with students. This helps students make connections between the unknown word and known words and/or concepts. Samples of semantic maps can be found online by searching “semantic maps for vocabulary words.”

Encourage students to use the semantic map to use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess students’ understanding.
**Rationale**

In literary texts, students will likely encounter many new words that they have not read before or have never used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help students understand strategies to address and comprehend new vocabulary as they come upon them in texts. Students need to have a solid foundation of sound-spelling knowledge. They must also continue to develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings as they pertain to individual words.

In narratives, vocabulary may center around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and are unlikely to appear frequently in other texts. For example, in *Operation Clean Sweep*, dialogue reads: “Next, I'll make a law against chickens running rampant around town.” The word *rampant* is likely not a word students will encounter in many texts or use in conversations. Yet it helps readers visualize chickens running wildly around town once they understand the word. It is important to address these kinds of words so that students understand the text and how to tackle similar unique words in other literary texts.

When planning Text-Based Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that students can apply in their independent reading.
- rigorous vocabulary instruction helps students expand their oral vocabularies so that they truly “own” the new words and use them in their daily lives.

**Implementing for Success**

Use the following suggestions as you introduce and guide students in becoming familiar with the Text-Based Vocabulary routine for Literary texts:

- Have students pronounce the word orally and then read the paragraph in which the word is found in the text.
- Discuss the word’s meaning within the given context. Have volunteers rephrase the meaning in the given context.
- Ask students to use the word in a sentence or two that is different from the context in the passage. Have students consider reasons the author used this particular word in this particular way in the narrative.
- Discuss synonyms and antonyms for the word. Reread the passage, substituting synonyms for the word. Discuss how the meaning of the text may change when synonyms are used.

As students engage in Text-Based Vocabulary discussions their word knowledge grows. The more words students know, the more words they can read and understand in text and use in their writing. In addition, the more students know about how words work in texts, the more they will be able to comprehend complex texts.

**Going Deeper**

You may choose to do these additional activities once students are familiar with the routine.

- Have students create a Four-Square Map of the word. In one square, they define the word. In another square, they draw a picture of the word to hint at its meaning. Finally, they fill the last two squares with examples and non-examples of ways to use the word.
- Have students keep a vocabulary notebook. Here they may list words that they find interesting and that they may want to use in conversations or in their own writing.
- Have students keep a list of figurative phrases in their vocabulary notebook. Discuss similes, metaphors, and personification and have students record examples of each.
- Have students add words they encounter to the classroom word wall.
1 Introduce the Text-Based Vocabulary routine to students. For example, As we read narrative text, we will read words that we have not seen or heard before. The text around these unknown words may help us understand them. Sometimes we need to look more closely at the word’s parts. Sometimes we need to look in a dictionary to define it or in a thesaurus to find similar words. Let’s look at how words work.

2 Write or display the sentence or passage containing the word. Break the word into syllables. Have students pronounce the word, identify the part of speech, identify any affixes, and share context clues about its meaning within the passage. This brings students back into the text.

3 Have a volunteer look up the word in a dictionary and read the definition. Help students understand the meaning as it is used in the text to ensure comprehension. Here’s an example: Rampant can be defined as “showing no signs of being under control.” This word helps readers visualize what it must be like to have chickens running wildly around town.

4 Use the word in other ways, for example, After the controversial election, protesters ran rampant through the streets. Then discuss the word in more depth. For example, Why do you think the author chose rampant to suggest how the chickens were seen around town?

5 Have students look up the word in a thesaurus and compare the word with synonyms. Discuss shades of meaning. Talk about which synonyms work best in the context of the narrative and why. How is uncontrolled different than rampant? How is unrestrained different than rampant?

6 Have students use the word in a quick one-minute writing or conversation with a partner. This develops their proficiency in using the word in a new way.
Reading Wrap-Up

Rationale
Reading Wrap-Up is a 5–10 minute concluding activity held at the end of a reading lesson. Students come together as a community of readers and summarize what they have learned during the reading lesson. In Reading Wrap-Up, students are encouraged to make connections between previous learning and new ideas that emerged in today’s lesson. Students share their own insights about the text and are encouraged to add on to what their classmates said before them. Students practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to students explain what they have learned in their own words.

As you plan for Reading Wrap-Ups, keep in mind:
• the end goal of the lesson. Prompt students with discussion questions that relate to this end goal.
• the types of questions you prompt students with. Provide opportunities for students to express their opinions, to find text evidence to support their opinions, or to discuss the author’s craft.

Implementing for Success
Use the following suggestions as you introduce and guide students in meaningful participation in the Reading Wrap-Up.
• Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
• State a clear focus for the wrap-up. For example, “Let’s review the connection between the author’s purpose and the setting he chose for the story.”
• Model how to have brief, rich reflections about reading at other times, such as after read-aloud time. For example, “The way the main character reacted to this challenge reminded me of the book we read last week. Both characters responded in positive ways to negative situations. What connections can you make between this story and something else you’ve read?”
• Teach students how to use language to respond to others’ views. For example, “That’s an interesting point of view. What lead you to that conclusion?”

Going Deeper
These additional activities may be done with students once they are familiar with the Reading Wrap-Up routine.
• Before having students share their observations in a wrap-up discussion, have them write for one minute in their journals about what they read, what they noticed or remembered about what they read, or what questions they still have about the text. This will help students focus their thinking before speaking in front of the group.
• Draw three names at the end of each lesson. The first person has to summarize the text. The second person has to make a connection between the day’s text and either another text or the real world. The third person has to pose one question about the text (for which they might or might not know the answer).
• Remind students to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, “Today we learned about using evidence and reasoning to make inferences. What can you infer about our science activity today based on these photographs and the equipment I’ve placed on the front table?”
Bring students together for a 5–10 minute wrap-up of the reading lesson.

Quickly review the lesson objectives and the text read during the lesson. In today’s reading, we saw the introduction of another character. This character’s actions influenced the actions of the other characters we had already gotten to know from our past reading. Understanding how each character’s actions impacts the others is important to understanding the plot of the story as well.

Pose open-ended questions to prompt meaningful conversation about the text read and about connections between other texts, one’s self, and the world. For example, “What would have happened if the main character had done ___ instead of ______?” or “Who do you know or have read about in real life that reminds you of a character in this book? How are they similar?”

Encourage students to ask questions about the text or skills taught. If time allows, review or re-teach or make notes to follow up in future lessons.

You may discuss any reading homework or talk about upcoming texts to be read. For example, “Remember to bring your independent reading book with you tomorrow so we can find connections between this text and the text you chose.”
Writing Wrap-Up

Rationale
Writing Wrap-Up is a 5–10 minute concluding activity held at the end of each writing lesson. Students are given time to discuss their writing with their peers as a community of writers. In Writing Wrap-Up, students are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to students talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Ups, keep in mind:
- the format in which students will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the student sharing?

Implementing for Success
Use the following suggestions as you introduce and guide students in meaningful participation in the Writing Wrap-Up.
- Be sure to schedule time at the end of a writing lesson for students to make connections between their writing and the text they read and between their writing and classmates’ writing. The Writing Wrap-Up is also a time to recall and apply learning and celebrate accomplishments.
- State a clear focus for the wrap-up. For example, Today we learned about using foreshadowing in our narrative writing. How did you use foreshadowing in your narratives?
- Before asking students to provide feedback to their classmates’ writing, model for them constructive ways to respond. For example, “Did everyone notice how the writer used exaggeration to make a point in his persuasive essay?” or “Your use of a first-person narrator really made the story feel more personal and exciting—it makes readers feel like they are right in the middle of the action!”

Going Deeper
These additional activities may be done with students once they are familiar with the Writing Wrap-Up routine.
- Have students write a one-minute paper detailing what they worked on, wondered about, or learned during the lesson. This will help students focus their thinking before speaking in front of the group.
- Hand pairs of students index cards with random pictures on them. Give students 1–2 minutes to find a connection between their picture and the day’s lesson. Invite a few volunteers to share their ideas. This requires students to think creatively and more deeply about the content of the lesson and asks them to reach for a broader understanding of how the learning can be applied.
- Remind students to use what they have learned, noticed, or thought about in today’s writing lesson in other parts of the day. For example, As we watch this video of Martin Luther King Jr.’s famous speech, write down anything you notice that reminds you of the things we talked about in today’s lesson on persuasive writing.
Bring students together for a 5–10 minute wrap-up of the writing lesson.

Quickly review the lesson objectives and the writing task. Today we talked about using a Venn diagram for compare and contrast writing. We worked on one diagram together, and you made a diagram to go with your own topic.

Have students share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt students to discuss writing in thoughtful ways by suggesting open-ended questions such as, “What was the most significant thing you learned today to help you strengthen your writing? How will you implement this learning into your current writing project?”

Discuss any questions students have about the writing skills they have learned. If time allows to review or re-teach, do so, or make notes to review in future lessons.

Discuss any homework or preview what students will learn in the next writing lesson. For example, “Tomorrow we will be finishing our explanatory essays, adding a concluding paragraph and sharing the drafts with a partner.”
Cause and Effect

Causes

Why did it happen?

Effects

What happened?

Why did it happen?

Why did it happen?

What happened?
Compare and Contrast

Topics

Alike

Different
Story Sequence A

Title

Beginning

Middle

End

TR56  Grade 5 • Unit 2 • Graphic Organizers
Story Sequence B

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Events
1. First

2. Next

3. Then

4. Last
T-Chart
## Three-Column Chart

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<th>Column 3</th>
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Three Sorting Circles
Two Sorting Boxes
Web B
# Word Rating Chart

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Heart and Soul*.

<table>
<thead>
<tr>
<th>QUANTITATIVE MEASURES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEXILE</td>
<td>1050L</td>
</tr>
<tr>
<td>AVERAGE SENTENCE LENGTH</td>
<td>17.17</td>
</tr>
<tr>
<td>WORD FREQUENCY</td>
<td>3.56</td>
</tr>
<tr>
<td>PAGE COUNT</td>
<td>108</td>
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<table>
<thead>
<tr>
<th>QUALITATIVE MEASURES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVELS OF MEANING</td>
<td>Extended narrative explanations of topic</td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>Prologue, then details provided in series of chronological chapters; epilogue, timeline, bibliography, and index at end</td>
</tr>
<tr>
<td>LANGUAGE CONVENTIONALITY AND CLARITY</td>
<td>Topic-specific vocabulary and African American words and phrases throughout</td>
</tr>
<tr>
<td>THEME AND KNOWLEDGE DEMANDS</td>
<td>A fictionalized narrator describes the experience of being an African American during important moments in American history</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READER AND TASK SUGGESTIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARING TO READ THE TEXT</td>
<td>LEVELED TASKS</td>
</tr>
<tr>
<td>Understand that history requires multiple points of view for truth</td>
<td>Consider how you and a friend or family member can tell the same “true” story in different ways</td>
</tr>
</tbody>
</table>
Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Operation Clean Sweep.*

<table>
<thead>
<tr>
<th>QUANTITATIVE MEASURES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEXILE</td>
<td>720L</td>
</tr>
<tr>
<td>AVERAGE SENTENCE LENGTH</td>
<td>14.72</td>
</tr>
<tr>
<td>WORD FREQUENCY</td>
<td>3.55</td>
</tr>
<tr>
<td>WORD COUNT</td>
<td>1,930</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>QUALITATIVE MEASURES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVELS OF MEANING</td>
<td>Straightforward plot with unified theme</td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>Series of scenes with frequent dialogues</td>
</tr>
<tr>
<td>LANGUAGE CONVENTIONALITY AND CLARITY</td>
<td>Antiquated words and phrases, historical references not defined in text</td>
</tr>
<tr>
<td>THEME AND KNOWLEDGE DEMANDS</td>
<td>Women’s right to vote brings rapidly changing times in a small town</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READER AND TASK SUGGESTIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARING TO READ THE TEXT</td>
<td>LEVELED TASKS</td>
</tr>
<tr>
<td>Know that until 1920 all American women were not permitted to vote</td>
<td>Identify form of local government</td>
</tr>
</tbody>
</table>
Text Complexity Rubrics

Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Cesar Chavez: Champion of Workers*.

<table>
<thead>
<tr>
<th>QUANTITATIVE MEASURES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEXILE</td>
<td>780L</td>
</tr>
<tr>
<td>AVERAGE SENTENCE LENGTH</td>
<td>11.20</td>
</tr>
<tr>
<td>WORD FREQUENCY</td>
<td>3.47</td>
</tr>
<tr>
<td>WORD COUNT</td>
<td>1,928</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>QUALITATIVE MEASURES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVELS OF MEANING</td>
<td>Straightforward explanation of topic</td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>Chronological profile; titled sections of text with photographs, captions, fact boxes, and quotation boxes</td>
</tr>
<tr>
<td>LANGUAGE CONVENTIONALITY AND CLARITY</td>
<td>Occasional advanced vocabulary, mostly topic-specific</td>
</tr>
<tr>
<td>THEME AND KNOWLEDGE DEMANDS</td>
<td>The life and achievements of a pioneer for migrant workers’ rights</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READER AND TASK SUGGESTIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARING TO READ THE TEXT</td>
<td>LEVELED TASKS</td>
</tr>
<tr>
<td>Understand why employers hire migrant workers</td>
<td>Research other examples of non-violent protests and what they have achieved</td>
</tr>
</tbody>
</table>
Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Escape to Freedom: The Underground Railroad Adventures of Callie and William.*

### Quantitative Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexile</td>
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<tr>
<td>Average Sentence Length</td>
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</tr>
<tr>
<td>Word Frequency</td>
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<td>Page Count</td>
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### Qualitative Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels of Meaning</td>
<td>Explanations of topic through both informational text and historical fiction</td>
</tr>
<tr>
<td>Structure</td>
<td>Introduction of topic, then details in a series of subtopics with informational text and historical fictional reinforced by artwork; glossary at end</td>
</tr>
<tr>
<td>Language Conventionality and Clarity</td>
<td>Topic-specific vocabulary, some highlighted and defined in glossary</td>
</tr>
<tr>
<td>Theme and Knowledge Demands</td>
<td>How some African Americans escaped slavery on the Underground Railroad</td>
</tr>
</tbody>
</table>

### Reader and Task Suggestions

<table>
<thead>
<tr>
<th>Preparing to Read the Text</th>
<th>Leveled Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider why escaping slavery was so difficult and dangerous</td>
<td>Know that as property of their owners, slaves could be sold but were forbidden to leave on their own</td>
</tr>
</tbody>
</table>

TR69
Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *The Great Migration*.

### QUANTITATIVE MEASURES

<table>
<thead>
<tr>
<th>Measure</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexile</td>
<td>830L</td>
</tr>
<tr>
<td>Average Sentence Length</td>
<td>12.12</td>
</tr>
<tr>
<td>Word Frequency</td>
<td>3.47</td>
</tr>
<tr>
<td>Page Count</td>
<td>48</td>
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### QUALITATIVE MEASURES

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels of Meaning</td>
<td>Straightforward explanation of topic</td>
</tr>
<tr>
<td>Structure</td>
<td>Descriptive artwork with brief passages of text, with relevant poem at end</td>
</tr>
<tr>
<td>Language Conventionality and Clarity</td>
<td>Topic-specific vocabulary mostly represented in artwork; sensory images and figures of speech in poem</td>
</tr>
<tr>
<td>Theme and Knowledge Demands</td>
<td>Causes and results of early 20th century migrations of African Americans from South to North</td>
</tr>
</tbody>
</table>

### READER AND TASK SUGGESTIONS

<table>
<thead>
<tr>
<th>Preparing to Read the Text</th>
<th>Leveled Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider why people choose to migrate from their current home to a new home</td>
<td>Define migration and identify some current immigrants</td>
</tr>
</tbody>
</table>
Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Angel Island*.

### QUANTITATIVE MEASURES

<table>
<thead>
<tr>
<th>Measure</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEXILE</td>
<td>980L</td>
</tr>
<tr>
<td>AVERAGE SENTENCE LENGTH</td>
<td>23.22</td>
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<tr>
<td>WORD FREQUENCY</td>
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<tr>
<td>WORD COUNT</td>
<td>2,731</td>
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</tbody>
</table>

### QUALITATIVE MEASURES

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVELS OF MEANING</td>
<td>Straightforward explanation of topic</td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>Introduction of topic, then details provided in a series of sub-topics with text, photographs, and artwork</td>
</tr>
<tr>
<td>LANGUAGE CONVENTIONALITY AND CLARITY</td>
<td>Topic-specific vocabulary defined in text; occasional advanced vocabulary</td>
</tr>
<tr>
<td>THEME AND KNOWLEDGE DEMANDS</td>
<td>An island as America's western gateway for generations of Asian immigrants</td>
</tr>
</tbody>
</table>

### READER AND TASK SUGGESTIONS

<table>
<thead>
<tr>
<th>PREPARING TO READ THE TEXT</th>
<th>LEVELED TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider what new immigrants must do to stay in America</td>
<td>Know that immigrants the world over have come to America</td>
</tr>
</tbody>
</table>
Acknowledgments

Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)