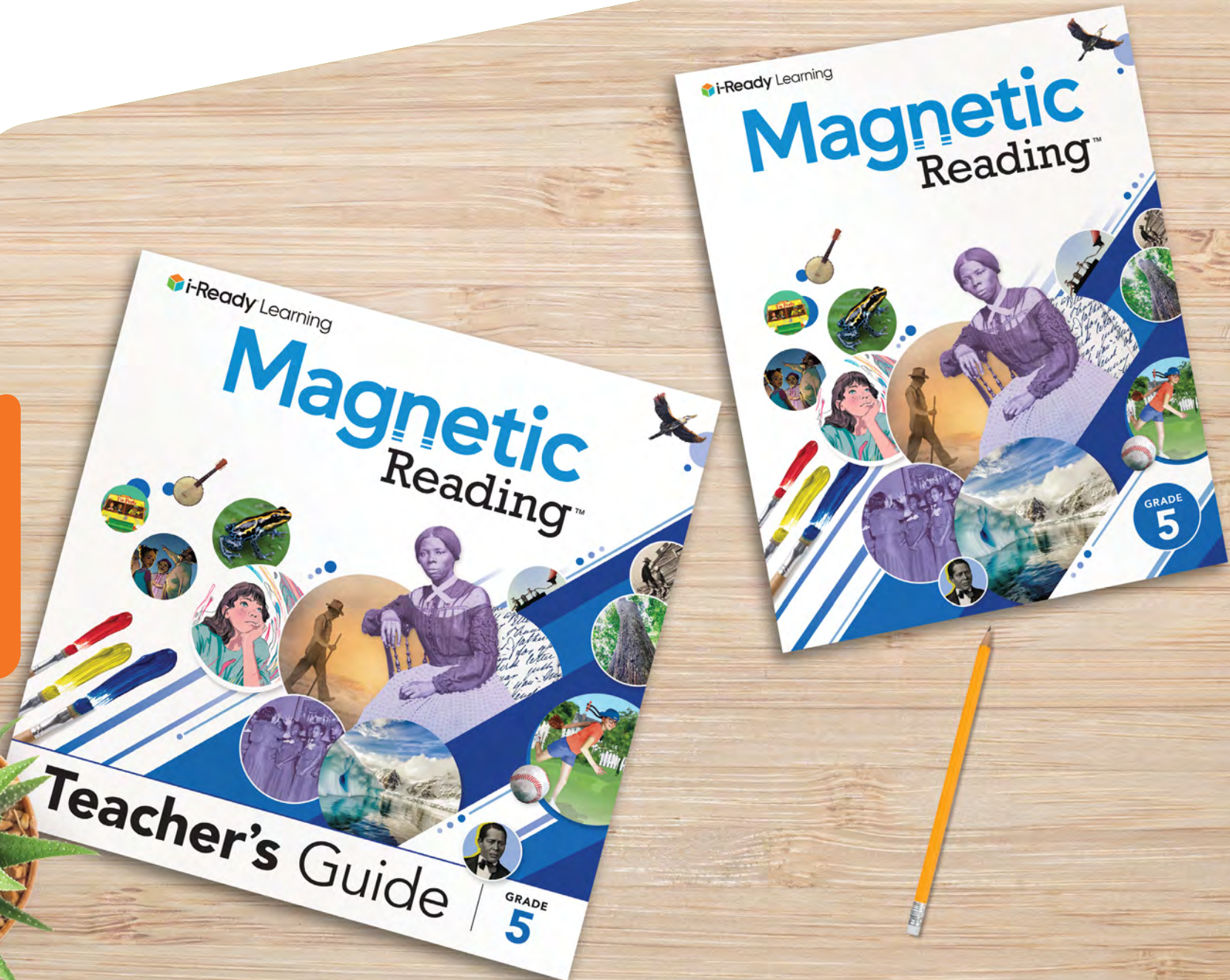


i-Ready Learning

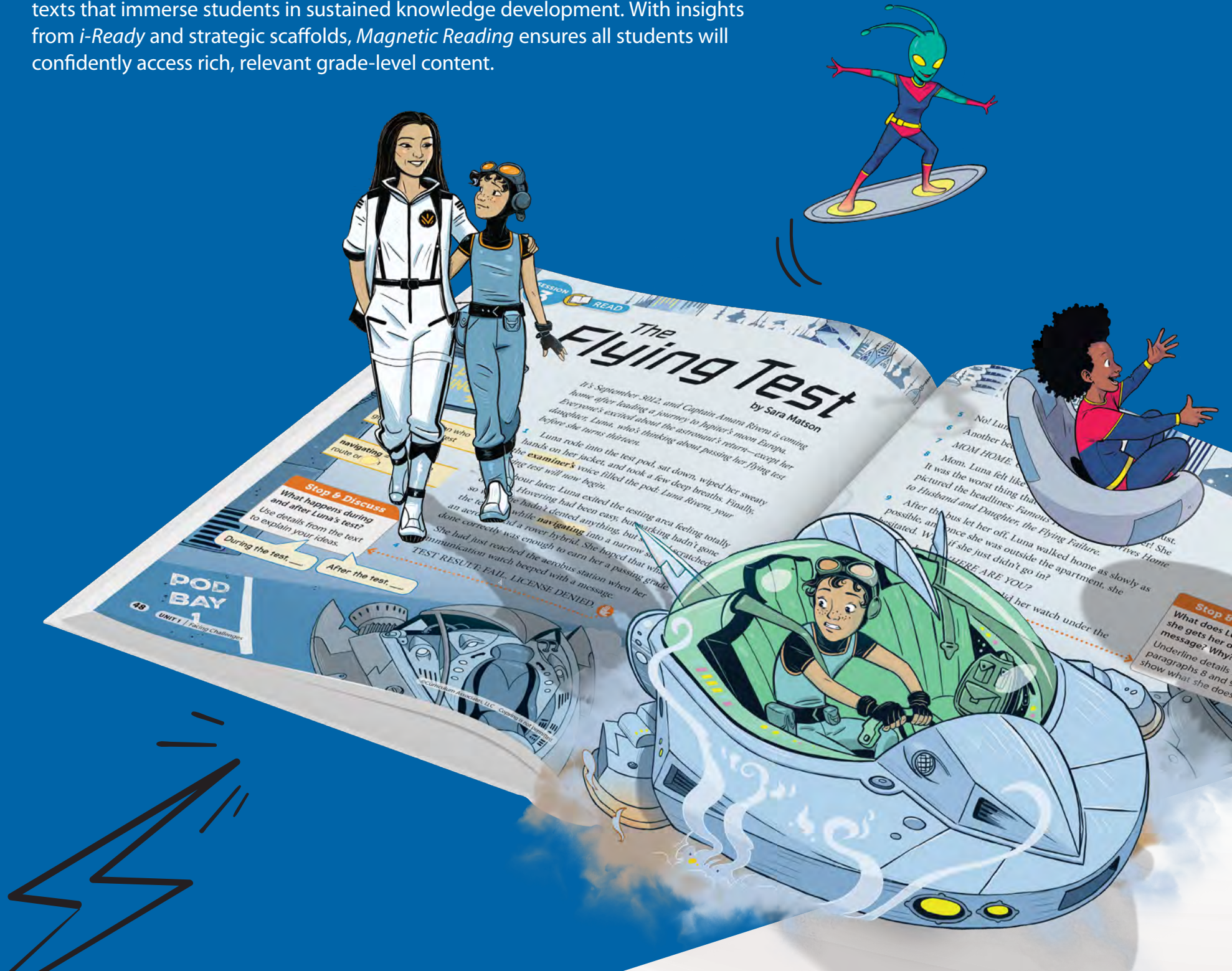
Magnetic Reading™

Grade 5 Sampler



What makes this program so magnetic?

Magnetic Reading is a reading comprehension series that draws all students to the center of learning. The program presents compelling, culturally relevant texts that immerse students in sustained knowledge development. With insights from *i-Ready* and strategic scaffolds, *Magnetic Reading* ensures all students will confidently access rich, relevant grade-level content.



What's in This Sampler?

This sampler provides a high-level overview of *Magnetic Reading*. In addition, it contains a complete sample of both the Teacher's Guide and the Student Book for Unit 6, Lesson 20.

Program Overview. 2

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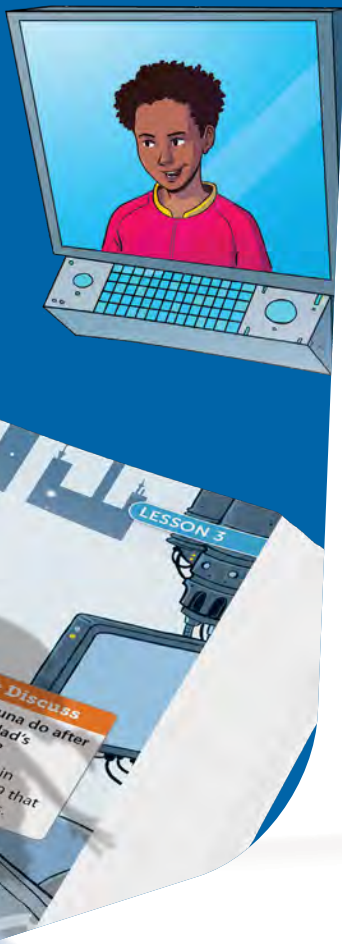
Program Components. 20

Magnetic Reading Grade 5 Sample Content 25

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Student Book Sample 32

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Program Overview

The Pillars of *Magnetic Reading's* Instructional Design



Knowledge-Rich Learning

A content-rich curriculum encourages students to build a store of knowledge and vocabulary they can activate when reading future texts.

Rainforest's Hidden Cities
Bryn Hulick

forests of northern Guatemala hide a secret: of ancient cities stretch across the forest floor. aids, palaces, and roads built more than a thousand ago tell the story of a large **empire** that once spread across Central America and Mexico. Some of the tallest trees. But thick forest has hidden the past.

ruins = wh something

empire =



Culturally and Linguistically Responsive Pedagogy

Culturally and Linguistically Responsive teaching and texts validate and affirm diverse backgrounds and perspectives so all students may see themselves as part of a rich, thriving community of cultures and ideas.

SESSION 5 READ LESSON 12

A Storm on the Horizon

by Odia Wood-Krueger

SESSION 5 READ LESSON 4

The Hula-Hoopin' Queen

PART 3

by Thelma Lynne Godin • Illustrated by Vanessa Brantley-Newton

1 In the kitchen I set a chocolate doughnut on a pretty plate. I add whipped cream and strawberries. As I carry the doughnut cake to Miz Adeline, Mama starts singing "Happy Birthday," and everyone joins in.

2 "Why, this is just about perfect," Miz Adeline says, taking a bite of her doughnut birthday cake. "Now, Kameeka, did you say you were hoopin'? When I was a girl, I was the best Hula-Hooper on this block."

3 "Adeline, don't you start that nonsense," Miss Evelyn says. "You know very well I was the best."

4 "Baby girl, why don't you bring some hoops on in here and let me show this old girl what she forgot."

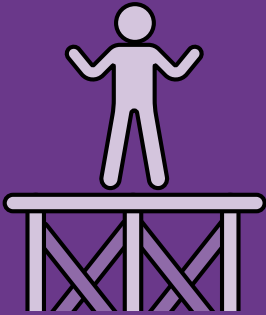
5 My eyes find Mama's. She shakes her head. But Miz Adeline's already pushing back chairs to make room. Then she slips a hoop over her head.

6 And right then I know. Miz Adeline's

Takojá = grandchild

bluff = a hill with sharp slope

LESSON 12 | On the Move 233



Scaffolds to Support Learner Variability

Built on the principles of the Universal Design for Learning, *Magnetic Reading* opens access for all students to engage with high-quality, grade-level texts.

Supporting Students to Read Complex Texts

The ability to read and analyze complex texts is key to students' success in the classroom and beyond. *Magnetic Reading* supports students to read more so they become informed readers capable of recognizing others' perspectives and enriching their own.

- Scaffolds woven throughout reading sessions support students to engage with grade-level texts.
- Scaffolds during practice sessions support students to unpack the text's ideas, structure, and perspectives to arrive at a deeper understanding.

LESSON 3

Support Reading

- Have students read paragraphs 5–11.
- **CHECK IN** Students understand that the reference to eating “a pound of moon dust” describes how Luna feels.

HELP & GO: Language

- Read paragraph 8 aloud. **Ask**, How do you think it would feel to eat “a pound of moon dust”? Point out that emotions are connected to physical feelings. **Ask**, What emotions have you had that make your stomach feel like this?

Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LOOK FOR** Students underline that Luna imagines headlines, walks slowly, and hesitates; she doesn't want to tell her parents she failed.

HELP & GO: Comprehension

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Data to Inform Instruction

i-Ready lesson-level data and reporting give teachers valuable strategies for individual students, groups, and impactful pairings.

Unit 2: Lesson 7: Dust Bowl

Text Scaffolding

Use this area to have all students read grade-level texts during Sessions 1, 3, and 5 of this lesson.

Focus Question:

How did people respond to the Dust Bowl?

Knowledge Building:

Lesson texts build knowledge about:

- How the Dust Bowl affected farm families and led to migration
- The work of photographer Dorothea Lange, who documents the plight of Dust Bowl residents and refugees
- Folk musician Woody Guthrie and the inspiration for his music

Text	Background Knowledge Demands	Lexile® Text Measure
From <i>Letters from the Dust Bowl</i>	View	1020L
<i>Turning Dust into Art</i>	View	920L
<i>The Social Poet</i>	View	980L

Reading Buddies
(Students Included/Total)

Paired Reading Teach



21 Students 3 Students

All Reading Buddies

Skill Scaffolding

Consider using these resources ahead of teaching the comprehension skill in Sessions 2 and 4 of the lesson.

Focus Standard:

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text.

Ready to Go
16 Students

Students are ready to explain the development of an author's purpose.

Background Knowledge Demands

Migrant Farmers

Invite students to share what they remember about the Dust Bowl. As needed, share the following:

- Life for farm workers in the Southern Plains region of the United States was very difficult during the 1930s. The Dust Bowl had ruined their crops, which led to food shortages and poverty. Conditions were made even worse by the Great Depression.
- These hardships caused many farmers to leave their farms and travel west. Some estimate that 400,000 farmers migrated to California during the 1930s. These people were known as migrant farmers.
- Migrant farmers in California was difficult. They were looked down upon and against by other Californians. They were housed in makeshift camps in uncomfortable and unsanitary conditions. Many migrant farmers were finally set up official camps where they could live in more comfortable conditions.

Display Image



Pillar 1: Knowledge-Rich Learning

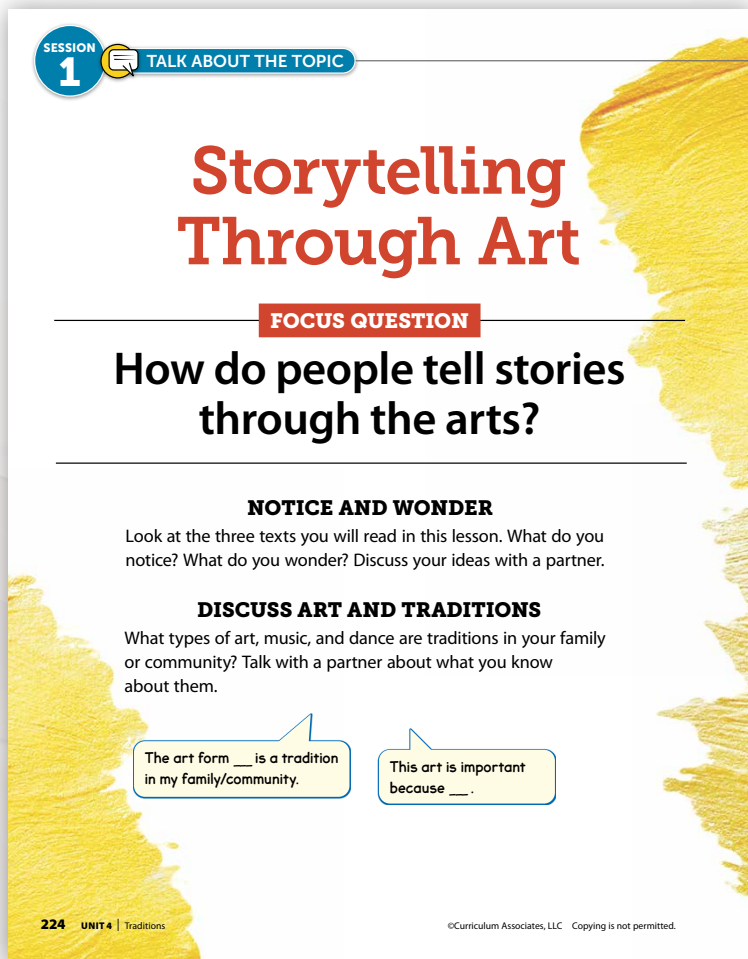
Drawing Together Ideas to Build Knowledge

All texts in *Magnetic Reading* build systematically so students create stores of knowledge that open doors to deeper learning, exploration, and knowledge.



Continuous Knowledge Development

Focus Questions guide knowledge building throughout each lesson and provide an overarching anchor question from text to text.



Building Knowledge across Content Areas

Texts include content from a wide range of topics including social studies, science, and the arts.

SESSION 3 READ



Follow Those Whales!

by Mary Lindeen

graceful = moving smoothly and easily


Stop & Discuss
Why is tracking helpful to scientists who study whales?
Discuss the details from the text that support your response.

Tracking helps scientists learn ____
They use that information to ____

- Whales are amazing creatures. They are beautiful and **graceful**, and they are a necessary part of the ocean's food web. Without whales, entire ocean habitats could be in trouble.
- Scientists like Grace Russell study whales to learn how to protect them. One way to do this is to follow the whales as they move around the ocean. This is called tracking. Tracking can help scientists know what whales need to survive. It tells them where whales go to eat, escape danger, have babies, and more. Scientists can track whales from land, from the water, or from the air.

140 UNIT 2 | Ocean Survival ©Curriculum Associates, LLC Copying is not permitted.

SESSION 5 READ



Saving Sea Turtles


by Zeke Shepherd

Sea turtles have called "the law of the ocean."

clever = useful

role = job


- A sea turtle swims underwater. It is looking for food. Suddenly, a fishing boat passes. It is dragging a net. The people on board are fishing for shrimp, but their net accidentally captures the turtle, too. The sea turtle can't breathe underwater. It will drown if it can't get to the surface. It's a good thing the net has a turtle excluder device (TED). This **clever** piece of equipment has bars that stop the turtle from going too far inside the net. The device also has an escape hatch. The turtle finds the opening and swims to freedom.
- Sea turtles play an important **role** in the ocean. Some sea turtles munch on seagrass. They keep it trimmed and healthy. Other sea turtles eat ocean animals called sponges. This prevents sponges from taking over coral reefs and forcing other creatures out. Many animals depend on seagrass and coral reef habitats. Sea turtles' actions help these animals survive.



The bars turtles find net and escape

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SESSION 1 READ



The Cherry Blossoms of High Street Part 1

by Nandini Bajpai

Bhaiya = older brother

Stop & Discuss
Why is Jiya upset?
Discuss with a partner.

- My older brother was waiting for me when I got off the bus, like he did every day after school. But on our chilly walk home, something was different. The cherry blossom trees along our street had bright yellow tape tied around them, the loose ends flapping in the wind.
- "Samar **Bhaiya**," I said to my brother, "what's the tape for?"
- Samar made a whirring sound, like an electric saw. "The city marked the trees they're going to cut down," he said. "Then they're going to widen High Street."
- My heart pounded. "What? That's horrible!"
- "But look at the traffic, Jiya," he said, pointing at the long line of cars waiting at the stop light. "The bus takes forever. It'll be faster when the street has another lane."
- "Couldn't they widen a different road?"
- Samar shrugged. "It's not a big deal."
- But it was a big deal. Even in the winter, the trees on High Street stood graceful and tall, holding up their bare branches like friends waving hello. When we moved to Michigan from India, I missed my friends. I also missed the *kachnar* trees near our old home in Delhi. They were covered in pink flowers every spring. My first spring in Michigan, seeing the pink cherry blossoms made me feel better. They were so much like the *kachnar* flowers.

380 UNIT 6 | Artful Ideas ©Curriculum Associates, LLC Copying is not permitted.

Creating Compassionate Classrooms

Students build empathy and awareness while reading and discussing *Magnetic Reading's* rich and diverse fiction.

Research-Backed Partnership with Knowledge-Building Experts



Research suggests that reading proficiency is connected to students' prior knowledge, and a content-rich curriculum can improve student learning. We teamed up with the Johns Hopkins Institute for Education Policy to ensure that each *Magnetic Reading* unit comprised texts that effectively build knowledge in critical areas.

CALLING ALL VOLUNTEERS

by Jacqueline Adams



Cleaning the beach helps protect ocean life.

leisure = free time

citizen = a person who lives in a town or city

Stop & Discuss

How do the students make their community better?

Underline details that explain what the students do.

1 One spring day, 1,300 students met at a beach in California. They had come from 15 different elementary schools. They didn't arrive in swimsuits, ready for a day of **leisure**, however. Instead, they pulled on rubber gloves and got ready to collect trash.

2 These kids had learned that trash is a huge problem for oceans. Fish and other animals can swallow the trash and get sick. Plus, a beach full of garbage is no fun for the people of the community. So, the students offered to help by volunteering to clean up the beach. They worked hard for hours, picking up large items like plastic bottles. They also searched through the sand for bottle caps, straws, and other tiny pieces of litter.

3 Like the students at the beach, many people want to find solutions to problems they see in their community. When people work on a problem together, they can make a big impact. The beach volunteers filled 23 garbage bags in just that one day! That's part of being a good **citizen**—helping to make your community a better place.

4 Good citizens care about the place where they live and the people who live there. When people help make their community a better place, they show respect for others and their community. For example, they don't toss trash on a beach.

Point-of-Use Support

Embedded definitions support fluent reading and allow students to access ideas.

Help & Go

Scaffolds guide students to use morphology and context clues to determine word meanings, building knowledge of domain-specific and Tier 2 words encountered broadly across content areas.

LESSON 6

3 Support Reading

- Have students read paragraphs 3–5.
- CHECK IN** Students understand vocabulary that describes the moon.

HELP & GO: Vocabulary

- Direct students to paragraph 3. **Ask**, *Where is a lunar rover used? on the moon* What do you think lunar means? *related to the moon*
- Revisit paragraph 4. Point out that the temperature range -208°F to 250°F (-133°C to 121°C) helps explain what extreme temperatures means. **Ask**, *What is another way to describe extreme temperatures? very hot or very cold*
- Have students visualize the moon's uneven landscape and boulders. **Ask**, *What is the surface of the moon like? bumpy, lots of big rocks*
- Encourage students to identify cognates of unfamiliar words in their home language. The Spanish cognates *lunar*, *vehículo*, *extrema/o*, and *temperatura* may support understanding of words in these paragraphs. **EL**

4 Stop & Discuss

- Have partners complete **Stop & Discuss**.
- LISTEN FOR** Students explain why a lunar rover needs special wheels.

HELP & GO: Comprehension

- Using a cloth filled with beans or other small objects, show how a beanbag molds against an uneven surface. Discuss why this is useful.
- Ask**, *What might happen if the rover's wheels do not hold up in the heat or cold? They might melt or snap.*

Discuss the Whole Text

- Revisit the Focus Question with the class. **Ask**, *What technology did the two groups build on? How does each upgrade build on others' ideas?*
- Have students **Stand and Share** their responses. Record responses for students to reference later.

LESSON 6 | Invention Upgrades 105

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Pillar 2:

Culturally and Linguistically Responsive Pedagogy



Compelling Content That Draws Students into Reading

Magnetic Reading gives students the opportunity to:

✔ Bring themselves to the text culturally and linguistically

✔ Connect ideas from the texts to what they know and have experienced in their own lives

✔ Share their cultures and home languages, providing classmates with a window into the wide range of backgrounds and experiences with which they may be unfamiliar



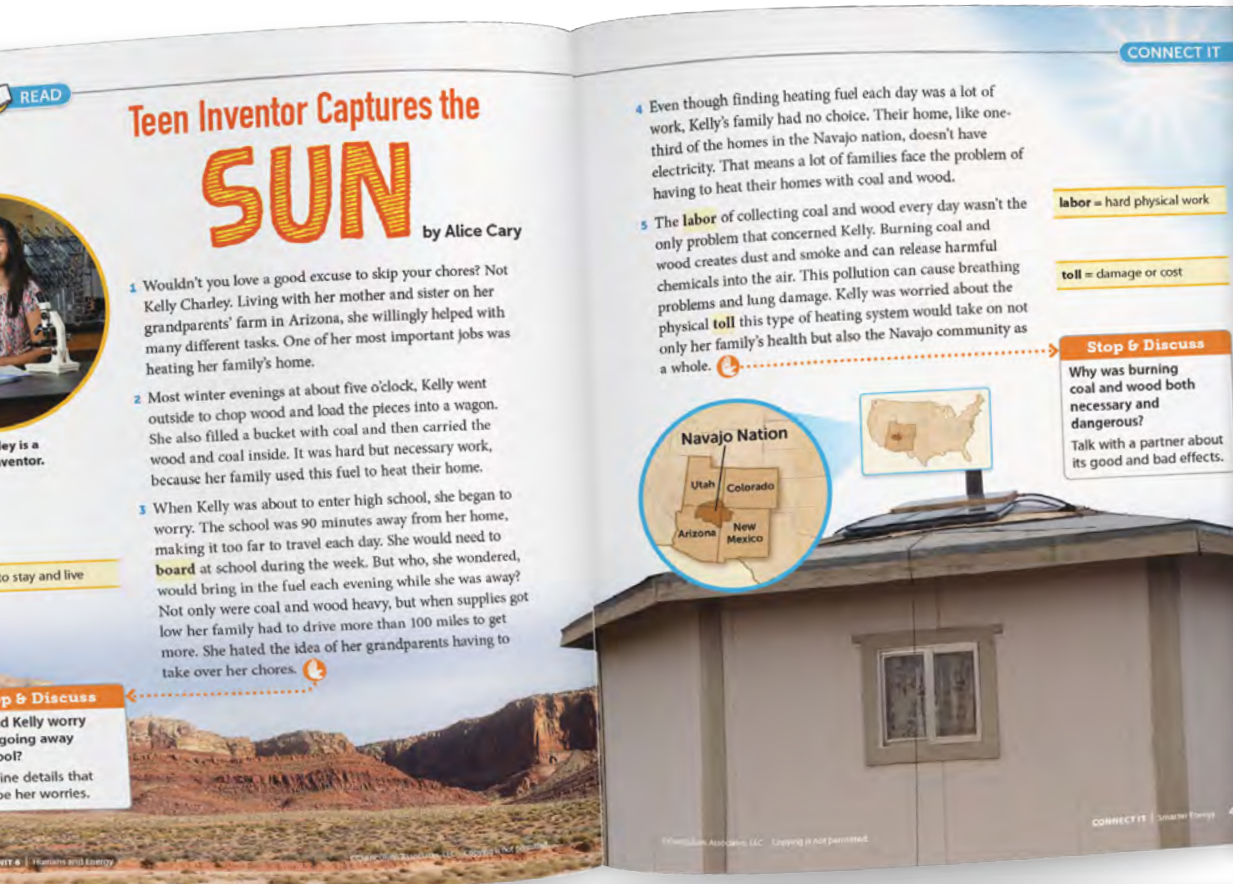
Authentic Voices, Stories, and Perspectives

Informational and literary texts mirror many cultural backgrounds and experiences. Students share their cultures and home languages, providing other students with a window into cultures and experiences that may be unfamiliar. Students learn more about themselves, their classmates, and people they have yet to meet.

READ

Teen Inventor Captures the SUN

by Alice Cary



- 1 Wouldn't you love a good excuse to skip your chores? Not Kelly Charley. Living with her mother and sister on her grandparents' farm in Arizona, she willingly helped with many different tasks. One of her most important jobs was heating her family's home.
- 2 Most winter evenings at about five o'clock, Kelly went outside to chop wood and load the pieces into a wagon. She also filled a bucket with coal and then carried the wood and coal inside. It was hard but necessary work, because her family used this fuel to heat their home.
- 3 When Kelly was about to enter high school, she began to worry. The school was 90 minutes away from her home, making it too far to travel each day. She would need to board at school during the week. But who, she wondered, would bring in the fuel each evening while she was away? Not only were coal and wood heavy, but when supplies got low her family had to drive more than 100 miles to get more. She hated the idea of her grandparents having to take over her chores.
- 4 Even though finding heating fuel each day was a lot of work, Kelly's family had no choice. Their home, like one-third of the homes in the Navajo nation, doesn't have electricity. That means a lot of families face the problem of having to heat their homes with coal and wood.
- 5 The labor of collecting coal and wood every day wasn't the only problem that concerned Kelly. Burning coal and wood creates dust and smoke and can release harmful chemicals into the air. This pollution can cause breathing problems and lung damage. Kelly was worried about the physical toll this type of heating system would take on not only her family's health but also the Navajo community as a whole.


CONNECT IT

labor = hard physical work

toll = damage or cost

Stop & Discuss
Why was burning coal and wood both necessary and dangerous? Talk with a partner about its good and bad effects.

Navajo Nation




Stop & Discuss
How does Kameeka feel about telling Miz Adeline that there is no cake? Underline two details that help you understand Kameeka's feelings.

LESSON 4

- 7 "I've got doughnuts for Miz Adeline's party," Mr. John calls out as he closes up the bakery.
- 8 "Miz Adeline's cake!" I shout.
- 9 My hoop **clatters** to the sidewalk. I grab it and the sugar, and race up the block. I can hear Jamara laughing behind me.
- 10 By the time I reach our apartment, Mama is madder than a hornet. "Kameeka Hayes!" she scolds.
- 11 "I'm sorry, Mama. I saw Jamara and—"
- 12 "Girl, I don't want to hear that Hula-Hoopin' nonsense. It's too late now. Miz Adeline's already here. You take yourself on into the living room and explain to Miz Adeline why she won't have cake for her birthday."
- 13 "Hi, Miz Adeline," I say. "Happy birthday."
- 14 "Kameeka, come here, baby. Give me a kiss."
- 15 I come in close and kiss Miz Adeline's soft cheek. Then I whisper in her ear, "You don't really like cake much, do you?"
- 16 "Baby girl, you know I sure do love cake. Chocolate cake with strawberries and real whipped cream on top." I can't tell her about the cake just yet.

clatters = makes a loud rattling sound from hitting a hard object

Stop & Discuss
How does Kameeka feel about telling Miz Adeline that there is no cake? Underline two details that help you understand Kameeka's feelings.

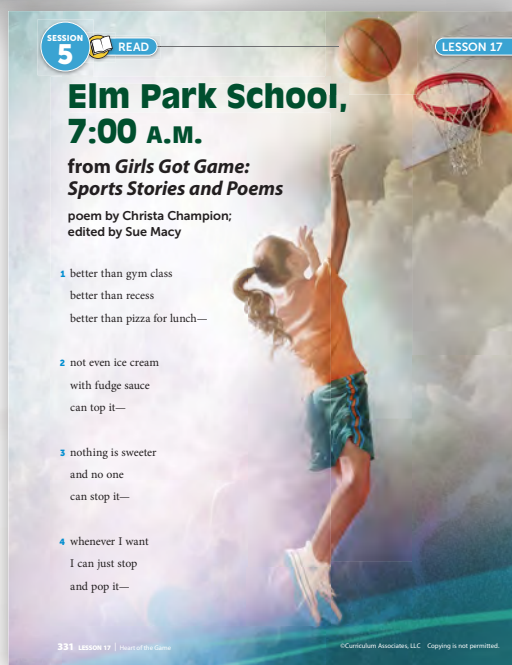


LESSON 4 | Everyone Makes Mistakes **65**

SESSION 5 **READ**

Elm Park School, 7:00 A.M.

from *Girls Got Game: Sports Stories and Poems*
poem by Christa Champion;
edited by Sue Macy

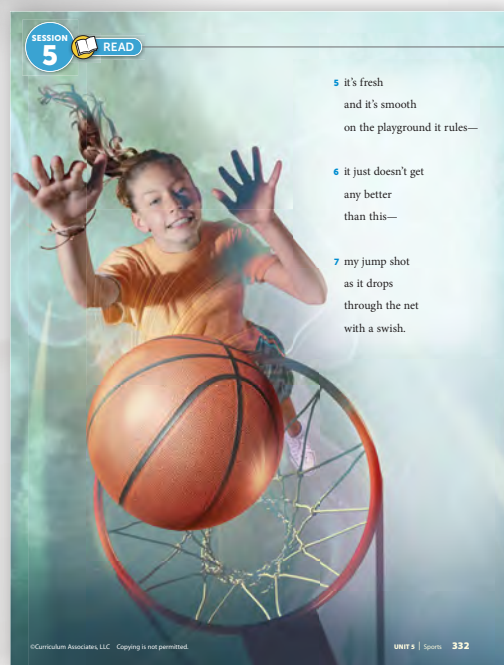


- 1 better than gym class
better than recess
better than pizza for lunch—
- 2 not even ice cream
with fudge sauce
can top it—
- 3 nothing is sweeter
and no one
can stop it—
- 4 whenever I want
I can just stop
and pop it—

LESSON 17

331 LESSON 17 | Hours of the Game

SESSION 5 **READ**



- 5 it's fresh
and it's smooth
on the playground it rules—
- 6 it just doesn't get
any better
than this—
- 7 my jump shot
as it drops
through the net
with a swish.

UNFF 5 | Sports **332**

Text-to-Self Connections

Students make personal connections to the lesson topic when they preview lesson texts and explore essential concepts.



Providing Opportunities for Maximum Student Engagement

Creating a Thriving Classroom Community Where All Learners Are Valued

What students read is important, but how they interact with content and the classroom as a community is too. Culturally and Linguistically Responsive teaching gives teachers flexible strategies to:

- ✓ Support and value all cultural and linguistic backgrounds
- ✓ Discover and build on the ways that students show their brilliance
- ✓ Plan instruction that validates and affirms all backgrounds and experiences
- ✓ Draw on students' backgrounds and experiences as opportunities for cross-cultural connection and understanding



Protocols for Engagement and Accountability

Magnetic Reading's engagement protocols:

- Structure activities for engagement
- Promote equitable thinking, talking, and collaborating
- Positively leverage students' cultural behaviors
- Validate and affirm learners

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Thumbs-Up	1	connectedness, multiple perspectives
Stand and Share	1, 3	spontaneity, movement, connectedness
Jump in Reading	2	spontaneity, collective success
Give One, Get One	2, 4	movement, shared responsibility
Pick a Stick	2, 6	spontaneity
Musical Shares	4	movement, musicality, social interaction
Somebody Who	5	social interaction

Learn from others?

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Thumbs-Up	1	connectedness, multiple perspectives
Stand and Share	1, 3	spontaneity, movement, connectedness
Jump in Reading	2	spontaneity, collective success
Give One, Get One	2, 4	movement, shared responsibility
Pick a Stick	2, 6	spontaneity
Musical Shares	4	movement, musicality, social interaction
Somebody Who	5	social interaction

Students prepare for this skill:
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.

Students review and practice:

- Make inferences
- Describe characters
- Determine word meanings



Meet Our *Magnetic Reading* Advisor: Dr. Sharroky Hollie

Dr. Sharroky Hollie is the executive director of the National Institute of Culturally Responsive Teaching and Learning and an advisor on *Magnetic Reading*, guiding the program's Culturally and Linguistically Responsive teaching strategies and analyzing the texts for representation and authenticity.

Text “Chunking” for Reading Stamina

Every text in *Magnetic Reading* is broken into segments to make reading digestible for students to read grade-level texts more confidently.

SESSION 3 **READ**

The Flying Test

by Sara Matson

It's September 3012, and Captain Amara Rivera is coming home after leading a journey to Jupiter's moon Europa. Everyone's excited about the astronaut's return—except her daughter, Luna, who's thinking about passing her flying test before she turns thirteen.

FREE POD PARKING

examiner = person who gives and grades a test

navigating = following a route or path

Stop & Discuss
What happens during and after Luna's test?
Use details from the text to explain your ideas.

During the test, ___ After the test, ___

POD BAY

LESSON 3

5 No! Luna got on the bus and slumped into a seat.

6 Another beep. This message was from Dad.

7 **MOM HOME. CAN'T WAIT TO SEE YOU. HURRY!**

8 Mom. Luna felt like she'd eaten a pound of moon dust. It was the worst thing that had ever happened to her! She pictured the headlines: *Famous Flier Amara Arrives Home to Husband and Daughter, the Flying Failure.*

9 After the bus let her off, Luna walked home as slowly as possible, and once she was outside the apartment, she hesitated. What if she just didn't go in?

10 Another beep. **WHERE ARE YOU?**

11 There was no avoiding it. She slid her watch under the scanner and unlocked the door.

Stop & Discuss
What does Luna do after she gets her dad's message? Why?
Underline details in paragraphs 8 and 9 that show what she does.

48 **UNIT 1** | Facing Challenges

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LESSON 3 | Future Worlds

Stop & Discuss

These activities build academic discourse by providing opportunities for students to grapple with what they are reading in the moment with their classmates.

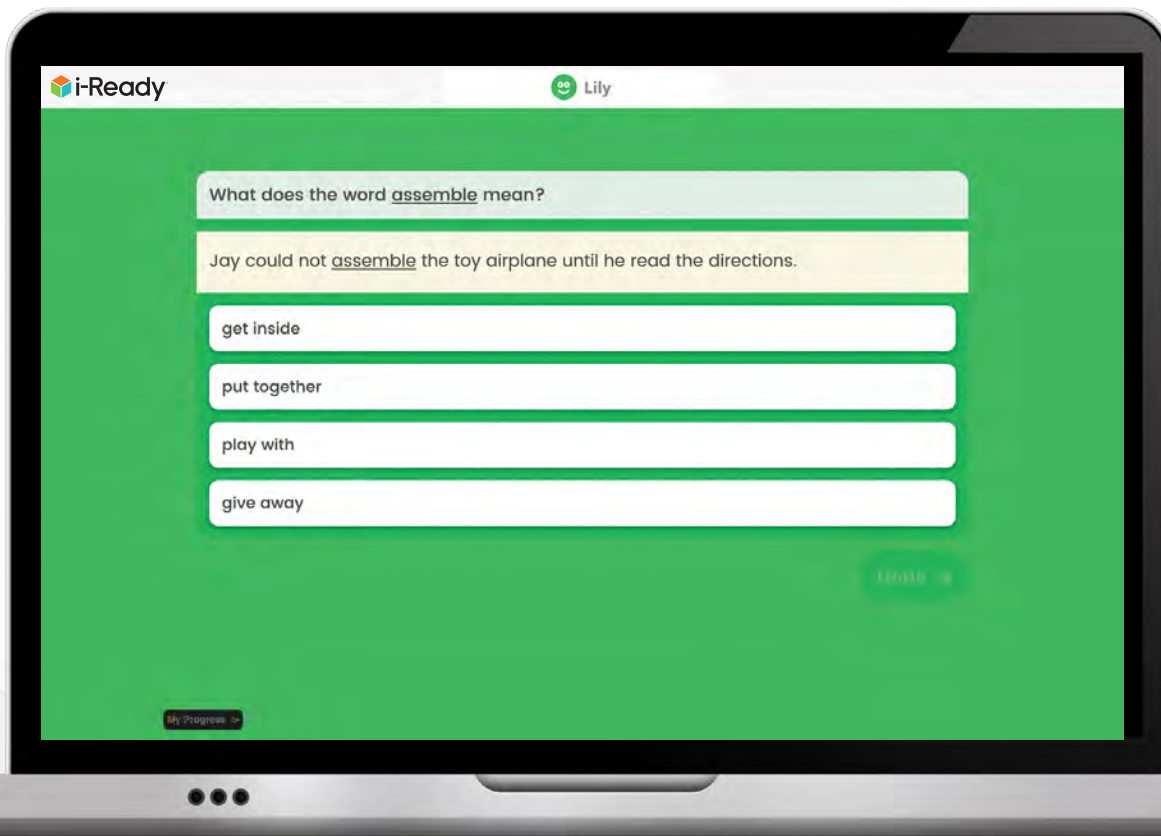




Pillar 4:

Data to Inform Instruction

Magnetic Reading is situated within the *i-Ready* product suite, giving educators the resources and flexibility to meet their instruction and assessment needs. The *i-Ready* suite has the tools for diagnosing and monitoring progress, providing whole class instruction, and setting students on a personalized learning path. *i-Ready* assessments and Personalized Instruction strategically address students' individual learning needs and make the best use of educators' time with actionable reports.



Grade-Level Scaffolding

Subject: Reading | Class/Report Group: Reading Class A | Grade of Content: Grade 5 Magnetic R... | Lesson: Unit 2: Lesson 7: Dus...

Unit 2: Lesson 7: Dust Bowl

Text Scaffolding
Use this area to have all students read grade-level texts during Sessions 1, 3, and 5 of this lesson.

Text	Background Knowledge Demands	Lexile® Text Measure	Reading Buddies (Students Included/Total: 24/24)
From Letters from the Dust Bowl	View	1020L	21 Students
Turning Dust into Art	View	920L	3 Students
The Social Poet	View	980L	

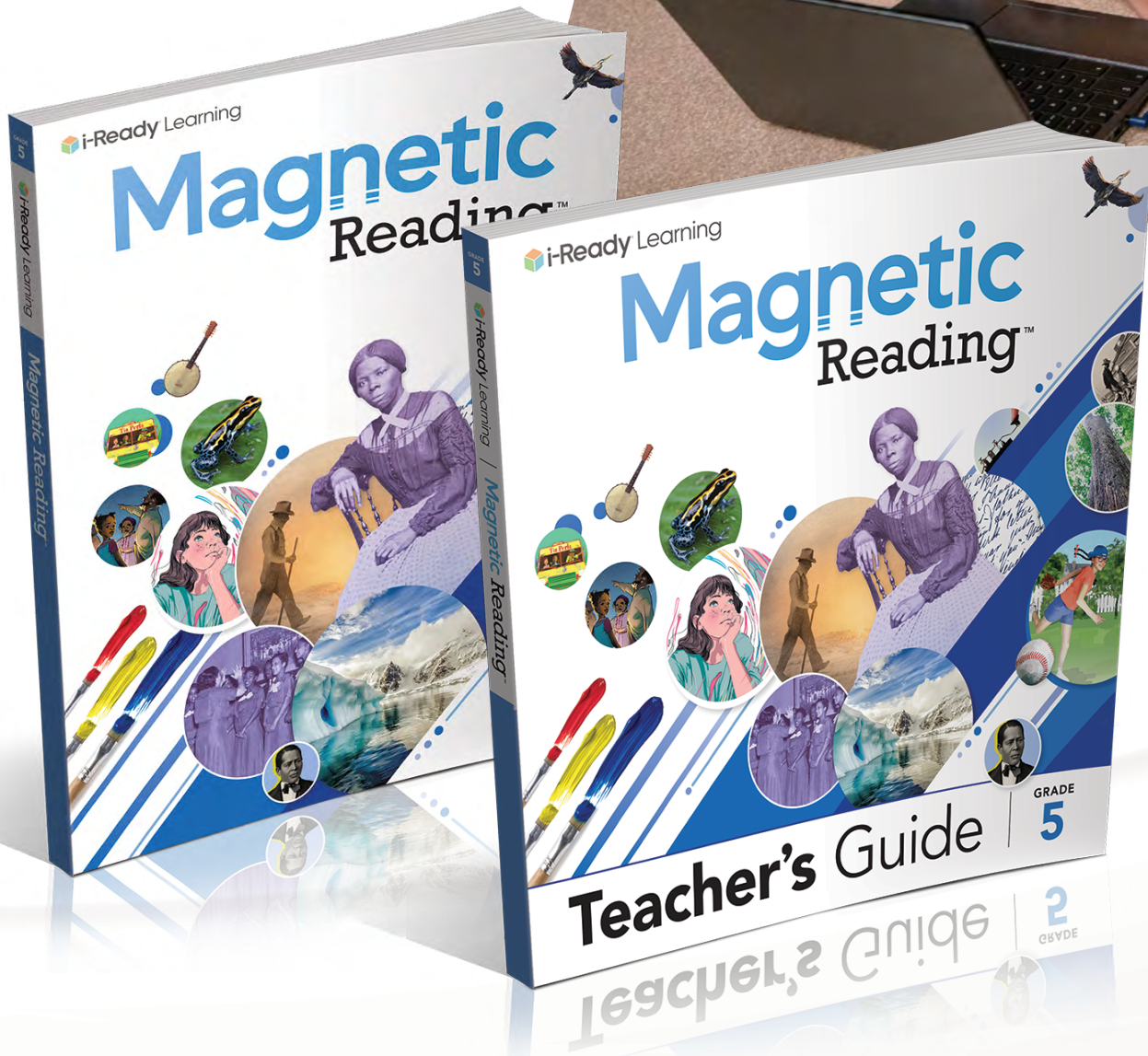
Skill Scaffolding
Consider using these resources ahead of teaching the comprehension skill in Sessions 2 and 4 of the lesson with all students.

Focus Standard: RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text.

Students Grouped/Total: 24/24 (No Diagnostic: 0)

Ready to Go	Additional Support	In-Depth Support	Needs Support Decoding
16 Students	4 Students	1 Student	3 Students

Ready to Go	Additional Support	In-Depth Support	Needs Support Decoding
<p>Students are ready to explain the development of an author's purpose.</p> <p>✓ Ready to Go</p>	<p>Students may need support describing causes and effects to help them understand a change.</p> <p>Tools for Scaffolding Comprehension: Describe Relationships in a Text Teacher - Use Scaffold B Student - Use Scaffold B</p>	<p>Students may need support recognizing or making comparisons.</p> <p>Tools for Scaffolding Comprehension: Describe Relationships in a Text Teacher - Use Scaffold A Student - Use Scaffold A</p>	<p>Students need explicit instruction on decoding in addition to their comprehension instruction.</p> <p>Words with r-Controlled Vowels Consider using a phonics intervention program, such as PHONICS for Reading.</p>
Alvina, Zandy Bowers, Tara Choi, Isabelle Lowe, Noah Malone, Carla McDonald, Kal Patel, Mia Powell, Elijah Ruiz, Justin Sanchez, Abby Singh, Brian Stanton, Geena Tan, Melanie Vo, Isaiah Wade, Kiara Warren, Santino	Baker, Danielle Cochran, Damon Hess, Michael Jones, Anna	Simmons, Tristan	Espanza, Ruby Koffman, Abe Washington, Traci

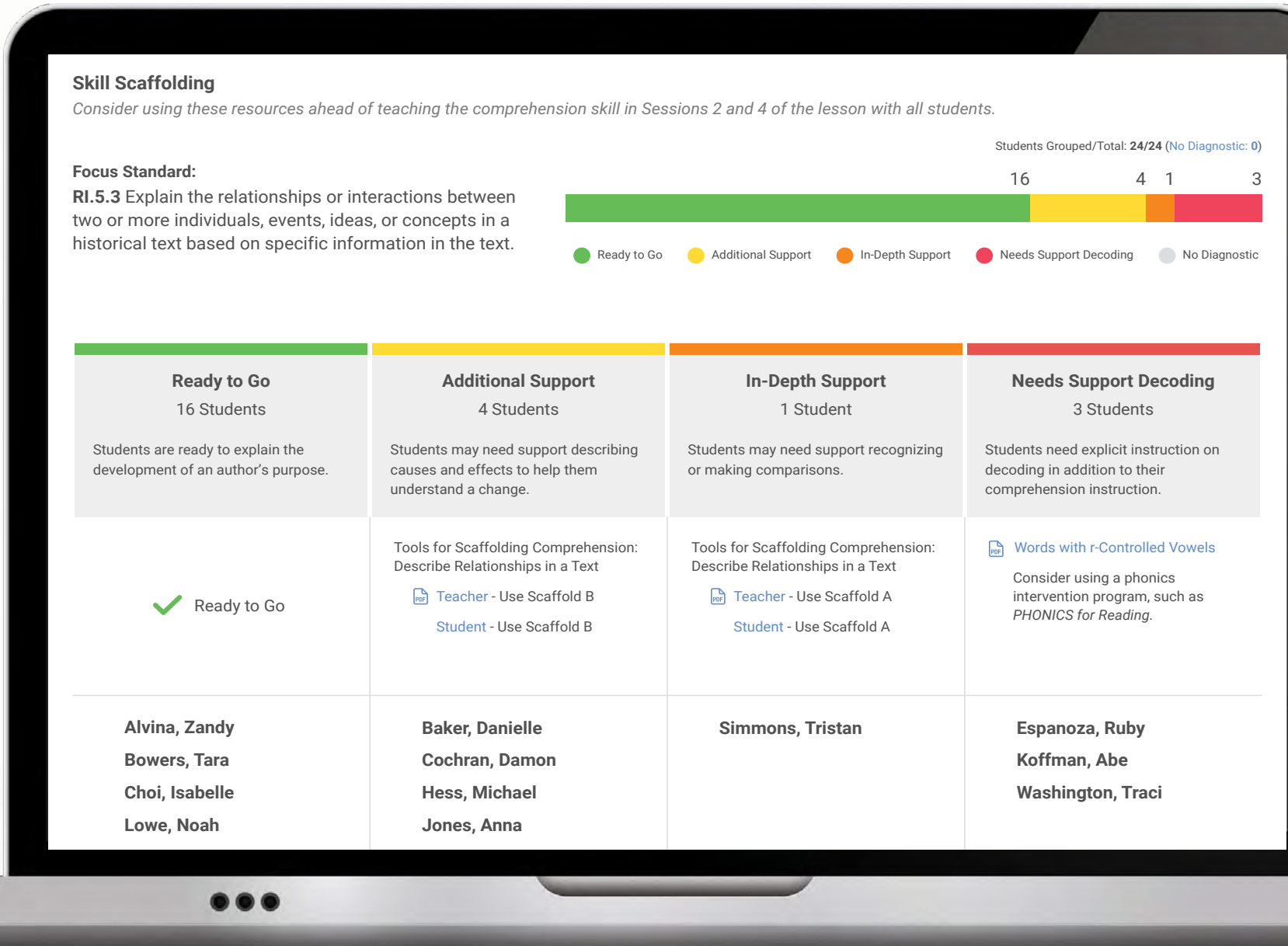




Data-Informed Instruction at the Lesson Level: The Grade-Level Scaffolding Report

If you are looking for granular, lesson-level insights into your students' text readiness and reading skills, look no further! *Magnetic Reading* works seamlessly with the *i-Ready Diagnostic* to bring data-driven insights to the classroom.

The custom **Grade-Level Scaffolding report** delivers reliable, lesson-level insights for each student to determine and recommend the level of support they need to access grade-level texts.



Grade-Level Scaffolding Report Answers:



What are students reading in this lesson, and how might it challenge them?



Which students are ready for the lesson's Focus Skill? Which students need In-Depth Support?

Grade-Level Scaffolding

Subject: Reading | Class/Report Group: Reading Class A | Grade of Content: Grade 5 Magnetic R... | Lesson: Unit 2: Lesson 7: Dus...


Unit 2: Lesson 7 | Dust Bowl | Turning Dust into Art

Background Knowledge Demands

Migrant Farmers

Invite students to share what they remember about the Dust Bowl. As needed, share the following:

- Life for farm workers in the Southern Plains region of the United States was very difficult during the 1930s. The Dust Bowl had ruined their crops, which led to food shortages and poverty. Conditions were made even worse by the Great Depression.
- These hardships caused many farmers to leave their farms and travel west. Some estimate that 400,000 farmers migrated to California during the 1930s. These people were known as migrant farmers.
- Life for migrant farmers in California was difficult. They were looked down upon and discriminated against by other Californians.
- Migrant farmers often lived in tents on farm fields in uncomfortable and unsafe conditions. In 1937, the federal government finally set up official camps for migrants, like the one in this photograph. These camps were more sanitary and better protected.



Focus Skill: Explain the relationships or interactions between two...

Building on Background Knowledge

The **Grade-Level Scaffolding** report pinpoints the background knowledge to set students up for success before they read.

Student Groups

The **Grade-Level Scaffolding** report provides student groupings at the lesson level to ensure individual needs are met.

Grade-Level Scaffolding

Subject: Reading | Class/Report Group: Reading Class A | Grade of Content: Grade 5 Magnetic R... | Lesson: Unit 2: Lesson 7: Dus...

Unit 2: Lesson 7: Dust Bowl

Text Scaffolding

Use this area to have all students read grade-level texts during Sessions 1, 3, and 5 of this lesson.

Focus Question:
How did people respond to the Dust Bowl?

Knowledge Building:
Lesson texts build knowledge about:

- How the Dust Bowl affected farm families and led to migration
- The work of photographer Dorothea Lange, who documents the plight of Dust Bowl residents and refugees
- Folk musician Woody Guthrie and the inspiration for his music

Text	Background Knowledge Demands	Lexile® Text Measure
From <i>Letters from the Dust Bowl</i>	View	1020L
<i>Turning Dust into Art</i>	View	920L
<i>The Social Poet</i>	View	980L

Reading Buddies
(Students Included/Total: 24/24)

Paired Reading **Teacher Support**

21 Students 3 Students

[All Reading Buddies](#)

Skill Scaffolding

Consider using these resources ahead of teaching the comprehension skill in Sessions 2 and 4 of the lesson with all students.

Students Grouped/Total: 24/24 (No Diagnostic: 0)

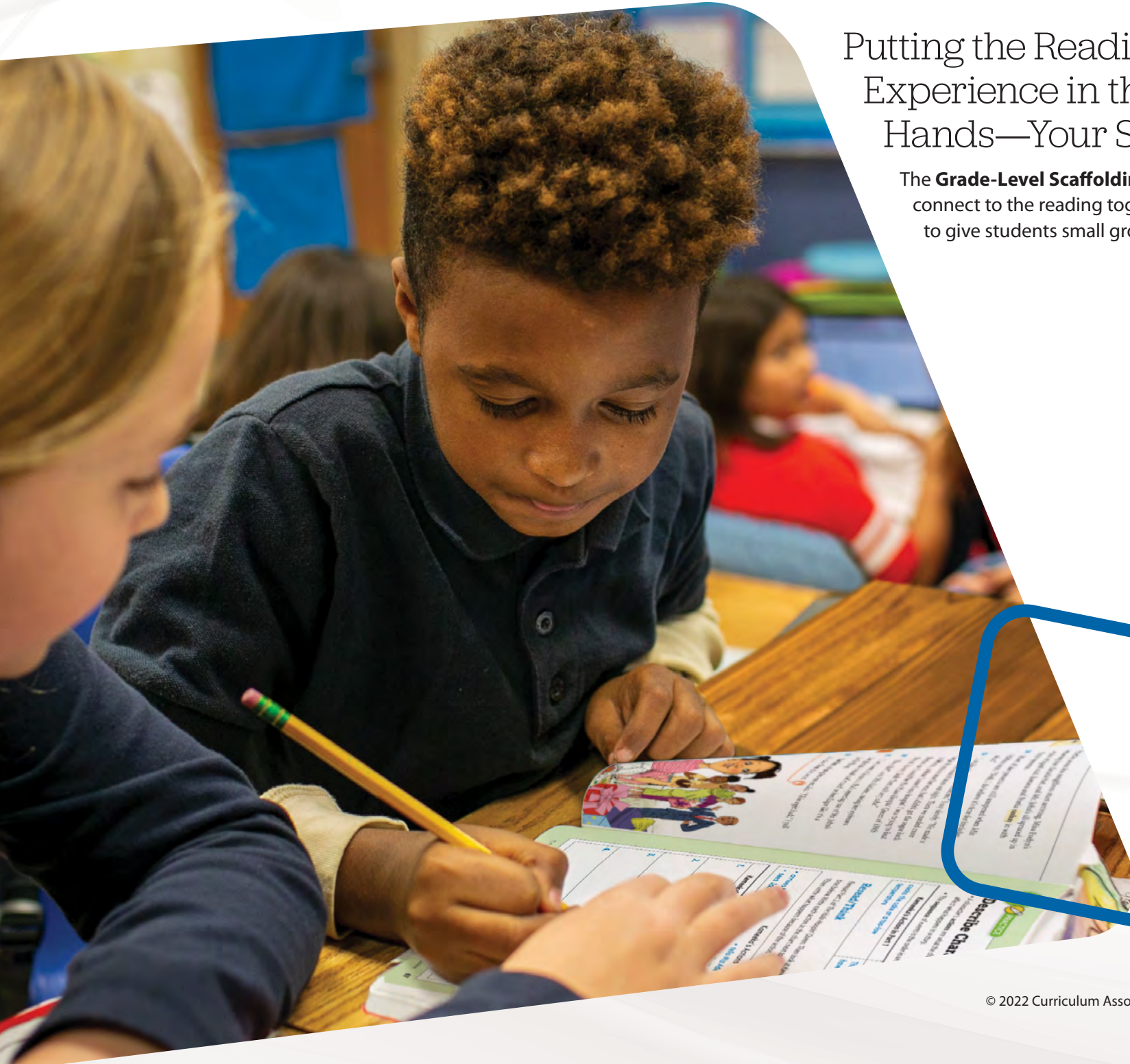


Reading Buddies: The Grade-Level Scaffolding Report

Students are strategically placed in well-matched, mixed-level pairs. This research-based scaffold provides an opportunity for readers to gain fluency as they move toward reading independence.

Putting the Reading
Experience in the Right
Hands—Your Students’!

The **Grade-Level Scaffolding report** lets buddies connect to the reading together, freeing up teachers to give students small group decoding support.



Magnetic Reading's Grade-Level Scaffolding Report Answers:



What is the best way to pair students for Buddy Reading during the lesson?

The Research behind Our Reading Pairs

Reading in pairs is a research-proven way to help both partners improve. Using students' Lexile® reading measure*, the report generates mixed-level partners for the class. The lower reader benefits from hearing the higher reader read fluently while also being in close enough proximity to the higher reader to keep up. Students who particularly benefit from Buddy Reading for this text are shown in light blue, and students who need teacher support are in red.

Unit 2: Lesson 7 | Dust Bowl
Reading Buddies

Text (Lexile® Text Measure)
Turning Dust into Art (920L)

● Ready (Paired) ● Ready (Pairing Provides Support) ● Needs Teacher Support

Paired Reading (21 students)
Students are strategically placed in well-matched, mixed-level pairs. Have pairs alternate reading sections of the text aloud. This research-based scaffold provides an opportunity for readers to gain fluency as they move toward reading independence.

Zandy Avina Lexile: 1165L	Kal McDonald Lexile: 985L	Isaiah Vo Lexile: 1060L	Noah Lowe Lexile: 870L
	Mia Patel Lexile: 975L	Brian Singh Lexile: 1050L	Anna Jones Lexile: 850L
Abby Sanchez Lexile: 1165L	Danielle Baker Lexile: 960L	Santino Warren Lexile: 1040L	Tara Bowers Lexile: 820L
Geena Stanton Lexile: 1105L	Justin Ruiz Lexile: 935L	Elijah Powell Lexile: 1035L	Damon Cochran Lexile: 645L
Kiara Wade Lexile: 1090L	Carla Malone Lexile: 880L	Isabelle Choi Lexile: 1005L	Tristan Simmons Lexile: 500L
Melanie Tan Lexile: 1085L	Michael Hess Lexile: 875L		

Teacher Support (3 students)
The students below need support decoding. Use shared reading or teacher read-aloud with these students.

Ruby Espanoza	Abe Koffman	Traci Washington
----------------------	--------------------	-------------------------

No Diagnostic Data for Pairing (0 students)
View the [Diagnostic Status](#) report, and have students complete the [Diagnostic](#) to generate pairs.

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Kuhn, M. R., & Schwanenflugel, P. J. (Eds.). (2008). *Fluency in the classroom*. Guilford Press.

Meisinger, E. B., Schwanenflugel, P. J., Bradley, B. A., & Stahl, S. A. (2004). *Interaction quality during partner reading*. *Journal of Literacy Research*, 36(2), 111–140.

Program Components: *Magnetic Reading*, Digital Access for *Magnetic Reading* (through the Teacher Toolbox), and *i-Ready Assessment*

Print Components

Teacher's Guide

Everything you need in one book, including standards-aligned curriculum, content roadmap, scaffolded activities, and assessments

Student Book

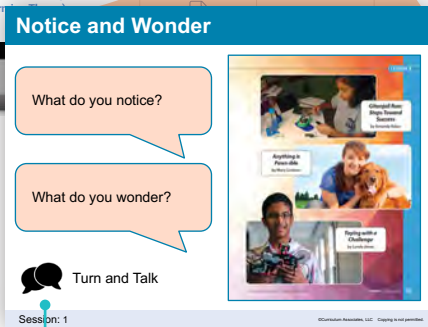
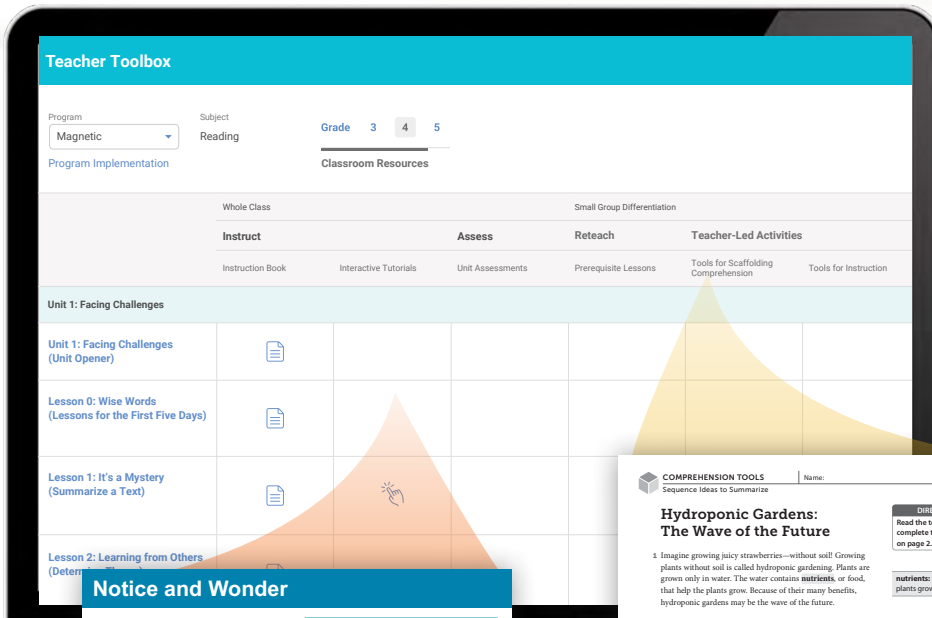
The perfect resource for students to become better readers. Scaffolded supports throughout help students build stamina to read grade-level content.



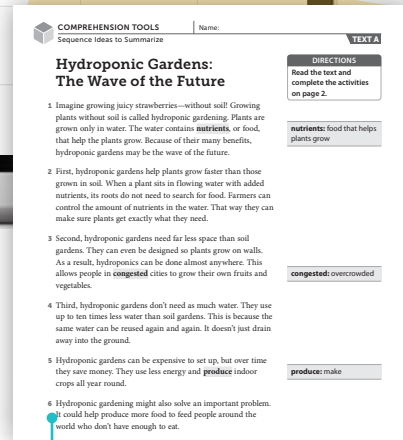
Digital Access for *Magnetic Reading* (through the Teacher Toolbox)

Additional Instructional Materials:

- Teacher's Guide
- Student Book
- Language Handbook
- Unit Assessments
- Lesson Slides
- Lesson 0
- Interactive Tutorials
- Tools for Instruction
- Tools for Scaffolding Comprehension
- Prerequisite *Magnetic* Lessons (Grades 4 and 5)
- Discourse Cards and Support
- Supplementation Documents
- Unit Progression Charts



Lesson slides allow teachers to display instructional guides for each *Magnetic Reading* lesson.

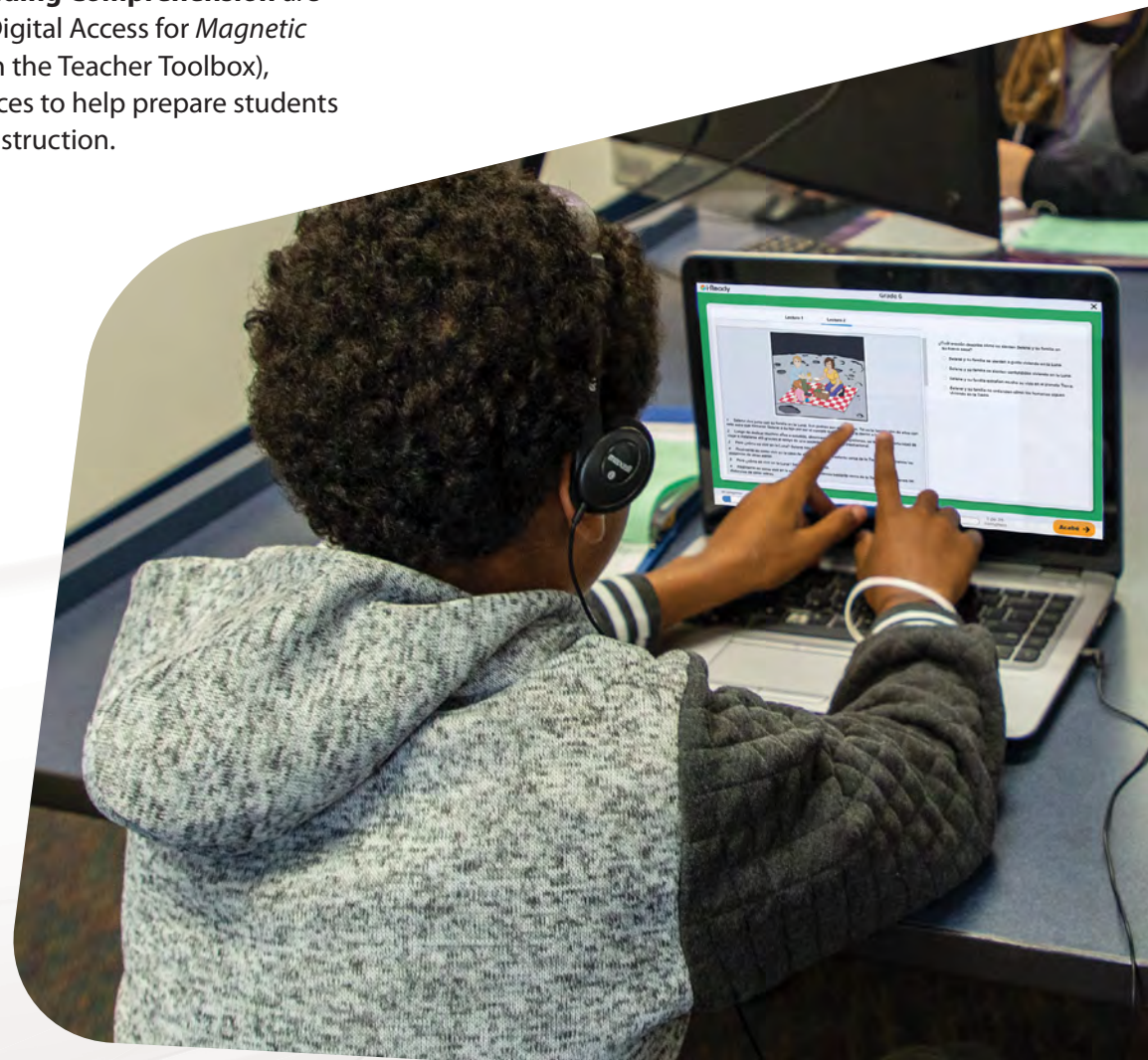


Tools for Scaffolding Comprehension are available in the Digital Access for *Magnetic Reading* (through the Teacher Toolbox), providing resources to help prepare students for grade-level instruction.

i-Ready Assessment

The *i-Ready* Assessment empowers you to make data-driven decisions with *Magnetic Reading* instruction. Consult the **Grade-Level Scaffolding report** before teaching each *Magnetic Reading* lesson to plan reading and standards-based instructional scaffolds with students' individual needs in mind.

- Within each lesson, *Magnetic Reading* provides ongoing opportunities to monitor comprehension and track student progress throughout each lesson.
- Each *Magnetic Reading* **Unit Assessment** targets the standards covered within a unit. Alternatively, you can also assess the standards taught in each unit using *i-Ready Standards Mastery*. Standards Mastery provides insight into the skills students struggle with and those they have mastered, providing ongoing data to inform planning for remediation and enrichment.



A Deeper Look at *Magnetic Reading's* Program Structure

Sharpen Skills and Build Knowledge with the Focus Lessons

Each **Focus lesson** follows a six-session structure.

Session 1:

Scaffold Reading

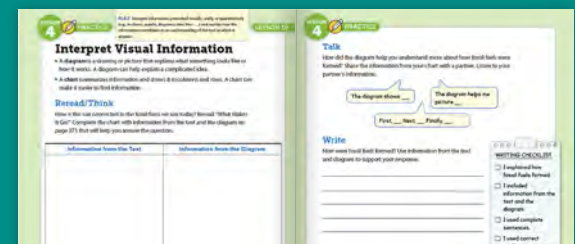
- Build background knowledge.
- Explore conceptual vocabulary.
- Read/discuss Text 1.



Session 4:

Practice the Focus Standard

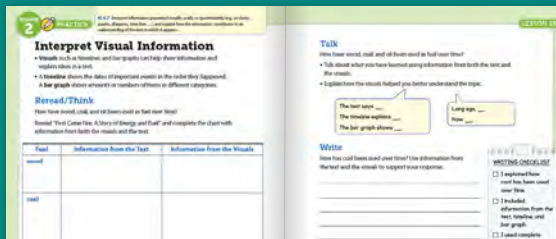
- Revisit the Focus Standard.
- Apply the Focus Standard to analyze Text 2.



Session 2:

Practice the Focus Standard

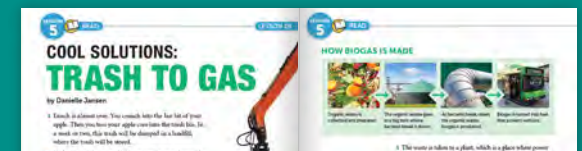
- Discuss the Focus Standard.
- Apply the Focus Standard to analyze Text 1.



Session 5:

Independent Reading and Practice

- Read Text 3.
- Build knowledge of the lesson topic.
- Independently apply the Focus Standard.



Session 3:

Scaffold Reading

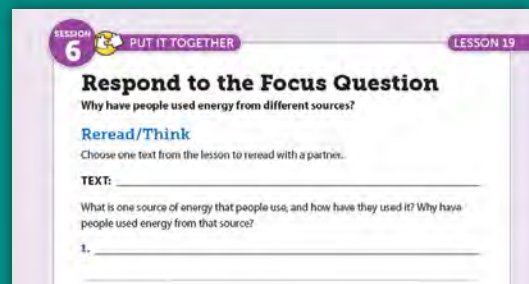
- Read/discuss Text 2.
- Build knowledge of the lesson topic.



Session 6:

Respond to the Focus Question

Synthesize knowledge from Texts 1, 2, and 3.



Synthesize Learning with the **Connect It Lessons**

These lessons offer a culminating experience to the unit. Each **Connect It lesson** follows a four-session structure.

Session 1:

Connect Concepts, Build Background

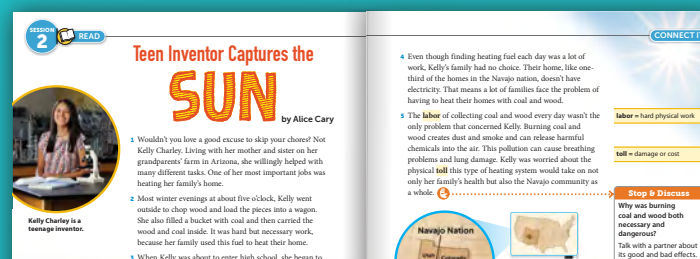
Build on key unit concepts and explore vocabulary to build background knowledge for the culminating text.



Session 2:

Read a Culminating Text

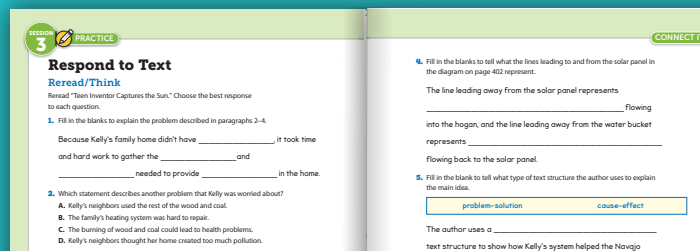
Students read a longer, culminating text that builds on knowledge gained in previous lessons.



Session 3:

Practice the Unit Standards

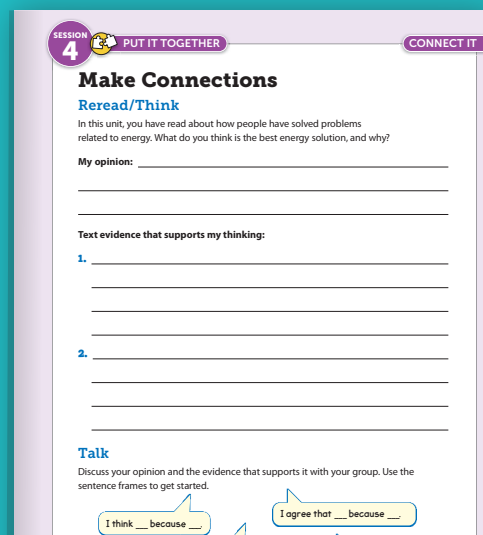
Students work independently to complete tasks that integrate practice of previously taught unit standards.



Session 4:

Synthesize Knowledge across Unit Texts

Students “put it all together” in an activity that explores the unit topic and requires students to make connections between the Connect It text and other unit texts.



Grade 5 Sample Content

Unit 6, Lesson 20: How Do YOU Say It?

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Student Book

Read through Unit 6, Lesson 20:
 How Do YOU Say It?


1 READ

The Right Word in the Right Place

by Stephen Krensky



sneaker
tennis shoe
gym shoe



whistle pig
groundhog
woodchuck

Appalachia is a mountainous region that stretches from Pennsylvania to Alabama.

Stop to Think
 What is a regionalism? Discuss the definition and two examples with your partner.

What Do You Know?
 tractor trailer | semi.
 rotary | traffic circle | roundabout
 airport | baseball
 freeway | highway
 soda | pop
 expensive | spendy
 cougar | mountain lion

1. The United States is a big country. And in a big country, there's plenty of room for things to have different names. These different names are called regionalisms, and they cover all kinds of objects, places, or feelings.

2. Think about your casual athletic footwear. Quite a mouthful, right? In the Northeast, they're called sneakers. People say they got this name because the rubber-soled bottoms were so quiet that people could sneak around without making a sound. In the Midwest, they're known as gym shoes, no matter where they are worn. And in many parts of the country this footwear is called tennis shoes—even if a tennis court is nowhere in sight.

3. So why do regionalisms develop? Often, it's just because people in different places describe things in different ways. A slow-moving, swampy creek in most places is just that. But in Louisiana, it's a bayou. Why? Local Native Americans called it a bayou, and later French settlers spelled it bayou. Over time, the last letters dropped off, and bayou remained.

4. Other times, a different name reflects different perspectives about what makes something interesting. A groundhog in the East gets its name because of where this sticky rodent makes its home—underground. But in Appalachia, the same creature is a whistle pig, known instead by the high-pitched sound it makes when it comes out of its hole. In other places, this animal is called a woodchuck, but not because it thumps or eats wood! This name may have Native American origins, from the Algonquian word *wuchuck* or the Narragansett word *wuckchuck*.

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50

Teacher's Guide

See the companion Teacher's Guide pages for the same lesson. Keep an eye out for additional information about specific features!

SESSION 1 SCAFFOLD READING

1 Support Reading

- Set a purpose for reading. **Step 1:** Ask your students to think about how they would use each item differently in different parts of the United States.
- Have students read paragraphs 1–4, then turn them into cartoon panels and make caption cards with a question mark.
- Use **CHECK IN** and related **Help & Go** activities as needed to support understanding of key elements of the text. Monitor based on annotations, observation and your knowledge of students.
- CHECK IN:** Students understand the phrase they cover in paragraph 1.
 - HELP & GO: Comprehension**
 - Read the last sentence of paragraph 1. Ask, "What is the first word before the word 'regionalism'?"
 - Explain that cover is a multi-meaning word. Explain the meaning of the word students may already be familiar with. Then have students use context clues to figure out the meaning of cover in paragraph 1. Confirm that, as used in the text, the word "cover" means "to include."

2 Stop & Discuss

- Have partners complete **Step 2: Discuss**.
- Invite students to work with a partner to identify and underline examples of regionalisms. **EL**
- LISTEN FOR:** Students know that regionalisms are different names for the same thing.
- HELP & GO: Comprehension**
 - Prompt students to look back and look around the word regionalism. Ask, "What does cover mean in different contexts?" Invite students to discuss their answers. Ask, "How do you think the word regionalism got its name?"

3 Stop & Discuss

What is a regionalism? Discuss the definition and two examples with your partner.

1 READ

The Right Word in the Right Place

by Stephen Krensky



sneaker
tennis shoe
gym shoe



whistle pig
groundhog
woodchuck

Appalachia is a mountainous region that stretches from Pennsylvania to Alabama.

Stop to Think
 What is a regionalism? Discuss the definition and two examples with your partner.

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How Do YOU Say It?

FOCUS QUESTION

How and why do people speak the same language differently?

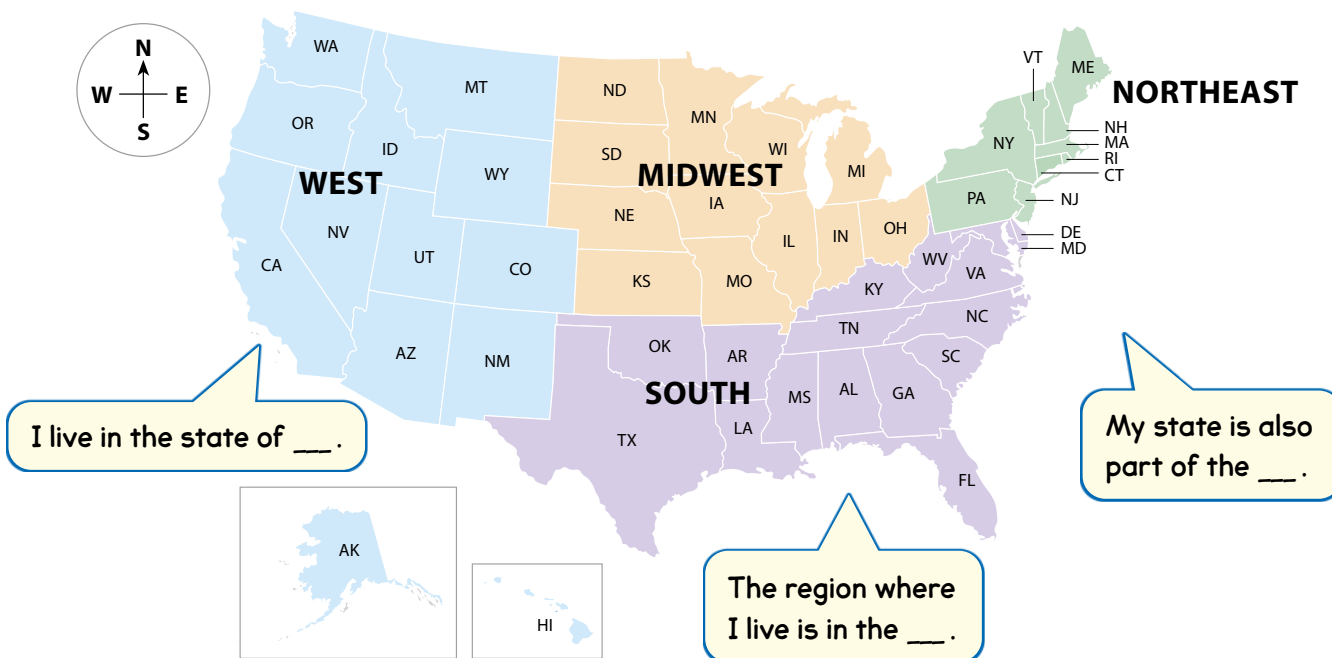
NOTICE AND WONDER

Look at the texts you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

REGIONS OF THE UNITED STATES

Draw an X on the map to identify where you live. What is the name of this region? Discuss other names you know for regions of the United States.

REGIONS OF THE UNITED STATES





***The Right Word in
the Right Place***
by Stephen Krensky

***A Different Kind
of Dictionary***
by Dominic Cooke



Eating Your Words
by Scott Logan

What's That Sign?
by Kathryn Hulick



SESSION
1



READ



sneaker
tennis shoe
gym shoe



whistle pig
groundhog
woodchuck

Appalachia = a mountainous region that stretches from Pennsylvania to Alabama


Stop & Discuss

What is a regionalism?

Discuss the definition and two examples with your partner.

The Right Word in the Right Place

by Stephen Krensky

- 1 The United States is a big country. And in a big country, there's plenty of room for things to have different names. These different names are called regionalisms, and they cover all kinds of objects, places, or feelings.
- 2 Think about your casual athletic footwear. Quite a mouthful, right? In the Northeast, they're called *sneakers*. People say they got this name because the rubber-soled bottoms were so quiet that people could sneak around without making a sound. In the Midwest, they're known as *gym shoes*, no matter where they are worn. And in many parts of the country this footwear is called *tennis shoes*—even if a tennis court is nowhere in sight.
- 3 So why do regionalisms develop? Often, it's just because people in different places describe things in different ways. A slow-moving, swampy creek in most places is just that. But in Louisiana, it's a *bayou*. Why? Local Native Americans called it a *bayok*, and later French settlers spelled it *bayouque*. Over time, the last letters dropped off, and *bayou* remained.
- 4 Other times, a different name reflects different perspectives about what makes something interesting. A *groundhog* in the East gets its name because of where this stocky rodent makes its home—underground. But in **Appalachia**, the same creature is a *whistle pig*, known instead by the high-pitched sound it makes when alarmed. In other places, this animal is called a *woodchuck*, but not because it throws or eats wood! This name may have Native American origins, from the Algonquian word *wuchak* or the Narragansett word *ockqutchau*. 

What Do You Call It?

Here are some common regionalisms. Which words do people use in your area of the country?

tractor trailer | semi

rotary | traffic circle | roundabout

spigot | faucet


freeway | highway

soda | pop

expensive | spendy

cougar | mountain lion | puma



- 5 Regionalisms also come about due to well-loved brands in specific places. In the 1800s, the A.H. Davenport company of Massachusetts made a specific type of couch that was very popular in nearby upstate New York and later in the Midwest. In fact, in these areas this furniture was so popular that the name *davenport* was used for any kind of couch or sofa, no matter what company had made it.
- 6 Regionalisms can also be exciting. Things that are really good in **New England** are *wicked* good. When something is wonderful in Wisconsin, it's a *whoopsocket*. And in Oklahoma, when people are licking their lips over something delicious, it's *larruping* good. So, people across the country who are enthusiastic, thrilled, or delighted by regionalisms (or anything else) have plenty of ways to say it. 

New England = the six states in the northeastern tip of the United States

Stop & Discuss

What does paragraph 5 explain about regionalisms?

Underline a sentence that supports your response.

SESSION
2



PRACTICE

Gather Information

- To really understand a topic, you need to gather facts and details from more than one source on that topic.
- Asking questions about the topic can help you collect information. The questions can also help you focus as you reread the texts.

Reread/Think

Reread “The Right Word in the Right Place.” Then complete the chart by recording details from the text to answer the questions.

Topic: Regionalisms

What are regionalisms? Give some examples.

How are regionalisms created? Give some examples.

Talk

What did you learn about regionalisms from reading “The Right Word in the Right Place”? Discuss your chart with your partner and make changes as needed based on your discussion.

Regionalisms are ____.

Some regionalisms come from ____, while others ____.

Write

Summarize what you have learned about regionalisms from “The Right Word in the Right Place.” Use your chart to recall key details.

WRITING CHECKLIST

- I recalled key details about regionalisms.
- I used my own words to tell what I have learned.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.


A Different Kind of Dictionary

by Dominic Cooke



**\$1,200
commode?!**



- 1 Who would spend \$1,200 for a *toilet*!?
- 2 When U.S. officials learned that someone had used \$1,200 in government funds to buy a toilet, they weren't happy. A toilet should have cost around \$100! But actually, it was all a misunderstanding.
- 3 The buyer had listed the \$1,200 purchase as a *commode*. And in the South where the officials lived, *commode* means "toilet." But in the Northeast where the buyer grew up, *commode* usually means "cabinet." He'd spent the \$1,200 on a large cabinet, and that made a lot more sense!
- 4 As you can see, Americans from different parts of the country can't always understand one another, even if they are all speaking English. Most regions have their own special words for certain things. That's why a team of word lovers created the *Dictionary of American Regional English*, or *DARE*. This unique dictionary contains 60,000 words and meanings used mainly in specific regions of the United States. 

Stop & Discuss

Why was *DARE* created?

Underline two sentences that support your answer.

- 5 *DARE* would have helped solve the misunderstanding about the *commode*. In fact, this dictionary is a useful tool for all readers and writers. Let's say a Midwesterner reads a story set in Pennsylvania. He comes across the puzzling phrase "woolies under the bed." By using *DARE*, he learns that in some parts of Pennsylvania, *woolies* are balls of dust—what he and his neighbors call *dust bunnies*.
- 6 Or suppose a fiction writer from the North wants to make sure her Southern story character, Jake, talks like people from his region. If Jake dives into a pool and lands on his stomach, should he call the accident a *belly flop*? *DARE* tells the writer that a Southerner would probably say *belly-buster* instead.
- 7 Creating *DARE* was a gigantic project. The work began in 1965, when 80 team members set off in different directions across the United States. Their mission was to collect the special vocabulary of every region. Team members visited more than a thousand communities, from big cities to small farming villages. By asking carefully prepared questions, the team learned, for example, that a crooked object might be described as *galley-west* in the North, *skew-gee* in California, *one-sided* in the South, and *catawampus* in various other places. 🖐️.....➔

Stop & Discuss

How is *DARE* helpful to readers and writers? Mark each correct answer.

- It explains unfamiliar words and phrases in a text.
- It explains which words characters in different regions might use.
- It explains which cities do not use regionalisms.

Is the table
galley-west,
skew-gee,
one-sided, or
catawampus?



SESSION
3 READ

Say It Your Way

Many of the *DARE* team’s survey items were fill-in-the-blanks. In these examples, what word would people in your community fill in?

- Any joking names around here for a very heavy rain? You might say, “It’s a regular ____.”

(Answers *DARE* collected: *chunk floater, fence lifter, trash mover, root soaker, dam buster*)

- Expressions (such as “hello”) used when you meet somebody you know quite well: ____.

(Answers *DARE* collected: *hi, howdy, hey, greetings, what’s up*)



decades = ten-year periods of time

gadget = a small tool

Stop & Discuss

Why might some regionalisms disappear?

Underline the sentence that supports your answer.

Regionalisms may disappear because ____.

8 By 1970, the *DARE* team had interviewed 2,777 people in 1,002 communities. They had asked 1,600 questions and collected about 2.5 million answers. Organizing all those words and meanings into dictionary form was a massive job that took **decades** to complete. Today the entire dictionary is also available online.

9 Over time, some regional differences in vocabulary disappear. One reason might be that the internet makes it easy to communicate with other people across the country and pick up their regional words. For example, suppose a popular video shows a kid from Kansas using the word *doodinkus* (which means “**gadget**” there). *Doodinkus* might soon become commonly used from Maine to California.

10 But some language experts think America’s regions will always have their own special vocabulary. They say people continue to use their local words because it gives them a sense of belonging. So if you don’t know the meaning of *ridy-bob*, *laggy*, or *colchon*, someday you might need to. The place to look is the *Dictionary of American Regional English*. It contains *oodles* of words you won’t find in a regular dictionary. It’s a *whoopensocker* of a resource! 🙌



Integrate Information

- To understand a topic well enough to speak or write about it, you should collect information from multiple sources on the topic.
- You **integrate** that information when you combine important ideas and details you've gathered from different sources and use it to explain what you've learned.

Reread/Think

Integrate the information you learned from "The Right Word in the Right Place" and "A Different Kind of Dictionary" to answer the questions below.

Topic: Regionalisms

What are regionalisms?

Why do people use regionalisms?

How can people learn about regionalisms?

Why might regionalisms cause problems?

Eating Your Words

by Scott Logan

- 1 Americans in different parts of the country have different names for many things—especially when it comes to food! Here are some food regionalisms and their origins.
- 2 Flour, eggs, and milk fried flat on a pan are commonly called *pancakes*. But in Texas and in parts of the North, these steaming cakes are known as *hot cakes*. Why? There’s no real reason except that they’re served hot. In Michigan and parts of the West, they’re called *flapjacks* because the cakes are flipped, or flapped, on a hot **griddle**. And some people know them as *griddlecakes* in the South.
- 3 A common name for the long sandwich stuffed with **cold cuts**, other meats, and vegetables is *submarine*, or *sub*. That’s because this sandwich was originally from Connecticut, where its shape was like the submarines built in a nearby shipyard. In the Midwest and California, it’s called a *hero* because a newspaper **columnist** once said you had to be a “hero to eat it.” But in Louisiana, the hefty *po’ boy* was first given to “poor boy” railway workers on strike. Some people insist that a sandwich that requires so much grinding and chewing is clearly a *grinder*. To others, it will always be a *hoagie* after someone said only a hog could eat a whole one.

griddle = a flat pan

cold cuts = slices of cold cooked meats

columnist = writer

The long shape of the submarine (top) inspired the name of the submarine sandwich (bottom).





- 4 When people eat spaghetti, they often serve it with tomato sauce. But in Philadelphia and other northeast cities, this red sauce is often called gravy. Why? When Italian immigrants first came to America, no one ate tomato sauce, which was common back in Italy. But Americans did have plenty of brown gravy to pour over meat and vegetables. By calling the red stuff gravy, Italian immigrants made it easier for others to understand how to serve it.
- 5 People across the country may use different names for the same foods. But they share one thing in common. They all try to save room for dessert.



The record for the most names for a single food may go to the popular hot dog, also known as the frankfurter, frank, wiener, tube steak, sausage, and banger.



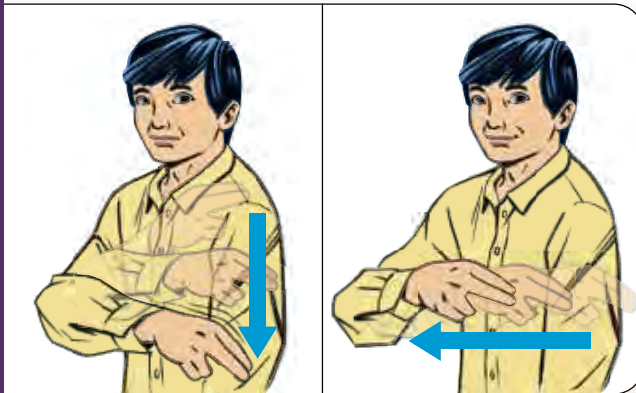
What's That Sign?

by Kathryn Hulick

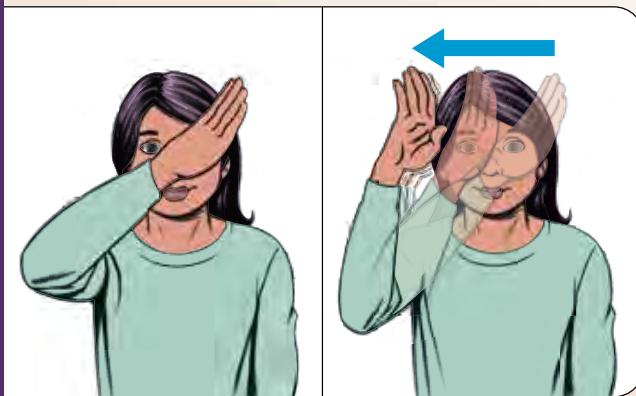
- 1 People who live in different regions of the United States often use different words for the same thing. Regionalisms are also found in American Sign Language (ASL), the primary language of people in North America who are deaf and hard of hearing. In Hawaii, for example, signers rub a hand on their belly to express the word *delicious*. In most other regions, signers instead touch their lips with one hand.
- 2 In spoken languages, an accent refers to the way people from a specific place pronounce words. Sign language is not spoken out loud, but ASL users can have accents. In ASL, having an accent means using many regionalisms and maybe making some different movements when signing.



SESSION
5 READ



The standard ASL sign for *hospital* is a cross on the shoulder.



The sign for *hospital* with a Philadelphia accent is a tap on each side of the forehead.

- 3 Longtime ASL signers from Philadelphia, Pennsylvania, often have a unique accent. They tend to make bigger movements when they sign. And their signs for many words—such as *hospital*, *squirrel*, and *underwear*—are different from what most ASL signers use.
- 4 What’s the story behind the “Philly” ASL accent? It’s similar to sign language used in France long ago. A Philadelphia school taught students this version of sign language. For more than 150 years, the school was also a gathering place for members of the Deaf community. They had little contact with signers from other places. Most continued to use the accent developed at the school. So, they kept some of the old French sign language alive.
- 5 Today, most deaf students in Philadelphia learn the most common form of ASL. The city’s unique accent is in danger of disappearing. But Jami Fisher, a researcher at the University of Pennsylvania, is recording interviews with older local signers. These interviews will preserve the accent as a part of the city’s history.





Respond to Text

Reread/Think

Reread "Eating Your Words" and "What's That Sign?" Choose the best response to each question.

1. Read the details below. Then fill in the chart to show if a detail describes only "Eating Your Words," only "What's That Sign?," or both texts.

Explains how a newspaper writer influenced the name of something	
Explains how accents can exist without sound	
Explains the role immigrants played in creating words	
Explains the role a particular city played in creating words	

2. What is the meaning of the word *preserve* in paragraph 5 of "What's That Sign?"
 - A. save
 - B. introduce
 - C. study
 - D. develop
3. According to "What's That Sign?," how does the Philadelphia ASL accent differ from other ASL accents?
 - A. Philadelphia signers touch their lips.
 - B. Philadelphia signers rub their stomach.
 - C. Philadelphia signers move more quickly.
 - D. Philadelphia signers use larger movements.

SESSION
5



PRACTICE

Reread/Think

4. With which statement would the authors of **both** texts agree?
- A. Recording conversations is the best way to study a language.
 - B. Different regions have different ways of communicating the same thing.
 - C. Italian immigrants had the largest effect on regional accents.
 - D. The largest accent differences are between the East and West coasts.
5. Which statement summarizes an idea that is in **both** texts?
- A. Authors sometimes create new words for familiar things.
 - B. A single school can have an effect on the words people use.
 - C. The words people use are connected to a particular time and place.
 - D. The words people use are always changing and sometimes disappear.

Write

Both “Eating Your Words” and “What’s That Sign?” use the city of Philadelphia as an example of how regionalisms or accents can develop. What do the examples have in common? Include facts and details from both texts in your response.

WRITING CHECKLIST

- I explained how regionalisms and accents can develop.
- I used facts and details from both texts.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.



Respond to the Focus Question

How and why do people speak the same language differently?

Reread/Think

Reread your charts and written responses from this lesson. Think about what you have learned about regionalisms. Then complete the chart.

3 Important Details About Regionalisms	2 Interesting Examples of Regionalisms	1 Question About Regionalisms

Talk

Discuss the following questions with your group:

Why do people speak the same language differently? Do you think regionalisms are helping or harming communication?

One reason people speak the same language differently is ___.

Regionalisms make communication ___ because ___.

Write

Do you think regionalisms make communication more fun or more challenging? Explain your reasoning, using examples from the texts for support.

Build Knowledge

The texts in this unit explore different forms of communication, including long-distance and nonverbal forms of expression.

- In Lesson 18, **Beyond Spoken Words**, students read a fictional story about a deaf girl who feels connected to an isolated whale.
 - from *Song for a Whale*, Parts 1–3, realistic fiction
- In Lesson 19, **From Here to There**, students read informational texts about ideas and inventions that revolutionized long-distance communication.
 - “A Visual History of Communication,” technology article
 - “Live Wires,” technology article
 - “The Emoji: From Idea to Reality,” technology article
- In Lesson 20, **How Do YOU Say It?**, students read informational texts about regionalisms and how languages evolve in different communities.
 - “The Right Word in the Right Place,” social studies article
 - “A Different Kind of Dictionary,” social studies article
 - “Eating Your Words,” social studies article
 - “What’s That Sign?,” social studies article

Communication

LESSON 18

Beyond Spoken Words

348



LESSON 19

From Here to There

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UNIT 6

LESSON 20

How Do YOU Say It?

380



CONNECT IT

Messages in Code

398



- The Connect It Lesson, **Messages in Code**, features culminating informational texts about efforts to communicate with extraterrestrial intelligent life, should any exist.

—“Greetings from Earth,” science article

—“Reaching Out to Aliens Is a Numbers Game,” science article

Preview the Unit

- Introduce the unit topic and read aloud the lesson titles.
- **Say**, *Look at the lesson titles and images. What questions or predictions do you have about what we will learn?*
- Use **Stand and Share** to have 2–3 students share a question or a prediction.

OVERVIEW

Culturally and Linguistically Responsive instructional protocols are included in each lesson.

How Do YOU Say It?

FOCUS QUESTION

How and why do people speak the same language differently?

About the Lesson

OBJECTIVES

Content Objectives

- Identify relevant details from a text.
- Integrate information from different sources to summarize and compare ideas.
- Understand how geographic location can affect a language.

Language Objectives

- Use a chart to record key details that answer guiding questions about a text.
- Combine facts and details from two texts in a written summary.
- State and defend opinions about the effect of regionalisms on communication during small-group discussion.

ACADEMIC TALK

See **Glossary of Terms** on pp. 476–483.
topic, fact, detail, source, integrate

Spanish Cognates

detalle, integrar

Build Knowledge

Lesson texts build knowledge about:

- How different regions of the United States use different terms to refer to the same things
- How region-specific terms can lead to confusion and humor
- How regions have dialects of American Sign Language (ASL)

Plan Student Scaffolds

- Use **i-Ready data** to guide grouping and choose strategic scaffolds.
- Use this **Teacher Toolbox** resource as needed to address related skills:
 - Cite textual evidence
- If possible, partner students with the same home language to support one another in understanding how to integrate information from texts in Sessions 2 and 4. **EL**
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Take a Poll	1	multiple perspectives
Shout Out	1, 5	spontaneity, multiple ways to show focus
Silent Appointment	1, 2, 4	social interaction, nonverbal expression
Pick a Stick	1, 3, 6	spontaneity
Pass It On	2	spontaneity, connectedness
3-2-1	6	multiple perspectives

Suggestions for grouping and skill-specific resources support planning and help scaffold instruction.

LEARNING PROGRESSION | Integrate Information

Students build on this skill:

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Students learn this skill:

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Students prepare for this skill:


RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Students review and practice:


- **RI.5.1** Make inferences
- **RI.5.4** Determine word meanings

LESSON PLANNING GUIDE

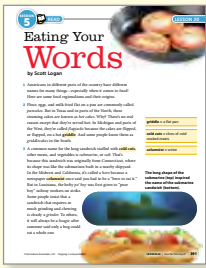
TEXT 1: The Right Word in the Right Place • SOCIAL STUDIES ARTICLE

		TEXT AT-A-GLANCE	ENGLISH LEARNER SUPPORT (EL)
SESSION 1	SCAFFOLD READING 	Concepts/Background <ul style="list-style-type: none"> states and geographic regions of the United States the Algonquian and Narragansett languages Language <ul style="list-style-type: none"> Vocabulary: <i>regionalisms, cover (all kinds of), casual, reflects, stocky, rodent, come about, brands, upstate</i> Idiom: <i>licking their lips</i> Informal Language: <i>quite a mouthful</i> 	Reading <ul style="list-style-type: none"> Determine multiple meanings of words, Annotate text, Determine meaning from context
	SESSION 2 PRACTICE THE FOCUS STANDARD <ul style="list-style-type: none"> Formative Assessment 		

TEXT 2: A Different Kind of Dictionary • SOCIAL STUDIES ARTICLE

SESSION 3	SCAFFOLD READING 	Concepts/Background <ul style="list-style-type: none"> taxation and government funding using dictionaries as a reference tool using surveys for collecting research Language <ul style="list-style-type: none"> Vocabulary: <i>officials, funds, puzzling, gigantic, available, oodlins, resource</i> Informal Language: <i>a sense of belonging</i> 	Speaking/Reading <ul style="list-style-type: none"> Paraphrase Reading <ul style="list-style-type: none"> Sketch, Determine meaning from context, Guide toward answering questions
	SESSION 4 PRACTICE THE FOCUS STANDARD <ul style="list-style-type: none"> Formative Assessment 		

TEXTS 3A & 3B: Eating Your Words, What's That Sign? • SOCIAL STUDIES ARTICLES

SESSION 5	INDEPENDENT READING AND PRACTICE <ul style="list-style-type: none"> Formative Assessment 	Concepts/Background <ul style="list-style-type: none"> cooking pancakes with a griddle locations of Texas, Michigan, Connecticut, California, and Louisiana deafness, Deaf culture, and what sign language looks like Language <ul style="list-style-type: none"> Vocabulary: <i>origins, on strike, insist, requires, signers, accent, pronounce, version, researcher</i> Idioms: <i>eating your words, kept ... language alive</i> 	Speaking/Reading <ul style="list-style-type: none"> Activate prior knowledge, Rephrase ideas Listening/Reading <ul style="list-style-type: none"> Read aloud questions and answer choices Writing <ul style="list-style-type: none"> Talk before writing
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KNOWLEDGE BUILDING

SESSION 6	RESPOND TO THE FOCUS QUESTION <ul style="list-style-type: none"> How and why do people speak the same language differently? 	<ul style="list-style-type: none"> Integrate information from the lesson texts Collaborative discussion Short response 	Speaking/Writing <ul style="list-style-type: none"> Engage in group discussion
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Students build knowledge as they read multiple interrelated texts with social-emotional thematic connections.

Before Teaching the Lesson

Preview the texts before teaching the lesson. Plan scaffolds to use and provide background information as needed before reading each text.

- **The Right Word in the Right Place: Cultural Influences** The land that became the United States was originally inhabited by hundreds of nations of indigenous peoples. Over time, areas of the land were colonized by Spain, France, and Britain. Many regionalisms around the U.S. are influenced by the indigenous and European languages of these populations.
- **What's That Sign?: Sign Language** Sign language uses hand gestures, body language, and facial expressions to convey meaning. Roughly 300 different sign languages are used in countries and regions around the world. As an alternate means of representation, show a tutorial video of beginner words and phrases in American Sign Language (ASL).

Key background knowledge is provided up front so teachers can anticipate and address gaps before students read.

Each lesson starts with building interest to get students thinking and talking about the lesson topic.

Talk About the Topic

BUILD STUDENTS' INTEREST

- 1 • Introduce the lesson topic and Focus Question. Tell students that in this lesson they will read, talk, and write about differences in the way words are used across the United States.
 - Invite volunteers to **Raise a Hand** and share their experiences with using different words for the same thing.
 - Encourage students to give examples of different words for the same thing using their home languages. **EL**
 - Introduce the focus standard. **Say**, *Each text in this lesson has different details about this topic. As we read, we'll combine the information from the texts to learn more about how and why people speak the same language differently.*
- 2 • Have partners complete Notice and Wonder.
 - Use **Take a Poll** to have students vote on which text they are most excited to read.

Each lesson starts with a **Focus Question** that gets students thinking and talking about the lesson topic.

How Do YOU Say It?

1 FOCUS QUESTION

How and why do people speak the same language differently?

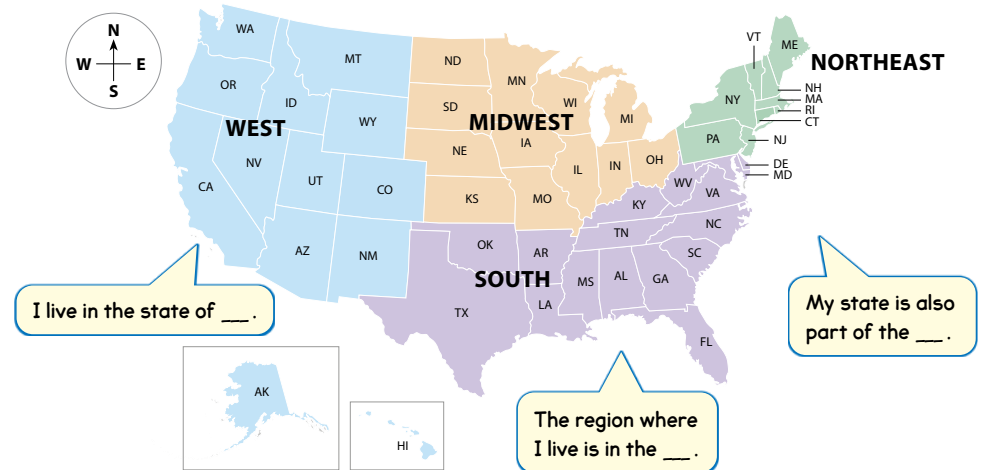
2 NOTICE AND WONDER

Look at the texts you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

3 REGIONS OF THE UNITED STATES

Draw an X on the map to identify where you live. What is the name of this region? Discuss other names you know for regions of the United States.

REGIONS OF THE UNITED STATES





The Right Word in the Right Place

by Stephen Krensky

A Different Kind of Dictionary

by Dominic Cooke



Eating Your Words

by Scott Logan

What's That Sign?

by Kathryn Hulick



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LESSON 20 | How Do YOU Say It?

3 INTRODUCE ESSENTIAL CONCEPTS

- Invite students to **Shout Out** the meaning of the word *region*. *area, part of a country*
- Have students identify the Spanish cognate *región* (*region*) to support their understanding of the discussion topic. **EL**
- Clarify that one place can be known by many names. For example, Washington State can be in any of these regions: West, West Coast, and Pacific Northwest.
- Have students use **Silent Appointment** to find a partner and complete Regions of the United States.
- Use **LISTEN FORs** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students demonstrate understanding of regions of the United States.

HELP & GO: Vocabulary

- Guide students to understand the difference between a state and a region. **Ask**, *What color is our state on the map? What other states are that color? What does that color represent?*
- Help students use the compass rose to associate the names of regions with their locations on the map.

- Have students **Raise a Hand** to share the name of the region where they live. Then invite students to share other names for regions of the country.
- **LISTEN FOR** Students can listen and learn from one another.

HELP & GO: Academic Discussion

- Remind students that a discussion works best when everyone has a chance to contribute. Students can show active listening by staying quiet when others speak or repeating back what they hear.
- Tell students that the texts in this lesson will refer to the states and regions on this map. Encourage them to consult the map as needed to locate each place.

LESSON 20 | How Do YOU Say It?

Each lesson begins with an activity that builds **concept vocabulary**. This helps activate students' knowledge before reading the text.

Help & Go scaffolds provide opportunities for students to explore networks of conceptually related vocabulary words and definitions.

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1 Support Reading

- Set a purpose for reading. **Say**, *In this text, you will read to learn how words are used differently in different parts of the United States.*
- Have students read paragraphs 1–4. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed to support understanding of key elements of the text. Monitor based on annotations, observation, and your knowledge of students.
- **CHECK IN** Students understand the phrase *they cover* in paragraph 1.

Texts are chunked into **manageable parts**.

HELP & GO: Comprehension

- Reread the last sentence of paragraph 1.
Ask, *What is the last noun before the word they? regionalisms*
- Explain that *cover* is a multiple-meaning word. Explore the meanings of the word students may already be familiar with. Then have students use context to try to figure out the meaning of *cover* in paragraph 1. Confirm that, as used in the text, the word *cover* means “include.” **EL**

2 Stop & Discuss

- Have partners complete **Stop & Discuss**.
- Invite students to work with a partner to identify and underline examples of regionalisms. **EL**
- **LISTEN FOR** Students know that regionalisms are different names for the same thing.

After students read a chunk of text, they are given opportunities to **Stop & Discuss**. Students discuss the question with partners.

HELP & GO: Comprehension

- Prompt students to look inside and look around the word *regionalisms*. **Ask**, *What familiar word do you see inside regionalism? region What do paragraphs 2–4 give examples of? different words that name the same things, based on where you live What are regionalisms? different names for the same thing that vary across regions*

UNIT 6 | Communication

SESSION 1 READ



sneaker
tennis shoe
gym shoe



whistle pig
groundhog
woodchuck

Appalachia = a mountainous region that stretches from Pennsylvania to Alabama

2 RI.5.1

Stop & Discuss


What is a regionalism?

Discuss the definition and two examples with your partner.

UNIT 6 | Communication

The Right Word in the Right Place

by Stephen Krensky

- 1 The United States is a big country. And in a big country, there's plenty of room for things to have different names. These different names are called regionalisms, and they cover all kinds of objects, places, or feelings.
- 2 Think about your casual athletic footwear. Quite a mouthful, right? In the Northeast, they're called *sneakers*. People say they got this name because the rubber-soled bottoms were so quiet that people could sneak around without making a sound. In the Midwest, they're known as *gym shoes*, no matter where they are worn. And in many parts of the country this footwear is called *tennis shoes*—even if a tennis court is nowhere in sight.
- 3 So why do regionalisms develop? Often, it's just because people in different places describe things in different ways. A slow-moving, swampy creek in most places is just that. But in Louisiana, it's a *bayou*. Why? Local Native Americans called it a *bayok*, and later French settlers spelled it *bayouque*. Over time, the last letters dropped off, and *bayou* remained.
- 4 Other times, a different name reflects different perspectives about what makes something interesting. A *groundhog* in the East gets its name because of where this stocky rodent makes its home—underground. But in **Appalachia**, the same creature is a *whistle pig*, known instead by the high-pitched sound it makes when alarmed. In other places, this animal is called a *woodchuck*, but not because it throws or eats wood! This name may have Native American origins, from the Algonquian word *wuchak* or the Narragansett word *ockqutchaun*. 

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What Do You Call It?

Here are some common regionalisms. Which words do people use in your area of the country?

tractor trailer | semi

rotary | traffic circle | roundabout

spigot | faucet

freeway | highway

soda | pop


expensive | spendy

cougar | mountain lion | puma



3

5 Regionalisms also come about due to well-loved brands in specific places. In the 1800s, the A.H. Davenport company of Massachusetts made a specific type of couch that was very popular in nearby upstate New York and later in the Midwest. In fact, in these areas this furniture was so popular that the name *davenport* was used for any kind of couch or sofa, no matter what company had made it.

6 Regionalisms can also be exciting. Things that are really good in **New England** are *wicked* good. When something is wonderful in Wisconsin, it's a *whoopsocket*. And in Oklahoma, when people are licking their lips over something delicious, it's *larruping* good. So, people across the country who are enthusiastic, thrilled, or delighted by regionalisms (or anything else) have plenty of ways to say it. 

New England = the six states in the northeastern tip of the United States

4

RI.5.1

Stop & Discuss

What does paragraph 5 explain about regionalisms?

Underline a sentence that supports your response.

LESSON 20

3 Support Reading

- Have students read paragraphs 5 and 6.
- **CHECK IN** Students understand the meaning of *brands*, *upstate*, and *come about* in paragraph 5.

HELP & GO: Vocabulary

- Review the meaning of the word *brand* (the company name connected with a particular product). Guide students to give examples of familiar brand names.
- Help students look inside the word *upstate* to determine that it means "in the northern part of a state."
- Invite students to use context to figure out the meaning of *come about*. Ask them for another word or phrase that could be used in place of *come about*. *happen, start to happen EL*

Help & Go scaffolds are designed to be used strategically and as needed while students are reading the text.

4 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LISTEN FOR** Students understand how brand names can lead to regionalisms.

HELP & GO: Comprehension

- Have students reread paragraph 5 and explain in their own words how *davenport* became a regionalism for the word *couch*.
- Challenge students to think of brand names used in place of generic names for things, such as facial tissues, bandages, and internet search engines.

Discuss the Whole Text

- Use **Pick a Stick** to have a few students revisit the Focus Question.
- **Ask**, *What are some reasons why people speak the same language differently?* Record student responses for later use.

Students discuss the Focus Question as a **whole class** at the end of each reading.

Graphic organizers provide a transferable framework for unpacking and analyzing the text.

Reconnect to the Text

Have students **Raise a Hand** to recall “The Right Word in the Right Place.” **Ask**, *What are some examples of regionalisms?*

1 Introduce the Standard

Read aloud the bullets at the top of the page. **Say**, *This week, you will combine what you learn from multiple texts so that you can talk and write like an expert on regionalisms. Today, we will focus on taking notes from one text.*

2 Reread/Think

MODEL THE STANDARD Model taking notes to gather important details about a topic.

- **Say**, *Because it is difficult to remember everything you read, it helps to take notes on the important details. As you read additional sources, you'll add to your notes and continue to build on what you know about the topic.*
- Point out that this chart is organized into questions that help students focus on the most important details about regionalisms. **Say**, *Ask yourselves similar questions when you take notes on any topic. Asking who, what, when, where, why, and how questions can help you capture all of the important information.*
- **Ask**, *What are regionalisms? Let's reread to find out. The definition is here in paragraph 1, and paragraph 2 gives examples. I will write that information briefly in my own words.*

GUIDE STANDARDS PRACTICE Guide students to complete the chart.

- **Say**, *As you add to the chart, ask yourself if the notes you are writing answer the questions.*
- Have students restate each question in their own words to confirm understanding. **EL**
- Remind students that taking good notes means writing down what you need to remember and leaving out repeated or off-topic information.

SESSION 2 PRACTICE

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

1 Gather Information

- To really understand a topic, you need to gather facts and details from more than one source on that topic.
- Asking questions about the topic can help you collect information. The questions can also help you focus as you reread the texts.

2 Reread/Think

Reread “The Right Word in the Right Place.” Then complete the chart by recording details from the text to answer the questions.

Topic: Regionalisms

What are regionalisms? Give some examples.

- **Different words used to mean the same things, based on where people live**
- **Examples: sneakers/tennis shoes/gym shoes, soda/pop**

How are regionalisms created? Give some examples.

- **From other languages (bayok/bayou)**
- **From different ways of describing things (groundhog/whistle pig/woodchuck)**
- **From popular brands (davenport/couch)**

Teaching protocols that **validate and affirm cultural behaviors** are used to structure activities.

Teacher modeling supports students as they work with and practice the Focus Standard.

Students reread and complete a chart to scaffold their learning.

3 **Talk**

What did you learn about regionalisms from reading "The Right Word in the Right Place"? Discuss your chart with your partner and make changes as needed based on your discussion.

Regionalisms are ____.

Some regionalisms come from ____, while others ____.

4 **Write**

Summarize what you have learned about regionalisms from "The Right Word in the Right Place." Use your chart to recall key details.

Sample response: Regionalisms are words that name the same things differently, depending on the region where the speaker lives. For example, different regions of the United States use the words *sneakers, tennis shoes, and gym shoes* to refer to the exact same kind of footwear. Some regionalisms began as words in other languages. Others came from the different ways people described things or from the names of brands that became very popular.

WRITING CHECKLIST

- I recalled key details about regionalisms.
- I used my own words to tell what I have learned.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

3 **Talk**

- Prepare students to complete the Talk activity. Clarify that they can add or remove details from their charts based on their partner discussions, but it is unnecessary for everyone's notes to be worded the same way.
- Have students use **Silent Appointment** to find a partner and complete the Talk activity.
- **LISTEN FOR** Students capture the relevant details about regionalisms from the text. ✓

HELP & GO: Standards Practice

- Provide guiding questions to help students complete their notes. For example, **ask**, *What is an example of a regionalism? What does the text say about how and why the regionalism developed? What is a regionalism that developed a different way?*
- Make sure students consider not only specific regionalisms but also how those regionalisms came to be.

- When partners have finished discussing, use **Pass It On** to have students share key takeaways and important ideas with the class.

4 **Write**

- Have students complete the Write task, using the checklist to check their work.
- Allow students time to verbally rehearse their summaries with a partner before they begin to write. **EL**
- Use written responses to determine whether students need additional support. ✓

Students engage in an **academic discussion** to refine their understanding of the Focus Standard and prepare for the upcoming Write task.

Write prompts include **checklists to encourage self-assessment.**

1 Support Reading

Students engage with a new text as they build knowledge on the lesson topic.

- Set a purpose for reading. **Say**, *In this text, you will read to learn about how regionalisms have been collected and recorded.*
- Have students **Raise a Hand** to share what they know about dictionaries.
- Have students read paragraphs 1–4. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and **Help & Go** scaffolds as needed.
- **CHECK IN** Students recognize that *DARE* is an acronym rather than a meaningful word.

HELP & GO: Comprehension

- Have students find *DARE* in paragraph 4. **Ask**, *What is a dare? a challenge to prove your courage Does that meaning make sense in this context? No. What is different about this spelling of DARE? It has all capital letters. DARE is an acronym—a word made up of the first letters of the words in a phrase. What phrase does DARE stand for? the Dictionary of American Regional English*

Respond to individual needs with targeted strategies, using the embedded **Help & Go scaffolds**.

2 Stop & Discuss

Stop & Discuss prompts provide strategic scaffolds for English Learners and are embedded throughout the reading.

- Have students complete **Stop & Discuss** with a partner.
- **LOOK FOR** Students understand that *DARE* was created to help people from different regions better understand one another.

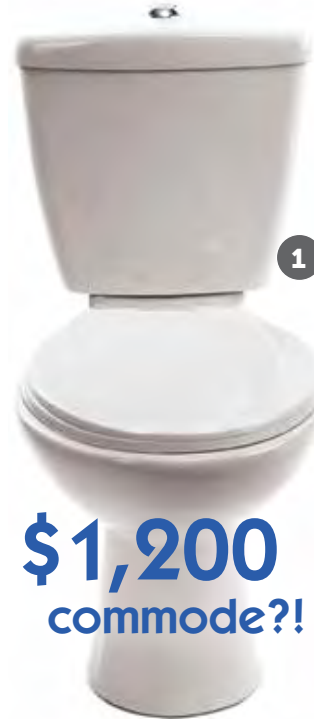
HELP & GO: Comprehension

- Encourage partners to paraphrase paragraph 4 before they finalize their response. **EL**
- Revisit paragraph 4. **Say**, *The phrase That's why in sentence 3 signals that the previous sentences give reasons that DARE was created. What do sentences 1 and 2 explain? People from different regions can't always understand each other because most regions have their own words for things.*



A Different Kind of Dictionary

by Dominic Cooke



\$1,200 commode?!



- 1 Who would spend \$1,200 for a toilet?!
- 2 When U.S. officials learned that someone had used \$1,200 in government funds to buy a toilet, they weren't happy. A toilet should have cost around \$100! But actually, it was all a misunderstanding.
- 3 The buyer had listed the \$1,200 purchase as a *commode*. And in the South where the officials lived, *commode* means "toilet." But in the Northeast where the buyer grew up, *commode* usually means "cabinet." He'd spent the \$1,200 on a large cabinet, and that made a lot more sense!
- 4 As you can see, Americans from different parts of the country can't always understand one another, even if they are all speaking English. Most regions have their own special words for certain things. That's why a team of word lovers created the *Dictionary of American Regional English*, or *DARE*. This unique dictionary contains 60,000 words and meanings used mainly in specific regions of the United States. 🙋

2

RI.5.1

Stop & Discuss

Why was *DARE* created?
Underline two sentences that support your answer.

3

- 5 *DARE* would have helped solve the misunderstanding about the *commode*. In fact, this dictionary is a useful tool for all readers and writers. Let's say a Midwesterner reads a story set in Pennsylvania. He comes across the puzzling phrase "woolies under the bed." By using *DARE*, he learns that in some parts of Pennsylvania, *woolies* are balls of dust—what he and his neighbors call *dust bunnies*.
- 6 Or suppose a fiction writer from the North wants to make sure her Southern story character, Jake, talks like people from his region. If Jake dives into a pool and lands on his stomach, should he call the accident a *belly flop*? *DARE* tells the writer that a Southerner would probably say *belly-buster* instead.
- 7 Creating *DARE* was a gigantic project. The work began in 1965, when 80 team members set off in different directions across the United States. Their mission was to collect the special vocabulary of every region. Team members visited more than a thousand communities, from big cities to small farming villages. By asking carefully prepared questions, the team learned, for example, that a crooked object might be described as *galley-west* in the North, *skew-gee* in California, *one-sided* in the South, and *catawampus* in various other places. 🖱️.....➔

LESSON 20

4

RI.5.1

Stop & Discuss

How is *DARE* helpful to readers and writers? Mark each correct answer.

- It explains unfamiliar words and phrases in a text.
- It explains which words characters in different regions might use.
- It explains which cities do not use regionalisms.

Is the table
galley-west,
skew-gee,
one-sided, or
catawampus?



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LESSON 20 | How Do YOU Say It?

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3 Support Reading

- Have students read paragraphs 5–7.
- Invite students to sketch a person doing a *belly flop* or discuss where one might find *dust bunnies*.
under/behind the couch or bed, in corners EL
- **CHECK IN** Students understand who was interviewed for the *DARE* project.

HELP & GO: Background

- Prompt students to think about the ways they communicate with different people. **Ask**, *Do you use the same words with the principal that you use with your friends? What do you change about your speech for different people?*
- Explain that the *DARE* volunteers had to account for these variations in speech in their research. So, they interviewed people who had lived in the location their entire lives. They interviewed a mix of older, middle-aged, and younger people so they could track how language changes over time. They also interviewed people from different ethnic, gender, and economic backgrounds. Their goal was to capture the widest variety of responses.

Check Ins and Look Fors help teachers determine whether to use one of the Help & Go scaffolds provided on this page.

4 Stop & Discuss

- Have students complete **Stop & Discuss** with a partner.
- **LOOK FOR** Students understand that *DARE* explains unfamiliar words and the words that people from different regions use.

HELP & GO: Comprehension

- Have students reread paragraph 5. **Say**, *Explain in your own words how DARE helped the reader in this example. DARE explains unfamiliar words for readers.*
- Have students reread paragraph 6. **Ask**, *How did DARE help the writer in this example? It helped her accurately represent how characters from different regions would speak.*

LESSON 20 | How Do YOU Say It?

5 Support Reading

- Have students read paragraphs 8–10.
- **CHECK IN** Students understand the phrase *a sense of belonging*.

HELP & GO: Comprehension

- Revisit sentences 1 and 2 of paragraph 10. Guide students to use context clues to determine the meaning of the phrase *a sense of belonging*.
- **Ask**, *In sentence 1, where do people have their own special vocabulary? America's regions In sentence 2, what kind of words do people use? local What is another way to say a sense of something? a feeling Based on these clues, what does a sense of belonging mean? a feeling that you belong somewhere EL*

6 Stop & Discuss

- Have partners complete **Stop & Discuss**.
- **LOOK FOR** Students understand that the internet helps people share language across regions.

HELP & GO: Comprehension

- Revisit paragraph 9. Explain that the author is making a connection between the ideas in sentences 1 and 2.
- Display the following sentence frame: *One reason ___ might be that the internet makes it easy to communicate with other people across the country and pick up their regional words.* **Ask**, *One reason for what? Look back at sentence 1 to fill in the blank. some regional differences in vocabulary disappear EL*

Discuss the Whole Text

- Use **Pick a Stick** to choose students to respond to the Focus Question. **Ask**, *How does DARE support people who are speaking the same language differently?*
- Record student responses for later use.

UNIT 6 | Communication



Say It Your Way

Many of the *DARE* team's survey items were fill-in-the-blanks. In these examples, what word would people in your community fill in?

- Any joking names around here for a very heavy rain? You might say, "It's a regular ___."
(Answers *DARE* collected: *chunk floater, fence lifter, trash mover, root soaker, dam buster*)
- Expressions (such as "hello") used when you meet somebody you know quite well: ___.
(Answers *DARE* collected: *hi, howdy, hey, greetings, what's up*)



- 5 8 By 1970, the *DARE* team had interviewed 2,777 people in 1,002 communities. They had asked 1,600 questions and collected about 2.5 million answers. Organizing all those words and meanings into dictionary form was a massive job that took **decades** to complete. Today the entire dictionary is also available online.

decades = ten-year periods of time

- 9 Over time, some regional differences in vocabulary disappear. One reason might be that the internet makes it easy to communicate with other people across the country and pick up their regional words. For example, suppose a popular video shows a kid from Kansas using the word *doodinkus* (which means "**gadget**" there). *Doodinkus* might soon become commonly used from Maine to California.

gadget = a small tool

6 RI.5.1

Stop & Discuss

Why might some regionalisms disappear?
Underline the sentence that supports your answer.

Regionalisms may disappear because ___.

- 10 But some language experts think America's regions will always have their own special vocabulary. They say people continue to use their local words because it gives them a sense of belonging. So if you don't know the meaning of *ridy-bob*, *laggy*, or *colchon*, someday you might need to. The place to look is the *Dictionary of American Regional English*. It contains *oodlins* of words you won't find in a regular dictionary. It's a *whoopensocker* of a resource!

UNIT 6 | Communication

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Embedded definitions allow for fluent reading as students access ideas.

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1 Integrate Information

- To understand a topic well enough to speak or write about it, you should collect information from multiple sources on the topic.
- You **integrate** that information when you combine important ideas and details you've gathered from different sources and use it to explain what you've learned.

2 Reread/Think

Integrate the information you learned from "The Right Word in the Right Place" and "A Different Kind of Dictionary" to answer the questions below.

Topic: Regionalisms

What are regionalisms?

- Different words used to mean the same things, based on where people live
- Examples: sneakers/tennis shoes/gym shoes, couch/davenport, galley-west/skew-gee/one-sided/catawampus

Why do people use regionalisms?

- Because regionalisms give people a sense of belonging to a place and a community
- They give people a shared language that is unique to them.

How can people learn about regionalisms?

- By visiting different regions of the country
- By looking in the *Dictionary of American Regional English (DARE)*
- By communicating on the internet

Why might regionalisms cause problems?

They can cause confusion about the thing being discussed. The confusion can lead to mistakes.

Reconnect to the Text

Have students **Raise a Hand** to recall "A Different Kind of Dictionary." **Ask**, *What is DARE, and why do people use it?*

1 Practice the Standard

- Have a volunteer read aloud the bullets on the student page.
- Help students brainstorm synonyms for *integrate* to confirm understanding. *blend, join, combine, merge EL*
- Say**, *When you integrate information from multiple sources, you build knowledge on a topic. Sometimes the sources will have similar information that you can compare to confirm your understanding. And sometimes the sources will teach you about different things related to the topic. Together, the sources help you more broadly understand the topic.*

2 Reread/Think

MODEL THE STANDARD Model taking notes on information from "A Different Kind of Dictionary." Think aloud about combining new information into the existing information.

- Say**, *I recall that "The Right Word in the Right Place" told me what regionalisms are: different names used to describe the same thing. I'll compare that with the information in "A Different Kind of Dictionary." In paragraph 4, the text states that "most regions have their own special words for certain things." I'll combine the two definitions to write a new one: regionalisms are different words used to mean the same things, based on where people live.*

GUIDE STANDARDS PRACTICE Guide students to complete the remaining sections of the chart.

- Remind them to skim each text to look for information that answers each question. Reinforce that they may find the answer in only one of the texts.

Embedded engagement protocols vary the way that students engage and respond during activities.

Repeated use of the **Reread/Think, Talk, Write routine** guides students to critically analyze texts and process their understanding through structured discussion and writing.

SESSION 4 PRACTICE THE FOCUS STANDARD

3 Talk

- Prepare students to complete the Talk activity. Use **Silent Appointment** to have students find a partner and share their responses, updating their charts as needed based on their discussion.
- Remind students to use the sentence frames to support their discussions.
- Have partners use their notes to verbally summarize what they've learned about regionalisms so far.

4 Write

- Have students complete the Write task, using the checklist to check their work.
- Consider allowing students to complete the task as a shared writing activity. **EL**
- **LOOK FOR** Students demonstrate that they've integrated information from both texts.

HELP & GO: Writing

- **Say,** *You have already gathered and combined the important information from both texts in your chart, so let it become your guide for writing. To create your summary, write that information in complete sentences as a paragraph. Add connecting words where you need them.*
- Provide sentence frames for support:
A regionalism is _____. Regionalisms can come from _____. DARE is _____. It is useful because _____. Some people think regionalisms will _____ because _____. **EL**
- Use written responses to determine whether students need additional support. ✓

SESSION 4 PRACTICE

3 Talk

What do you know about regionalisms now from reading both texts?
Discuss the information in your chart.

Both texts mention that _____.

"A Different Kind of Dictionary" builds on the topic by _____.

4 Write

Now that you've read "The Right Word in the Right Place" and "A Different Kind of Dictionary," summarize what you know about regionalisms. Include facts and details from both texts in your response.

Sample response: People use different words to name the same things because of the regions where they live. These differences are called regionalisms. They can come from brand names, other languages, or different ways of describing something. A group of word lovers even made a dictionary of regionalisms called the *Dictionary of American Regional English*. This dictionary can help people from different regions understand each other better, and it keeps regionalisms from being lost or forgotten as the world changes. Some people think regionalisms might go away because the internet makes sharing language easier. But others think regionalisms will survive because using local words makes people feel like they belong to a specific place and community.

WRITING CHECKLIST

- I included the most important information about regionalisms.
- I included facts and details from both texts.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

SESSION 5 READ

LESSON 20

Eating Your Words

by Scott Logan

1

1 Americans in different parts of the country have different names for many things—especially when it comes to food! Here are some food regionalisms and their origins.

2 Flour, eggs, and milk fried flat on a pan are commonly called *pancakes*. But in Texas and in parts of the North, these steaming cakes are known as *hot cakes*. Why? There's no real reason except that they're served hot. In Michigan and parts of the West, they're called *flapjacks* because the cakes are flipped, or flapped, on a hot **griddle**. And some people know them as *griddlecakes* in the South.

3 A common name for the long sandwich stuffed with **cold cuts**, other meats, and vegetables is *submarine*, or *sub*. That's because this sandwich was originally from Connecticut, where its shape was like the submarines built in a nearby shipyard. In the Midwest and California, it's called a *hero* because a newspaper **columnist** once said you had to be a "hero to eat it." But in Louisiana, the hefty *po' boy* was first given to "poor boy" railway workers on strike.

Some people insist that a sandwich that requires so much grinding and chewing is clearly a *grinder*. To others, it will always be a *hoagie* after someone said only a hog could eat a whole one.

griddle = a flat pan

cold cuts = slices of cold cooked meats

columnist = writer

The long shape of the submarine (top) inspired the name of the submarine sandwich (bottom).



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LESSON 20 | How Do YOU Say It?

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Reconnect to the Texts

Display responses to the Focus Question for "The Right Word in the Right Place" and "A Different Kind of Dictionary." Invite students to make connections between the two texts.

1 Independent Reading

- Set a purpose for learning. **Say**, *Today you will read two texts about regionalisms and then practice integrating the information from both texts.*
- Use the photos on the student page to have students preview and name the foods they see. **EL**
- If students need more support, work with them in small groups to guide reading.
- Use **CHECK INs** and **Help & Go** scaffolds as needed.
- **CHECK IN** Students understand the origin of *-jack* in the term *flapjack*.

Session 5 gives students an opportunity to engage independently with a new text.

Suggestions are provided for students who are not quite ready for reading independently.

HELP & GO: Background

- Reread paragraph 2. Explain that *jack* was often used in England, dating back to at least the 1600s, to refer to something smaller than normal, and a pancake is a small cake. The English also used *jack* to refer to various ordinary objects, which might explain using *jack* to name a plain bit of dough cooked in a pan.

- **CHECK IN** Students understand what the phrase *that's because* refers to in paragraph 3.

HELP & GO: Sentence Comprehension

- Have students reread paragraph 3. Point out the phrase *That's because* in sentence 2. **Ask**, *What is being explained in this sentence?*
- Guide students to connect sentence 2 back to sentence 1 and restate them as a single sentence. *A long sandwich filled with meats is called a submarine because it is from Connecticut, where its shape was like the submarines built in a nearby shipyard.*

LESSON 20 | How Do YOU Say It?

2 Independent Reading

- **CHECK IN** Students can decipher the challenging syntax of paragraph 4, sentence 4.

HELP & GO: Sentence Comprehension

- In paragraph 4, point out the following sentence: "When Italian immigrants first came to America, no one ate tomato sauce, which was common back in Italy." **Say,** *This sentence contains three ideas. Let's analyze its parts to make sure we understand its meaning.*
 - **Ask,** *Which part of the sentence contains the subject and action? no one ate tomato sauce Which part tells when no one ate tomato sauce? When Italian immigrants first came to America Which part tells more about tomato sauce? which was common back in Italy*
 - Challenge students to restate the sentence in a clearer way. Encourage them to add words or use more than one sentence as needed. *No one in America ate tomato sauce when Italian immigrants first arrived. Tomato sauce was common back in Italy.* **EL**
- **CHECK IN** Students understand that calling red sauce *gravy* was the result of a language barrier.

HELP & GO: Comprehension

- **Ask,** *Why do you think the Italian immigrants couldn't simply explain tomato sauce to people who had never had it? People who spoke Italian may not have been able to communicate easily with people who spoke English. How did the Italian immigrants solve this language problem? They used an English word that described a similar product.*



- 2 4 When people eat spaghetti, they often serve it with tomato sauce. But in Philadelphia and other northeast cities, this red sauce is often called *gravy*. Why? When Italian immigrants first came to America, no one ate tomato sauce, which was common back in Italy. But Americans did have plenty of brown *gravy* to pour over meat and vegetables. By calling the red stuff *gravy*, Italian immigrants made it easier for others to understand how to serve it.
- 5 People across the country may use different names for the same foods. But they share one thing in common. They all try to save room for dessert.



The record for the most names for a single food may go to the popular hot dog, also known as the frankfurter, frank, wiener, tube steak, sausage, and banger.

What's That Sign?

by Kathryn Hulick

3

- 1 People who live in different regions of the United States often use different words for the same thing. Regionalisms are also found in American Sign Language (ASL), the primary language of people in North America who are deaf and hard of hearing. In Hawaii, for example, signers rub a hand on their belly to express the word *delicious*. In most other regions, signers instead touch their lips with one hand.
- 2 In spoken languages, an accent refers to the way people from a specific place pronounce words. Sign language is not spoken out loud, but ASL users can have accents. In ASL, having an accent means using many regionalisms and maybe making some different movements when signing.



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LESSON 20 | How Do YOU Say It?

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3 Independent Reading

- **CHECK IN** Students understand the history of American Sign Language.

HELP & GO: Background

- Explain that although ASL has been taught to students who are deaf or hard of hearing since 1835, it wasn't until the 1960s that it was regarded as its own language instead of a signed version of English. In fact, ASL has its own grammar rules, pronunciation, word order, and slang that differ from the English language.
- Clarify that while this text deals specifically with ASL, there are many kinds of sign language used around the world.

- **CHECK IN** Students understand the difference between a spoken accent and a sign language accent.

HELP & GO: Comprehension

- Ask a volunteer to recall the meaning of *regionalisms*. *different words used to describe the same thing, based on the speaker's location*
- Have students reread paragraph 2. **Ask**, *What is an accent? the way a spoken word is pronounced Do speakers show accents by using the same words or different words? the same words How is an accent in ASL different from a spoken accent? In ASL, having an accent can mean using regionalisms or making different hand movements when signing.*

LESSON 20 | How Do YOU Say It?

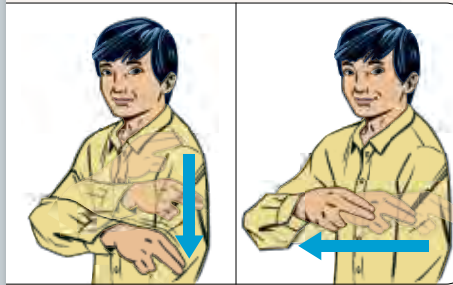
4 Independent Reading

- **CHECK IN** Students understand the idiom *kept alive* and the word *preserve*.

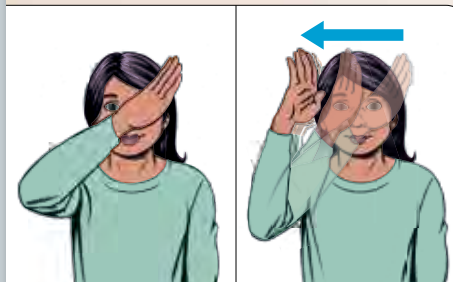
HELP & GO: Vocabulary

- Have students reread paragraph 4. **Ask**, *What does it mean to keep something alive? You give it what it needs survive. How might people keep a language alive? They continue to use it and teach it to others so that it is not forgotten.*
- Have students look around the word *preserve* in paragraph 5 for clues to its meaning. **Ask**, *How could a recording stop an accent from disappearing? It would make the accent available for reference on video forever.*

SESSION 5 READ



The standard ASL sign for *hospital* is a cross on the shoulder.



The sign for *hospital* with a Philadelphia accent is a tap on each side of the forehead.

- 4
- 3 Longtime ASL signers from Philadelphia, Pennsylvania, often have a unique accent. They tend to make bigger movements when they sign. And their signs for many words—such as *hospital*, *squirrel*, and *underwear*—are different from what most ASL signers use.
- 4 What's the story behind the “Philly” ASL accent? It's similar to sign language used in France long ago. A Philadelphia school taught students this version of sign language. For more than 150 years, the school was also a gathering place for members of the Deaf community. They had little contact with signers from other places. Most continued to use the accent developed at the school. So, they kept some of the old French sign language alive.
- 5 Today, most deaf students in Philadelphia learn the most common form of ASL. The city's unique accent is in danger of disappearing. But Jami Fisher, a researcher at the University of Pennsylvania, is recording interviews with older local signers. These interviews will preserve the accent as a part of the city's history.



SESSION
5

PRACTICE

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LESSON 20

Respond to Text**5 Reread/Think**

Reread "Eating Your Words" and "What's That Sign?" Choose the best response to each question.

1. Read the details below. Then fill in the chart to show if a detail describes only "Eating Your Words," only "What's That Sign?," or both texts.

Explains how a newspaper writer influenced the name of something	Eating Your Words
Explains how accents can exist without sound	What's That Sign?
Explains the role immigrants played in creating words	Eating Your Words
Explains the role a particular city played in creating words	Both

2. What is the meaning of the word *preserve* in paragraph 5 of "What's That Sign?"
- A. save
 - B. introduce
 - C. study
 - D. develop
3. According to "What's That Sign?," how does the Philadelphia ASL accent differ from other ASL accents?
- A. Philadelphia signers touch their lips.
 - B. Philadelphia signers rub their stomach.
 - C. Philadelphia signers move more quickly.
 - D. Philadelphia signers use larger movements.

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LESSON 20 | How Do YOU Say It?

5 Reread/Think

- Have students complete the Reread/Think items independently.
- Consider reading aloud questions and answer choices. **EL**

Answer Analysis

Use the answer analysis below to review the practice items with students. Have students **Shout Out** the response to each question. Then review the correct answers. ✓

1. See the student book page for correct responses. Incorrect responses might stem from the misinterpretations of details in each text. **DOK 2 | RI.5.9**
2. The correct choice is **A**. This is the best choice because this option matches the meaning of *preserve* as "keep from disappearing." Choices **B**, **C**, and **D**, while plausible as grammatical replacements, are not supported by context. **DOK 1 | RI.5.4**
3. The correct choice is **D**. This is the best choice because paragraph 3 explains how Philadelphia ASL signers tend to make larger hand movements. Choices **A** and **B** incorrectly interpret information about the word *delicious*. Choice **C** is not supported by the text. **DOK 2 | RI.5.1**

The **DOK Levels** are included in the Answer Analysis and Write sections to provide insight into item complexity.

Students demonstrate their understanding of the **Focus Standard** by applying it to the text they have read, providing teachers with valuable formative assessment.

Answer Analysis provides teachers with guidance for identifying correct answer choices and understanding incorrect answer choices.

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LESSON 20 | How Do YOU Say It?

6 Answer Analysis

4. The correct choice is **B**. Both texts focus on language variance across the United States. Choice **A** incorrectly interprets a detail from "What's That Sign?" Choices **C** and **D** incorrectly interpret details from "Eating Your Words." **DOK 3 | RI.5.9**
5. The correct choice is **C**. Both texts discuss how word variations can arise in a particular time and place. Choice **A** is supported only by an example in "Eating Your Words." Choice **B** is supported only by an example in "What's That Sign?" Choice **D** inaccurately interprets the ending of "What's That Sign?" **DOK 3 | RI.5.9**

7 Write

- Have students respond independently to the Write prompt. **DOK 3 | RI.5.9**
- Encourage students to use **Stronger and Clearer Each Time** to strengthen their written responses. **EL**
- If students need more support, work with them in small groups to guide them through writing. Use **Help & Go** scaffolds as needed.
- **LOOK FOR** Students understand influences on the spoken and signed languages in Philadelphia.

HELP & GO: Writing

- Direct students to reread paragraph 4 of "Eating Your Words." Have them explain in their own words how red sauce came to be called *gravy*.
- Have students identify similarities and differences between the two texts and integrate them into their written responses.

Lesson Wrap-Up

Have students revisit the Focus Question using examples from both texts. Record responses. Then invite students to make connections between the four texts they have read.

SESSION 5 PRACTICE

6 Reread/Think

4. With which statement would the authors of **both** texts agree?
- A. Recording conversations is the best way to study a language.
 - B.** Different regions have different ways of communicating the same thing.
 - C. Italian immigrants had the largest effect on regional accents.
 - D. The largest accent differences are between the East and West coasts.
5. Which statement summarizes an idea that is in **both** texts?
- A. Authors sometimes create new words for familiar things.
 - B. A single school can have an effect on the words people use.
 - C.** The words people use are connected to a particular time and place.
 - D. The words people use are always changing and sometimes disappear.

7 Write

Both "Eating Your Words" and "What's That Sign?" use the city of Philadelphia as an example of how regionalisms or accents can develop. What do the examples have in common? Include facts and details from both texts in your response.

Sample response: The Philadelphia examples in both "Eating Your Words" and "What's That Sign?" show how the English language and ASL can be influenced by different cultures. For example, "Eating Your Words" explains that tomato sauce is called "gravy" in Philadelphia because Italian immigrants borrowed an English word to describe an Italian dish. "What's That Sign?" says the Philadelphia ASL accent came from a sign language first taught in France. One school in Philadelphia taught and spread this version of the language for more than 150 years. Both of these cultural influences impacted the spoken and signed languages used in Philadelphia.

WRITING CHECKLIST

- I explained how regionalisms and accents can develop.
- I used facts and details from both texts.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

Write prompts allow students to engage in higher-order thinking tasks.

Lesson Wrap-Up guides students to connect what they read independently to the Focus Question as they continue to build knowledge.



Respond to the Focus Question

How and why do people speak the same language differently?

1 Reread/Think

Reread your charts and written responses from this lesson. Think about what you have learned about regionalisms. Then complete the chart. **Sample responses shown.**

3 Important Details About Regionalisms	2 Interesting Examples of Regionalisms	1 Question About Regionalisms
<p>1. The United States has many regions with their own unique words.</p> <p>2. Regionalisms can make it hard for people in different places to communicate.</p> <p>3. A dictionary called <i>DARE</i> can help people understand regionalisms.</p>	<p>1. Words for “crooked” are <i>galley-west</i>, <i>skew-gee</i>, <i>one-sided</i>, and <i>catawampus</i>.</p> <p>2. People who use sign languages can show accents and regionalisms in the way they move their hands.</p>	<p>1. What regionalisms are used where I live?</p>

2 Talk

Discuss the following questions with your group:

Why do people speak the same language differently? Do you think regionalisms are helping or harming communication?

One reason people speak the same language differently is ___.

Regionalisms make communication ___ because ___.

3 Write

Do you think regionalisms make communication more fun or more challenging? Explain your reasoning, using examples from the texts for support.

Respond to the Focus Question

Read the Focus Question. Tell students that today they will answer the question using information from all four texts.

1 Reread/Think

- Have students work independently to complete the **3-2-1** chart.
- Use **Pick a Stick** to have a few students share details from their chart.
- As students share the questions they still have, encourage classmates to offer any information they might have for answers, or discuss action plans for researching the answers later on.

2 Talk

Have small groups complete the Talk activity. Remind students to use evidence from the texts in this lesson to support their thinking.

3 Write

- Have students complete the Write task.
- Have students who chose the same response work together to discuss their reasoning and to find support for their choice in the texts. **EL**
- **LOOK FOR** Students articulate a personal opinion and include reasons for their thinking.





HELP & GO: Writing

- Point out that although there is no correct answer, students' responses become stronger based on the text evidence they provide to support their opinions. Encourage students to refer to their notes and writing from earlier in the lesson to find evidence that supports their thinking.

Culminating lesson activities allow students to **synthesize the knowledge they have built** as they respond to the Focus Question.

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