

BEING A WRITER™

THIRD EDITION

GRADE 5 Sample Lessons

Being a Writer, Third Edition

Expository Nonfiction Overview

Week 1 Overview and Lessons

Day 1: Exploring Nonfiction

Day 2: Exploring Nonfiction

Day 3: Exploring Nonfiction

Day 4: Exploring Nonfiction

Day 5: Writing Compound Sentences

Texts in this Unit

“Machu Picchu”

Assessments

Class Assessment Record 16

Conference Record 7

Individual Writing Assessment

UNIT OVERVIEW

EXPOSITORY NONFICTION

During this seven-week unit, the students immerse themselves in nonfiction texts about different places. Partners select a place to research together, and each pair of students writes, revises, and publishes an informational report about that place. The students learn research skills, including conducting effective web searches, evaluating the credibility of sources, taking notes, categorizing information, and organizing their ideas prior to writing. They consider the audience and purpose for their reports and make decisions about how to write with that audience and purpose in mind. They learn that informational reports typically include introductions that spark readers' interest; subtopic sections with facts, examples, and details; transitional words and phrases to link ideas; and conclusions that bring the reports to a close. Partners take notes, draft, and revise their reports digitally in shared documents that both partners own and edit. They publish their reports as slide presentations with images, which they present to the rest of the class from Author's Chairs at the end of the unit. Over the course of the unit, the students also learn and practice relevant grammar skills and conventions.

Socially, the students listen carefully, work responsibly, share work fairly, and reach agreement before making decisions when working in pairs.

WEEK 1 OVERVIEW

WRITING FOCUS

The students learn about nonfiction and different places by listening to and discussing parts of the books *North America*, *Stickmen's Guide to Oceans in Layers*, and *Discover Saturn*. They discuss what they are learning and what they are curious about, and they make lists of places that they are curious about. Later in the week, the students learn about joining sentences into compound sentences using the coordinating conjunctions *so*, *for*, and *nor*.

SOCIAL DEVELOPMENT FOCUS

Socially, the students work responsibly in pairs, listen carefully to one another, and share what their partners wrote about with the class.

TEACHER AS WRITER

"I think my interest in science and my interest in writing stem from the same place, which is a desire to know why the world is the way it is."

—Zeyn Joukhadar

Nonfiction writers aren't necessarily experts on the topics they write about, but they are curious and ask themselves questions, conduct research, and communicate what they learn in an interesting way.

In this unit, the students write about places that they are curious about. Think about about a place you are curious about. Consider:

- What is a place you would like to explore?
- What interests you about exploring this place?
- What do you already know about this place?

THIS WEEK'S TEXTS

Books



Discover Saturn

by Georgia Beth

Learn about the planet Saturn, its moons, and how scientists explore the planet.



North America

by Tim Harris

Journey across North America to learn about its distinctive habitats.

Review Books

Stickmen's Guide to Oceans in Layers

by Catherine Chambers

illustrated by John Paul de Quay
(from Unit 1, Week 3)

WEEK 1 OVERVIEW

WEEK AT A GLANCE: WRITING FOCUS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WRITING (FIVE WHOLE-CLASS LESSONS)				
DAY 1 (40 MIN.)	DAY 2 (40 MIN.)	DAY 3 (40 MIN.)	DAY 4 (40 MIN.)	DAY 5 (40 MIN.)
Exploring Nonfiction <i>North America</i>	Exploring Nonfiction <i>North America</i>	Exploring Nonfiction <i>Stickmen's Guide to Oceans in Layers</i>	Exploring Nonfiction <i>Discover Saturn</i>	Writing Compound Sentences <i>North America</i>
Focus <ul style="list-style-type: none"> Listen to and discuss parts of a nonfiction book Discuss places Write freely 	Focus <ul style="list-style-type: none"> Listen to and discuss parts of a nonfiction book Discuss places Quick write questions about places Write freely 	Focus <ul style="list-style-type: none"> Listen to and discuss parts of a nonfiction book Discuss and write about places 	Focus <ul style="list-style-type: none"> Listen to and discuss parts of a nonfiction book Discuss and write about places Extension  Explore Subject-Verb Agreement	Focus <ul style="list-style-type: none"> Learn about coordinating conjunctions Discuss model sentences Write compound sentences

For information about the icons used throughout the program, see “Helpful Lesson Features” in the Program Overview section of the *Implementation Handbook*.

WEEK AT A GLANCE: SOCIAL FOCUS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SOCIAL DEVELOPMENT				
Focus <ul style="list-style-type: none"> Listen carefully Share what partners wrote about 	Focus <ul style="list-style-type: none"> Listen carefully Share what partners wrote about 	Focus <ul style="list-style-type: none"> Listen carefully Share what partners wrote about 	Focus <ul style="list-style-type: none"> Build on one another's thinking 	Focus <ul style="list-style-type: none"> Work responsibly in pairs



PRE-TEACHING SUPPORT

The following activities can be used to scaffold the week's instruction for students who might need additional support accessing texts or other lesson content prior to the whole-class lessons.

North America

Build Background Knowledge

- Show the cover of the book and read the title and the author's name aloud. Explain that North America is one of seven continents—or main land areas—on earth. Point out North America on a world map or globe and invite the students to share the name for North America in their home languages, if they wish. Facilitate a brief discussion by asking and discussing questions such as: “What do you know about North America?” “What are some places in North America you are familiar with?” and “What are some places in North America you are curious about?”

Preview the Text

- Read pages 4-7 and 10-11 aloud while showing and discussing the photographs and clarifying the vocabulary that follows. When possible, briefly act out words, use gestures, or refer to the photographs to provide support for word meanings. For each spread, read the chapter title and main text on the left-hand page first; then point to and read aloud the text boxes and captions.

glaciers: large bodies, or masses, of ice that move slowly (p. 4)

coniferous forest: forest made up of trees with needles instead of leaves (p. 4)

contrasts: differences (p. 4)

emerging: coming out (p. 4)

arable farmland: land that is good for growing crops (p. 5)

to the horizon: as far as you can see (p. 5)

nocturnal: active mostly at night (p. 6)

wetland: swampy area where the ground is very wet (p. 10)

manatees: large mammals that live in warm water near the coast and eat plants (p. 10)

mangrove forests: trees and shrubs that grow in coastal swamps (p. 10)

Discover Saturn

Build Background Knowledge

- Show the cover of the book and read the title and the author's name aloud. Tell the students that this is a nonfiction book about Saturn, the second-largest planet in our solar system. Show

(continues)

WEEK 1 OVERVIEW



PRE-TEACHING SUPPORT *(continued)*

pages 6–7 and explain that this is a diagram of the solar system. Use the diagram to point out the planets and their locations. Remind the students that all the planets orbit, or travel, around the sun. Invite the students to say the names of any of the planets they know in their home languages. Ask the students to share what they think they know about outer space by asking questions such as: “What do you think you know about outer space?” and “What do you think you know about our solar system or the planets in it?”

Preview the Text

- Read pages 4–21 aloud while showing and discussing the photographs and clarifying the vocabulary that follows. Skip the STEM Highlights on pages 9, 12, and 20. When possible, briefly act out words, use gestures, or refer to the photographs to provide support for word meanings.

bold: large and bright (p. 5)

orbit: go around (p. 8)

infrared instrument: instrument that can see things people’s eyes cannot (p. 14)

Grammar and Conventions

Provide Language Support

- On Day 5, the students learn how to join two sentences with a comma and a coordinating conjunction. You might review and introduce the following concepts prior to the whole-class lesson:
 - Review complete sentences by reading and discussing an example sentence and its parts. Write the following sentence where everyone can see it: *The plane flew above the clouds.* Have the students read the sentence aloud with you. Review that the subject is the part of the sentence that tells who or what is doing something. Label the subject (*The plane*) in the sentence. Then review that the predicate is the part of the sentence that tells what the subject is doing or being. Label the predicate (*flew above the clouds*) in the sentence. Point out that the sentence expresses a complete thought.
 - Pre-teach the functions of the coordinating conjunctions *so*, *for*, and *nor* by discussing what they do in example sentences. Write the following sentences where everyone can see them:
 - *I played all day, so I am tired.*
 - *I am tired, for I played all day.*
 - *I am not tired, nor am I hungry.*

Point to and underline the words *so*, *for*, and *nor* in the sentences. Explain that these words are connecting words that join related ideas and each of them is used in a different situation. Have the students read the first sentence aloud. Point to the word *so* and explain that *so* shows that

(continues)



PRE-TEACHING SUPPORT *(continued)*

something happened as a result of something else. Point out that *so* shows that since you played all day, the result is that you are tired. Point to the word *for* and explain that *for* shows that one idea is a reason for the other idea. Point out that *for* shows why you are tired—because you played all day. Point to the word *nor* and explain that *nor* connects two negative ideas. Point out that *nor* connects one negative idea—you are not tired—with another negative idea—you are not hungry. Have students refer to the example sentences and practice using the conjunctions *so*, *for*, and *nor* verbally in sentences.

ACADEMIC VOCABULARY

The following academic vocabulary words are used during this week's lessons:

acronym: word formed from the first letter of each word in a phrase or series of words

compound sentence: two related sentences joined by a comma and a coordinating conjunction

coordinating conjunction: connecting word that can be used to join related sentences

map: text feature that shows where things or places are located

nonfiction: true information about real things such as people, places, or animals

plural noun: noun that names more than one person, place, thing, or idea

present tense: tense that shows an action is happening right now

research: search for and study information about a topic

sentence: group of words that includes both a subject and a predicate and expresses a complete thought

singular noun: noun that names one person, place, thing, or idea

table of contents: page at the front of a book that lists the sections of the book and the page on which each section begins

text feature: component of a text (such as a heading, caption, or glossary) that helps readers navigate the text or learn more about a topic

WEEK 1 DO AHEAD

PREPARING FOR THE UNIT

- Decide how you will randomly assign partners to work together for the unit. For suggestions about assigning partners, see “Random Pairing,” “Considerations for Pairing English Learners,” and “Cooperative Structures” in the Program Overview section of the *Implementation Handbook*. For more information about partner work in this unit, see “About Supporting Partner Work” on page 11.
- Visit the Learning Portal (ccclearningportal.org) to access the digital resources for this unit. Before you begin teaching this unit, prepare your Expository Nonfiction digital resources (see the instructions via the Learning Portal).
- Review this unit’s assessment and grading support found in the Assessments section of this manual.

PREPARING FOR THE WEEK

- Gather your digital resources for the week. Decide how you will display any projectable resources (P) and present any instructional media (IM) to your students. Make sure you have enough copies of any reproducible resources (R) for distribution to the students this week. (If you have not yet prepared your digital resources, see the instructions via the Learning Portal.)
- Locate “Class Assessment Record 16” (A). You will use it to document your observations and reflect on instruction.

Before Day 1

- Collect a few examples of expository nonfiction (such as encyclopedias, magazines, pamphlets, informational reports, and web pages) and prepare to show them during the lesson (see Step 2).
- Prepare a sheet of chart paper with the title “Places We Are Curious About.”
- Locate “Day 1: Writing Time” (P) and prepare to display it during the lesson.

Before Day 2

- Locate “Day 2: Writing Time” (P) and prepare to display it during the lesson.

Before Day 3

- Locate “Day 3: Writing Time” (P) and prepare to display it during the lesson.

Before Day 4

- Locate “Day 4: Writing Time” (P) and prepare to display it during the lesson.

Before Day 5

- During the lesson, the students discuss sentences about the following habitats in the book *North America*: The Redwood Forests (pages 18–19); The Blue Ridge Mountains (pages 22–23); and Baffin Island (pages 28–29). If you did not read these pages aloud on Day 2, consider doing

so prior to teaching the lesson to build students' background knowledge about the habitats mentioned in the sentences.

- If you have taught the Fiction, Week 1, Day 5 lesson, locate the “Coordinating Conjunctions” chart (see Step 2). If you have not yet taught that lesson, prepare a sheet of chart paper with the title “Coordinating Conjunctions” and the subtitle *FANBOYS* and write the following words on it: *for, and, nor, but, or, yet, and so* (see Step 2).
- Locate “Week 1 Model Sentences 2” (P) and prepare to display it during the lesson.

DAY 1

Exploring Nonfiction

Materials

- *North America* (pages 4–7 and 10–11)
- Examples of expository nonfiction, collected ahead
- “Places We Are Curious About” chart, prepared ahead, and a marker
- “Day 1: Writing Time” (P)

IN THIS LESSON, THE STUDENTS:

- Listen to and discuss parts of a nonfiction book to learn about places in North America
- Discuss places they are curious about to get ideas for research topics
- Write freely to build motivation for and develop an enjoyment of writing
- Practice self-discipline and build social awareness by listening carefully
- Develop relationship and communication skills by sharing what their partners wrote about

ABOUT EXPOSITORY NONFICTION

Nonfiction plays an increasingly important role in students’ learning in the upper elementary grades. Students must be able to read and write expository texts, which are written to describe, explain, or inform. Expository texts include informational reports, textbooks, encyclopedias, online and print articles, how-to manuals, and many other informational or functional texts. In this unit, the students explore expository nonfiction by reading expository nonfiction texts about different places and researching and writing informational reports about places they choose. Reading multiple texts and writing about a topic builds background knowledge, expanding the students’ understanding of the topic, which can help the students participate in conversations that lead to deeper understanding and original thinking (Cummins 2017).

ABOUT TEACHING EXPOSITORY NONFICTION WRITING

There are three phases to the Expository Nonfiction genre unit in grade 5: Immersion and Topic Exploration and Selection (Weeks 1–2); Researching and Taking Notes, Planning, and Drafting (Weeks 3–5); and Revision, Proofreading, and Publication (Weeks 6–7). During each phase, the students learn interesting ways information can be organized and presented in nonfiction, while letting their curiosity lead their investigation of places they want to learn more about.

In Weeks 1 and 2, the students read a variety of nonfiction sources about different places and write short pieces about what they are learning. This prepares them to select, in pairs, one place of interest to research and write an informational report about. During Weeks 3 and 4, pairs of students use online sources to research their chosen places, take notes digitally about what they learn, and plan how to organize information in their reports. In Weeks 5 and 6, the students learn about nonfiction craft and apply what they learn to drafting and revising their reports. In the final week of the unit, students publish their reports as slide presentations with images and present them to the class.

The structure of this unit can be used as a model when having students research and write about other science or social studies topics.

ABOUT SUPPORTING PARTNER WORK

In Weeks 2–7 of this unit, each student works with a partner to produce a nonfiction report about a place they both are curious about. Partners will spend several days finding and reading online sources together. If you have students reading below grade level, consider pairing them with more proficient readers for the duration of the unit so the students can support one another with reading research sources, which may be complex. If you have English learners, you might pair them with a partner who has advanced English-language proficiency. The more proficient partner can serve as a language model throughout the unit.

The writing in this unit will consist primarily of factual information the students find online. The partner work is intended to support the students by inciting discussion about the facts they find, what those facts mean, whether they want to include those facts in their written report, and how they will write about those facts in their own words.

Both partners are responsible for the form and content of the final product, and each partner is responsible for writing a part. During this process, partners talk about their thinking and learn from each other as they negotiate to reach agreements and make decisions together.

The cooperative work in this unit may challenge your students. The goals are for them to learn how to handle problems as they arise and to make decisions that both partners think are fair. If you notice partners struggling to work together, use these occasions as learning opportunities. Ask questions such as:

- Q** *What problem are you trying to solve? Why is it important to solve it?*
- Q** *What is a solution you can both live with, even if it's not your first choice?*
- Q** *Is that solution fair to both of you? Why or why not?*

GETTING READY TO WRITE

1 Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other's names. Have the students get their writing notebooks and pencils and gather with partners sitting together, facing you. Explain that over the next seven weeks partners will work together to learn about writing nonfiction. Have partners take a couple of minutes to talk about some of the things they have written so far this year. Signal for their attention and ask:

- Q** *What did you learn about the writing your partner has done this year?*

Have a few volunteers share what they learned.



Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today's lesson to let them get to know each other better by talking informally in a relaxed atmosphere.



Facilitation Tip

This week we encourage you to practice **asking facilitative questions** during class discussions to help the students build on one another's thinking and respond directly to one another, not just to you. After a student comments, ask the class questions such as:

- Q** *Do you agree or disagree with what [Eva] said? Why?*
- Q** *What questions can you ask [Eva] about what she said?*
- Q** *What can you add to what [Eva] said?*

To see this Facilitation Tip in action, view the professional development video "Asking Facilitative Questions" (PV).



Teacher Note

If necessary, encourage the students to use the discussion prompts on the "Ways to Build On One Another's Thinking" chart to connect their ideas to those of others.



Teacher Note

You might explain that the continent of North America includes three regions: Northern America (shown on the map), Central America, and the Caribbean.

2 Discuss Nonfiction

Show the expository nonfiction texts you collected and point out that these are all examples of nonfiction texts. Ask and briefly discuss:

Q *What do you know about nonfiction?*

Students might say:

"Nonfiction is real. It's about true things."

"It's not a made-up story."

"In addition to what [Wendy] said, I think it can be about science, like animals or planets."

"I agree with [Sanjay's] idea that nonfiction isn't a made-up story, but I think it can be told like a story."

If necessary, review that *nonfiction* is true information about real topics such as people, places, or animals. Explain that nonfiction authors write about topics they are curious about to help readers become curious as well. Tell the students that in the coming weeks they will listen to, discuss, and write nonfiction texts about places they are curious about.

3 Introduce North America and Explore Text Features

Show the cover of *North America* and read the title and the author's name aloud. Explain that book provides information about different places on the continent of North America and a few of the habitats, or areas where certain types of animals and plants live, that you might see in each place. Tell the students that before you read from the book, they will look at and discuss some of the book's text features. If necessary, explain that *text features* are special parts or sections that help readers find information or learn more about topics, and that text features are particularly common in nonfiction texts. Show the table of contents and review that a *table of contents* lists the different chapters or sections in a book and the page on which each section begins. Read the first few chapter names and page numbers aloud. Point out that each chapter in this book is about a different place in North America and that each chapter is two pages long.

Show the map on page 5 and, if necessary, explain that a *map* is a text feature that shows where things or places are located. Explain that this map shows the northern portion of the continent of North America. Ask the students to look carefully at the map and think about what they notice as you read a few of the labels aloud. Then ask:



Q *What do you notice about this map? Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

"We noticed that there are different shades of green on the map. We wondered if that's to show different countries."

"Some of the labels on the map are the same as the places listed in the table of contents."

"In addition to what [Citana] shared, the map also has the names of mountains and bodies of water."

If necessary, explain that the map shows each place listed in the book's table of contents as well as major bodies of water such as oceans, seas, and lakes.

4 Read Aloud and Discuss Parts of the Book

Read pages 4–7 and 10–11 aloud, slowly and clearly, briefly introducing each chapter and stopping as described below. Show the photographs and clarify vocabulary as you read. For each chapter, read the main text on the left-hand page first; then point to and read the text boxes and captions.

Suggested Vocabulary

glaciers: large bodies, or masses, of ice that move slowly (p. 4)

coniferous forest: forest made up of trees with needles instead of leaves (p. 4)

arable farmland: land that is good for growing crops (p. 5)

nocturnal: active mostly at night (p. 6)

wetland: swampy area where the ground is very wet (p. 10)

manatees: large mammals that live in warm water near the coast and eat plants (p. 10)

mangrove forests: trees and shrubs that grow in coastal swamps (p. 10)



EL Vocabulary

English learners may benefit from hearing additional vocabulary defined, including:

contrasts: differences (p. 4)

emerging: coming out (p. 4)

to the horizon: as far as you can see (p. 5)

Show pages 4–5 again and read the chapter title on page 4 aloud. Tell the students that this chapter gives an overview of the North American continent. Read pages 4–5 aloud. Stop after:

p. 5 (caption) "In the Midwest, where millions of bison once roamed over natural prairie grassland, arable farmland now stretches to the horizon in every direction."

Ask and briefly discuss:

Q *Why do you think the author calls North America a “continent of contrasts”?*

Tell the students that the first place you will read about is the Mojave Desert in the southwestern part of the United States. Point out the Mojave Desert on the map on page 5. Then, turn to pages 6–7 and show and read the pages aloud. Stop after:

p. 7 (caption) “This little bird feeds on the nectar of desert flowers.”

Ask:



Q *What is something interesting you learned about the Mojave Desert? Turn to your partner.*

Have one or two volunteers share their thinking. Ask and briefly discuss:

Q *What else would you like to know about the Mojave Desert?*

Tell the students that next you will read about the Everglades, a large, swampy area in southern Florida. Point out the Everglades on the map on page 5. Then, turn to pages 10–11 and show and read the pages aloud. Stop after:

p. 11 (caption) “An American alligator slowly drifts through the shallow water as it looks for a meal.”

Ask:



Q *What is something interesting you learned about the Everglades? Turn to your partner.*

Have one or two volunteers share what they learned. Ask and briefly discuss:

Q *What else would you like to know about the Everglades?*

Tell the students that they will hear more of the book in the next lesson.

5 Start Lists of Places the Students Are Curious About

Use “Think, Pair, Share” to discuss:



Q *Today we read about places including the continent of North America, the Mojave Desert, and the Everglades. What are some places that you are curious about, and why? [pause] Turn to your partner.*

After a few moments, signal for attention. Without sharing as a class, ask the students to open their writing notebooks to the writing ideas section, title the next blank page “Places I Am Curious About,” and quickly jot a list of places they are curious about. After about 5 minutes,



Teacher Note

Remember to pause for 10 seconds for the students to think before you say “Turn to your partner.” To review the procedure for “Think, Pair, Share,” see Unit 1, Week 1, Day 4, Step 1. To see an example, view the professional development video “Using ‘Think, Pair, Share’” (PV).

call for attention and have a few volunteers share a place they recorded on their list with the class. Record the students' ideas on the "Places We Are Curious About" chart as they share.

Places We Are Curious About

- Grand Canyon
- Japan
- The Taj Mahal
- Alaska
- Bermuda Triangle

Explain that during Writing Time today the students might add to their list of places they are curious about, write things they would like to know about one or more of the places on their list, or write about anything they choose. Make *North America* available for the students to look at, if they wish.

WRITING TIME

6 Write Independently

Ask the students to bring their writing notebooks and pencils and move to desks with partners sitting together. Display the projectable "Day 1: Writing Time" and read it aloud. If necessary, review your expectations for how the students will work during Writing Time.

Have the students write quietly for 20 minutes. Join them in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

7 Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. Explain that you will ask some of them to share what their partners wrote about with the class, so it is important that partners listen carefully to each other.



Teacher Note

Post the "Places We Are Curious About" chart where students can easily refer to it throughout the unit.



Teacher Note

Note that on Days 1 and 2 of the unit, the students may write nonfiction or anything else they choose. On Day 3, after exposure to a few more examples of nonfiction, they will all begin writing in this genre.

You will analyze the nonpublished writing the students do in Part A of this unit's Individual Writing Assessment.



EL Note

You might **provide the prompt** “My partner wrote about . . .” to help the students verbalize their answers to this question.

When most pairs have finished talking, signal for attention. Ask and briefly discuss:

- Q *What did your partner write about today?*
- Q *What did you and your partner do to work well together when talking and sharing your writing?*

DAY 2: Exploring Nonfiction

Materials

- *North America*
- “Day 2: Writing Time” (P)

IN THIS LESSON, THE STUDENTS:

- Listen to and discuss parts of a nonfiction book to learn about places in North America
- Discuss places they are curious about to get ideas for research topics
- Quick write questions about places they want to learn more about to cultivate curiosity
- Write freely to build motivation for and develop an enjoyment of writing
- Practice self-discipline and build social awareness by listening carefully
- Develop relationship and communication skills by sharing what their partners wrote about

ABOUT CULTIVATING CURIOSITY AS A WRITER

Curiosity is an important quality for students to cultivate, both as readers and as budding writers of nonfiction.

We want them to learn that they do not need to know everything about a topic before they start writing about it; it is enough to be curious about it, ask questions, and know how to go about finding information to learn more about the topic (Ostroff 2016). Writing is a process of discovering what we do not know, finding out about those things, and communicating about them in a way that informs and/or makes others curious, too. This is a good time of year to schedule field trips to stimulate the students’ curiosity about topics that they can then research back in the classroom.

GETTING READY TO WRITE

1 Discuss Curiosity

Have the students get their writing notebooks and pencils and gather with partners sitting together, facing you. Remind the students that in the previous lesson they listened to and discussed chapters of *North America* and started thinking about places they are curious about. Ask and briefly discuss:

Q *Why do you think it is important for writers to be curious about the topics they are writing about?*

Students might say:

"It's good for writers to be curious so they can find out lots of interesting things and write about them."

"If writers aren't curious, they won't get interested in anything to write about."

Explain that writers do not need to know a lot about a topic when they decide to write about it, but they do need to be curious about it. By investigating things they are curious about, writers gather interesting information that they can share with others through their writing.

Tell the students that today you will read aloud chapters of *North America* that they are curious about.

2 Read Aloud and Discuss Parts of *North America*

Show the "Contents" pages and remind the students that each chapter in the book is about a different place in North America. Read aloud the titles of the chapters you have not read, and invite a volunteer to pick one. Point out the place on the map on page 5. Then, turn to the chapter and read it aloud. Clarify vocabulary that might be unfamiliar to your students as you read. When you come to the end of the chapter, ask:



Q *What is something interesting you learned about [Hawaii]? Turn to your partner.*

Have a few volunteers share what they learned. Then, ask and briefly discuss:

Q *What else would you like to know about [Hawaii]?*

Follow the same procedure to select, read, and discuss two more chapters.

3 Quick-Write: Generating Questions About Places

Ask each student to think of a place they are curious about. Have them open their writing notebooks to the first blank page and write the name of the place at the top of the page. Ask them to think quietly for a moment about the following question:

Q *What questions do you have about this place?*



Have the students take 5 minutes to jot their questions. Then have them discuss their questions in pairs.

Signal for the students' attention and give them a few minutes to write any additional questions they thought of while they were talking. Have a few volunteers share some of their questions with the class.



Teacher Note

If you notice that students are experiencing difficulty writing questions, stop and have a few students share the questions they have written or suggest a few of your own. Then have the students resume writing for a few more minutes.

Explain that during Writing Time today the students may write more questions about the place they chose, write questions about other places that they are curious about, or write about anything else they choose. Make *North America* available for the students to look at, if they wish.

WRITING TIME

4 Write Independently

Ask the students to bring their writing notebooks and pencils and move to desks with partners sitting together. Display the projectable “Day 2: Writing Time” and read it aloud.

Have the students write quietly for 20 minutes. Join them in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Writing and Reflect On Curiosity



Have partners talk briefly about what they wrote about today. Alert the students to listen carefully to their partners because you will ask some of them to share what their partners wrote about with the class.

When most pairs have finished talking, signal for their attention and ask:

Q *What did your partner write about today?*

Q *What did your partner write that you are curious to know more about?*

Have a few volunteers share with the class.

IN THIS LESSON, THE STUDENTS:

- Listen to and discuss parts of a nonfiction book to learn about places in oceans
- Discuss and write about places they are curious about to get ideas for research topics
- Practice self-discipline and build social awareness by listening carefully
- Develop relationship and communication skills by sharing what their partners wrote about

GETTING READY TO WRITE**1 Briefly Review**

Gather the class with partners sitting together, facing you. Remind the students that earlier they listened to and discussed parts of *North America*, a nonfiction book about habitats in North America. Tell the students that they will listen to parts of another nonfiction book about places today, and that in the coming weeks they will each pick a place to *research*, or study or search for information about. Explain that the purpose of reading about many different places is to help the students become curious and get ideas for places they might like to research.

2 Read Aloud and Discuss Parts of *Stickmen's Guide to Oceans in Layers*

Show the cover of *Stickmen's Guide to Oceans in Layers*, read the title aloud, and review that this is a nonfiction book about layers, or zones, of the ocean. Show pages 8-9 and remind the students that they listened to these pages about the sunlight zone earlier in the year. Ask and briefly discuss:

Q *What do you remember learning about the sunlight zone?*

Tell the students that today you will read about other layers of the ocean that they are curious about. Show the diagram of the ocean's layers on pages 6-7. Point to each layer in the diagram as you read its name and description aloud. Invite a volunteer to pick a layer. Turn to the first chapter about that layer (refer to the table of contents on page 5 for the page number) and read it aloud. Read the headings and body text on the pages first; then point to and read the labels. Use the glossary on page 31 to clarify vocabulary as you read. When you come to the end of the chapter, ask:



Q *What have you learned about the [twilight zone]? Turn to your partner.*

Materials

- *Stickmen's Guide to Oceans in Layers*
- "Day 3: Writing Time" (P)
- "Class Assessment Record 16" (A)

**Teacher Note**

If students struggle to recall what they learned, you might read pages 8-9 aloud.

**EL Note**

You might **provide sentence frames** such as “I learned that _____” and “I know that _____” and write them where everyone can see them. This will boost the students’ confidence and help them get started on their writing.

Have one or two volunteers share their thinking. Read the second chapter about the layer aloud. When you come to the end, ask and briefly discuss:

Q *What more have you learned about [the twilight zone]?*

Q *What else would you like to know about [the twilight zone]?*

Follow the same procedure to select, read about, and discuss one of the other ocean layers.

Tell the students that during Writing Time today they may write something they learned from the reading or something the reading made them curious about, add to their list of interesting places, or add to their list of questions about places. Make *North America* and *Stickmen’s Guide to Oceans in Layers* available for the students to look at, if they wish.

WRITING TIME

3 Write Independently

Ask the students to get their writing notebooks and pencils and move to desks with partners sitting together. Display the projectable “Day 3: Writing Time” and read it aloud.

Have the students write quietly for 20 minutes. Join them in writing for a few minutes; then walk around the room and observe, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write something they learned from the reading or something the reading made them curious about?
- Are they able to generate lists of places they are curious about?
- Are they able to generate and write questions about the places on their lists?

If you notice many students having difficulty starting to write, call for the class’s attention and have partners talk to each other about what they might write. Invite a few volunteers to share their ideas with the class; then have the students resume writing quietly.

Document your observations on “Class Assessment Record 16.”

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Writing and Reflect On Curiosity



Have partners talk briefly about what they wrote today. Alert the students to listen carefully to their partners because you will ask some of them to share what their partners wrote about with the class.

When most pairs have finished talking, signal for their attention and ask:

Q *What did your partner write about today?*

Q *What did your partner write that you are curious to know more about?*

Have a few volunteers share with the class.

DAY 4: Exploring Nonfiction

IN THIS LESSON, THE STUDENTS:

- Listen to and discuss parts of a nonfiction book to learn about places in outer space
- Discuss and write about places they are curious about to get ideas for research topics
- Develop relationship and communication skills by building on one another's thinking

GETTING READY TO WRITE

1 Briefly Review

Gather the class with partners sitting together, facing you. Review that this week the students have learned about places on land and underwater by listening to and discussing parts of the books *North America* and *Stickmen's Guide to Oceans in Layers*. Remind the students that the purpose of reading about many different places is to help them become curious about and get ideas for places they might like to research. Tell them that today they will listen to and discuss parts of a book about a place in outer space.

Materials

- *Discover Saturn* (pages 4-8, 10-11, 13-19, and 21)
- “Day 4: Writing Time” (P)
- “Ways to Build On One Another's Thinking” chart

2 Introduce *Discover Saturn* and Share Background Knowledge

Show the cover of *Discover Saturn* and read the title and the author's name aloud. Ask and briefly discuss:

Q *What do you think you know about Saturn?*

Q *What do you wonder about Saturn?*

Invite the students to pay attention to what they are learning and what else they would like to know as you read parts of the book aloud.

3 Read Parts of the Book Aloud

Read pages 4–21 aloud (skipping the STEM Highlights on pages 9, 12, and 20), slowly and clearly, briefly introducing each section and stopping as described below. Show the photographs and clarify vocabulary as you read. For each spread, read the titles and main text first; then point to and read labels and captions.

Suggested Vocabulary

orbit: go around (p. 8)

infrared instrument: instrument that can see things people's eyes cannot (p. 14)



EL Vocabulary

English learners may benefit from hearing additional vocabulary defined, including:

bold: large and bright (p. 5)

Open to pages 4–5 and read the chapter number and title on page 4 aloud. Explain that Chapter 1 provides general information about Saturn, including where it is in the solar system and how it compares to other planets. Read pages 4–8 aloud. Stop after:

p. 8 (caption) "As planets orbit the sun, one side of the planet faces the sun and is bright while the other side is dark."

Ask:



Q *What is something interesting you learned about Saturn in the part you just heard? Turn to your partner.*

Have a few volunteers share what they learned. Turn to pages 10–11 and read the chapter number and title at the top of page 10 aloud. Explain that Chapter 2 describes what Saturn is like and provides information about its moons and rings. Read pages 10–15 aloud. Stop after:

p. 15 "The E ring is the farthest away."

Ask:



Q *What more have you learned about Saturn, and what are you wondering about the planet now? Turn to your partner.*

Have a few volunteers share their thinking. Turn to pages 16–17 and tell the students that this is the last chapter you will read. Read the chapter number and title at the top of page 16 aloud. Explain that Chapter 3 tells about how scientists have learned about Saturn over the years. Read pages 16–21 aloud. Stop after:

p. 21 “One of the Voyager Spacecraft took this distant image of Jupiter’s place in the solar system.”

Ask and briefly discuss:

Q *What is something you learned from the reading that you didn’t know before?*

Q *What did the reading make you curious about?*

Tell the students that during Writing Time today they may write about something they learned from the reading, write something the reading made them curious about, add to their list of places they are curious about, or add to their list of questions about places. Make *North America*, *Stickmen’s Guide to Oceans in Layers*, and *Discover Saturn* available for the students to look at, if they wish.

WRITING TIME

4 Write Independently

Ask the students to get their writing notebooks and pencils and move to desks with partners sitting together. Display the projectable “Day 4: Writing Time” and read it aloud.

Have the students write quietly for 20 minutes. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Writing

Invite interested students to read aloud what they wrote in their writing notebooks today. Facilitate the discussion by asking follow-up questions such as:

Q *What does [Aldo’s] writing make you curious about?*



EL Note

You might **rephrase the question** by separating it into two different questions and discussing each individually.



EL Note

If the students struggle to write about a place, you might **reread** one of the chapters from *Discover Saturn* aloud and **ask an additional question** such as:

Q *What might you write about [Saturn’s moons]?*

Alternatively, you might direct the students’ attention to the “Places We Are Curious About” chart, review the places on it, and **ask additional questions** such as:

Q *Which place are you interested in writing about?*

Q *What do you know about [Hawaii]?*

Q *What do you wonder about [Hawaii]?*

Teacher Note

Prior to doing this activity, locate “Week 1 Model Sentences 1” (P) and prepare to display and annotate it during the lesson. In addition, the students will need their *Student Writing Handbooks*, writing notebooks, and pencils.

Teacher Note

If necessary, review that a *verb* is a word that shows what someone or something does or is.

Teacher Note

You might point out spelling changes that are needed for some verbs. For example, explain that e-s is added to verbs that end with the letters s, x, ch, sh, or zz. For verbs that end with a consonant plus y, the y is changed to i before e-s is added. If there is a vowel before y, we do not change y to i.

Q *Who else wrote about [a place in outer space]?*

Encourage the students to use the “Ways to Build On One Another’s Thinking” chart to connect their ideas to those of others.

Explain that the students will continue to learn about places next week.

EXTENSION



Explore Subject-Verb Agreement

Have the students get their *Student Writing Handbooks*, writing notebooks, and pencils and gather with partners sitting together, facing you. Remind the students that one thing verbs do is tell the time when actions happen. Explain that the students will talk about verbs in the present tense and that *present tense* shows that an action is happening right now. Point out that the present tense can also be used to show that something happens regularly or all the time.

Display the projectable “Week 1 Model Sentences 1” with only the first three sentences showing. Point out that the verbs in all the sentences are in the present tense and that authors of expository nonfiction texts often use the present tense form of a verb when providing scientific information or giving an explanation about a topic. Read the sentences aloud and have the students read them aloud with you. Ask:

Q *What do you notice about these sentences? What is different about them? Turn to your partner.*

Have a few volunteers share their thinking.

Students might say:

“The first sentence says *a manatee*, but the second sentence says *manatees*, with an s at the end of the word.”

“In addition to what [Jari] said, the subject of the third sentence is *I*.”

“The verb in the first sentence has an s at the end of it. The verbs in the second and third sentences don’t have an s at the end of them.”

Remind the students that the subject of a sentence always includes a noun or pronoun. Point out that *manatee* is the subject of the first sentence, and it is a *singular noun*, or a noun that names only one person, place, thing, or idea. Point out that the subject of the second sentence, *manatees*, is a *plural noun*, or a noun that names more than one person, place, thing, or idea. Point out that plural nouns usually end with s or e-s.

Tell the students that in the present tense, a verb must agree, or match, in number with its subject. Underline *A manatee swims* in the first sentence. Explain that when the subject of a sentence is singular, s is usually added to the end of the verb. Underline *Manatees swim* in the

second sentence. Explain that when the subject is plural, *s* is not added to the end of the verb. Underline *I swim* in the third sentence. Explain that if the subject is the pronoun *I* or *you* then *s* is not added to the verb.

Direct the students' attention to the projectable and show the fourth and fifth sentences. Point to the sentences as you read them aloud; then have the students read them aloud with you. Underline *The bald eagle is* in the fourth sentence and read it aloud. Then underline *Polar bears are* in the fifth sentence and read it aloud. Ask and briefly discuss:

Q *What do you notice about these subjects and verbs?*

Point out that the singular noun *bald eagle* is the subject of the fourth sentence. Point to the word *is* and explain that some verbs are irregular because they do not follow the pattern of adding *s* or *e-s*. Point out that the word *is* is a present-tense form of the verb *to be*. Tell the students that when the subject of the sentence is singular, we use *is*. When the subject of the sentence is *I*, we use *am*.

Point out that the plural noun *Polar bears* is the subject of the fifth sentence. Point to the word *are* and explain that it is another present-tense form of the verb *to be*. Tell the students when the subject of the sentence is plural or the pronoun *you*, we use *are*.

Show the sixth sentence. Point to the sentence as you read it aloud; then have the students read it aloud with you. Underline *The black widow spider and the horned lizard*. Point to the word *and* and explain that a subject can be made up of two or more parts joined by the conjunction *and* or *or*. Joining two or more singular nouns with the conjunction *and* makes the subject of the sentence plural.

Review that in the present tense, a verb must agree, or match, in number with its subject. When the subject is singular, we use the singular form of the verb and when the subject is plural, we use the plural form of the verb.

Week 1 Model Sentences 1

1. A manatee swims in the shallow water.
2. Manatees swim in the shallow water.
3. I swim in the community pool.
4. The bald eagle is the national bird of the United States.
5. Polar bears are excellent swimmers.
6. The black widow spider and the horned lizard make their homes in the desert.

Teacher Note

You might point out an additional irregular example such as *has/have*. Point out that when the subject of the sentence is singular, we use *has*. When the subject is plural, we use *have*. Point out that *have* is also used when the subject is *I* or *you*.

You might also point out that when the pronouns *they* and *them* refer to one person, we use the plural form of the verb.

Teacher Note

You might wish to explain that, if a subject includes the conjunction *or*, the verb must agree with the last item in the subject. For example, in the sentence "Flying squirrels or a northern spotted owl is a rare sight," we use the verb *is* to agree with the last item in the subject, *owl*, which is a singular noun.

EL Note

In Chinese, Korean, Hmong, Vietnamese, and Haitian Creole, verbs have the same form regardless of whether the subject is singular or plural. Therefore, you might **provide additional practice** and support with subject-verb agreement for students from these language backgrounds.

WEEK 1 • DAY 5

Teacher Note

You might also have the students turn to page 93 and read aloud the *Present Tense* column. Point out that the students can also refer to these verbs as they write their sentences.

EL Note

You might **provide written reinforcement** by writing the directions where everyone can see them:

1. Write one sentence with a singular subject.
2. Write one sentence with a plural subject.

Tell the students that now they will write their own complete sentences with singular and plural subjects and matching verbs. Ask the students to open their *Student Writing Handbooks* to page 88, “Verbs,” in the “Grammar Guide” section. Have the students locate the “Subject-Verb Agreement” chart with information that they discussed during the lesson. Explain that the students can refer to this page as they write their sentences.

Ask the students to work with the person sitting next to them to write two sentences using verbs in the present tense in their writing notebooks. Explain that one sentence should have a singular subject and the other sentence should have a plural subject. If time permits, have a few pairs share the sentences they wrote with the class. Encourage discussion by asking follow-up questions such as:

- Q** *What verb did you hear in [Amani and Jessie’s] sentence?*
- Q** *Did the verb agree, or match, with its subject? How do you know?*

DAY 5: Writing Compound Sentences

Materials

- *North America*
- “Coordinating Conjunctions” chart, prepared ahead, and a marker
- “Week 1 Model Sentences 2” (P)
- Chart paper
- *Student Writing Handbooks*, page 69
- “Class Assessment Record 16” (A)

Teacher Note

In this lesson the students learn about subject-verb agreement to support them in their writing. They will continue exploring nonfiction texts about places in the next lesson. This lesson may require an extended class period.

IN THIS LESSON, THE STUDENTS:

- Learn about the coordinating conjunctions *so*, *for*, and *nor* to understand their functions
- Discuss model sentences to explore joining sentences into compound sentences
- Write compound sentences by using a comma and a coordinating conjunction to develop an understanding of English syntax
- Practice self-management and self-discipline by working responsibly in pairs

GETTING READY TO WRITE

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Review that the students have been reading and discussing model sentences and thinking about what authors do to help readers understand and enjoy their writing. Show the cover of *North America* and explain that today the students will discuss sentences about the places and animals in this text.

2 Introduce Coordinating Conjunctions

Direct the students' attention to the "Coordinating Conjunctions" chart and read the title aloud. Explain that *FANBOYS* is an *acronym*, or a word formed from the first letter of each word in a series of words. Direct the students' attention to the list of words on the chart and tell the students that *FANBOYS* stands for the words *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*.

Explain that these words are *coordinating conjunctions*, or connecting words that join related sentences. Explain that each of these conjunctions is used in a different situation. Tell the students that they will learn about three of these words today.



Teacher Note

The conjunctions *and*, *but*, *or*, and *yet* are addressed in Week 1 of the Fiction unit.

Coordinating Conjunctions FANBOYS

- for
- and
- nor
- but
- or
- yet
- so

3 Discuss the Coordinating Conjunction so

Show pages 22-23 of *North America* and tell the students that this part of the text tells information about the Blue Ridge Mountains and the animals that live there. Point out the photograph of the salamander and read the accompanying sentence (*The tiny Shenandoah salamander thrives in damp conditions, so it lives only in the higher, wetter parts of the mountains.*). Then display the projectable "Week 1 Model Sentences 2" with only the first two lines of sentences showing.

Students might say:

"They are all about the Shenandoah salamander."

"The first example is two sentences, and the second example is only one sentence."

"In addition to what [Deshawn] said, the second example has the word *so* and the first example doesn't."

Point to the second line and tell the students that it is a compound sentence. Explain that a *compound sentence* is made up of two related sentences joined by a comma and a coordinating conjunction. Point to the comma in the sentence and explain that we put a comma before the coordinating conjunction in a compound sentence.

Point to the word *so* in the sentence and explain that the coordinating conjunction *so* shows that something happens as a result of something else. The word *so* shows that the ideas in the sentences are related because one event is the result of another. Point out that the second idea is a result of the first idea—the salamander lives in the higher, wetter parts of the mountain as a result of it thriving in damp conditions.

Direct the students' attention to the "Coordinating Conjunctions" chart and write *shows a result* next to the word *so*.

4 Discuss the Coordinating Conjunction *for*

Show pages 28–29 of *North America* and tell the students that this part of the text tells information about Baffin Island in Canada. Show the photographs on page 28 and read the second paragraph aloud. Direct the students' attention to the projectable and show the sentences in the third and fourth lines.

Point to and read the sentences in the third line aloud and have the students read them aloud with you. Point to and read the sentence in the fourth line aloud and have the students read it aloud with you. Then ask and briefly discuss:

Q *How are these sentences the same? How are they different?*

Point out that the sentence in the fourth line is a compound sentence. Review that a *compound sentence* is made up of two related sentences joined by a comma and a coordinating conjunction. Point to the comma in the sentence and review that we put a comma before the coordinating conjunction in a compound sentence.

Point to the word *for* in the sentence and explain that the coordinating conjunction *for* shows a reason why something happens. The word *for* shows the ideas are related because one is a reason for the other. Point out that this sentence shows a reason that Baffin Island is uncomfortable for people—the temperature is usually below freezing.



Teacher Note

You might tell the students that an easy way to check whether the coordinating conjunction *so* correctly joins two sentences is to substitute *that's why* for the word *so*, and see if the sentence makes sense.



Teacher Note

You might tell the students that an easy way to check whether the coordinating conjunction *for* correctly joins two sentences is to substitute *because* for the word *for* and see if the sentence makes sense.



Teacher Note

If necessary, you might point out that in the fifth and sixth lines *they* is a pronoun that takes the place of the noun *redwood forests*.



EL Note

You might **demystify language** by explaining that a *negative idea* does not mean a bad idea, or the opposite of a good idea. Explain that a negative idea shows that something is not true or not the case. Point out that words like *no*, *not*, *never*, *nobody*, and *none* can be used to form a negative idea.

Direct the students' attention to the "Coordinating Conjunctions" chart and write *shows a reason* next to the word *for*.

5 Discuss the Coordinating Conjunction *nor*

Show pages 18–19 of *North America* and tell the students that this part of the text tells information about redwood forests. Show the photographs on page 18 and read the third paragraph aloud. Direct the students' attention to the projectable and show the sentences in the fifth and sixth lines.

Point to and read the sentences in the fifth line aloud and have the students read them aloud with you. Point to and read the sentence in the sixth line aloud and have the students read it aloud with you. Then ask and briefly discuss:

Q *How are these sentences the same? How are they different?*

Students might say:

"They are about redwood forests."

"The first example is two sentences, and the second example is a compound sentence."

"In addition to what [Sakari] said, the words in the compound sentence are in a different order than the other example."

If necessary, point out that the sentence in the sixth line is another compound sentence. Then point to the word *nor* in the sentence and explain that we use the coordinating conjunction *nor* to connect two negative ideas. Point out that this sentence tells two negative ideas about redwood forests—they are not warm and they are not dry.

Direct the students' attention to the compound sentence and the word order after the coordinating conjunction *nor*. Explain that when using the coordinating conjunction *nor*, we reverse the order of the subject and the verb after the conjunction and replace the negative word, in this case *not*.

Direct the students' attention to the "Coordinating Conjunctions" chart and write *connects two negative ideas* next to the word *nor*.

WRITING TIME

6 Write a Shared Sentence

Tell the students that you would like their help joining two sentences using a coordinating conjunction. Write the following sentences on a sheet of chart paper: *My brother does not like chocolate. He does not like raisins.* Read the sentences aloud. Ask and briefly discuss:

Q *How might we join these sentences using a coordinating conjunction? Do the ideas in these sentences show a result, a reason, or negative ideas?*

My brother does not like chocolate.

He does not like raisins.

My brother does not like chocolate, nor does he like raisins.

If necessary, explain that the sentences show two negative ideas that could be joined by the conjunction *nor*. Write a compound sentence below the previous sentences. Remind the students that we put the comma before the coordinating conjunction in a compound sentence. Review that when using the coordinating conjunction *nor*, we reverse the order of the subject and the verb and replace the negative word. *He does not like raisins* becomes *nor does he like raisins*. Point out that when the two sentences are joined, the capital *H* in *He* is changed to a lowercase letter because it is no longer the beginning of a sentence.

Explain that now the students will work with a partner to join two sentences with a comma and a coordinating conjunction. Then they will write their own sentences and compound sentences.

7 Write Compound Sentences in Pairs

Have the students get their *Student Writing Handbooks* and sit at desks with partners together. Ask the students to open their *Student Writing Handbooks* to page 69, “Writing Compound Sentences 2.” Read aloud the statement below the title and have the students read it aloud with you: *I write compound sentences by joining two related sentences using commas and coordinating conjunctions like so, for, and nor*. Point out that the model sentences they discussed today are also on this page. Read the first set of directions and example sentences aloud. Point out that the students will need to choose which coordinating conjunction to use. Tell them that they can refer to the “Coordinating Conjunctions” chart as needed as they write their sentences. Ask:



Q *How might we join these sentences using a coordinating conjunction?
Turn to your partner.*

Without sharing as a class, have the students write their compound sentences. When most students have finished, explain that the coordinating conjunction *for* is used to join these sentences because one idea is the reason for the other. Point out that this sentence shows a reason the author named his cat Snowflake—because her fur is fluffy and white, like snow.



Teacher Note

Keep the shared sentence visible for the students to refer to in Step 7.



Teacher Note

For how to use coordinating conjunctions and commas in compound sentences, the students can refer to “Sentences” in the “Grammar Guide” section of the *Student Writing Handbook*.



EL Note

You might encourage the students to **verbally rehearse** their sentences with their partner or with you before writing.

Read the second set of directions aloud. Probe the students' thinking by asking questions such as:

- Q *How will your ideas be related? Will they show a result, a reason, or two negative ideas?*
- Q *How can you write the first idea as a sentence?*
- Q *How can you write the second idea as a sentence?*

Without sharing as a class, give the students about 5 minutes to write their two sentences. Then ask:



- Q *How might you join these sentences using a coordinating conjunction? Turn to your partner.*

Without sharing as a class, give the students another 5 minutes to write their compound sentences. As the students write, walk around and observe, assisting them as needed. If necessary, remind them to use a comma before the coordinating conjunction when joining ideas. Review that when spelling unfamiliar words, the students might refer to a dictionary.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write compound sentences with the appropriate coordinating conjunctions?
- Do they use commas and end punctuation correctly?
- Do they capitalize the first word in the sentence and names?
- Do they attempt to spell unfamiliar words and refer to dictionaries when needed?

Support students who struggle by working closely with them to guide their writing. Make a note of any students who struggle and plan to focus part of your next writing conference on helping each of them apply this convention in their writing. Alternatively, consider reteaching this lesson to a small group of students using the additional sentences provided in the Teacher Note at the end of the lesson.

Document your observations on "Class Assessment Record 16."

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

8 Reflect On Compound Sentences

Invite a few pairs to read their sentences aloud. Ask and briefly discuss:

Q *Why do you think writers use compound sentences?*

Students might say:

"I think writers use compound sentences because it sounds like how we talk."

"I agree with [Ami] because compound sentences sound smooth, but the other, shorter sentences sounded choppy and like a robot was talking."

If necessary, point out that writers use compound sentences to join related ideas. Encourage the students to notice compound sentences in their reading and to use them in their writing.

Teacher Note

To provide additional practice writing compound sentences with coordinating conjunctions, consider reteaching this lesson using the following sentences about habitats and animals in the book *North America*:

- *The Mojave Desert is extremely hot. Coyotes hunt in the evening when it is cooler.*
- *The Mojave Desert is extremely hot, so coyotes hunt in the evening when it is cooler.*
- *It is not safe to swim in the Everglades. Many alligators live there.*
- *It is not safe to swim in the Everglades, for many alligators live there.*
- *The Grand Canyon is not small. It is not new.*
- *The Grand Canyon is not small, nor is it new.*

TEXTS IN THIS UNIT

“Machu Picchu” 214



MACHU PICCHU

adapted from Ducksters

Machu Picchu (MAH-choo PEE-tchoo) was a city of the Inca Empire. “Machu Picchu” means “Old Peak” or “Old Mountain” in the Quechua (KETCH-oo-wuh) language of the Inca. It is sometimes called the “lost city” because the Spanish never found it when they conquered the Inca in the 1500s.

LOCATION

One of the most fascinating things about Machu Picchu is its location. Machu Picchu sits 8,000 feet above sea level atop a mountain in the Andes Mountain range in Peru, a country in South America. Three sides of the city are surrounded by cliffs that drop more than 1,400 feet to the Urubamba River. At the fourth side of the city is a high mountain. Machu Picchu is located about 50 miles from Cuzco, the capital city of the Inca Empire.



Photo © Vecteezy.com/ Felix Lipov

LAYOUT

The city of Machu Picchu was divided into three sections:

- Sacred District - The Sacred District was home to many of the important structures, including the Temple of the Sun and the Intihuatana (IN-tee-wua-tah-nuh), a sacred stone structure that the Inca believed helped to hold the sun on its correct path.
- Popular District - This was where the people who served the nobles and priests lived. It has small houses and places for storing supplies.
- District of Priests and Nobility - This area had nicer homes where the priests and the nobility lived.

Intihuatana



PURPOSE

Machu Picchu was built as the royal estate for the ninth Inca King, Pachacuti (pa-chuh-KOO-tee). Archeologists aren't sure exactly why Pachacuti had Machu Picchu built, but there are a number of theories. One theory is that it was a vacation retreat for the king. It is in a warmer spot than the capital city of Cuzco. It also is in a beautiful location and would have been a nice getaway for the king. Another theory is that it was built as a sacred religious site. Perhaps it was a combination of both theories.

Machu Picchu was not a large city. Probably only around 1,000 people lived there. It was likely a city for the Inca nobility and priests as well as their servants.

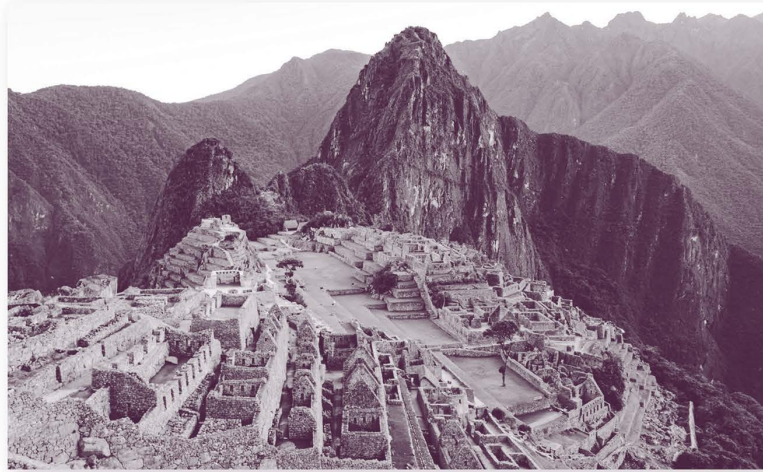
CONSTRUCTION

Archeologists believe that the city was first built at the peak of the Inca Empire around the year 1450. Construction likely continued on the site until the empire was conquered by the Spanish in the mid-1500s.

Photo © 2003-2023 Shutterstock, Inc./ Lukas Uher

Most of the buildings are built with stones that are fitted together tightly without the use of mortar. This style of construction helped the buildings to stay intact during earthquakes. The Inca didn't use the wheel or have heavy beasts of burden, so most of the hard work was done by people. It would have taken hundreds of laborers using grass ropes and levers to move the large stones around the site.

Most buildings in Machu Picchu were built with stones fitted together tightly.

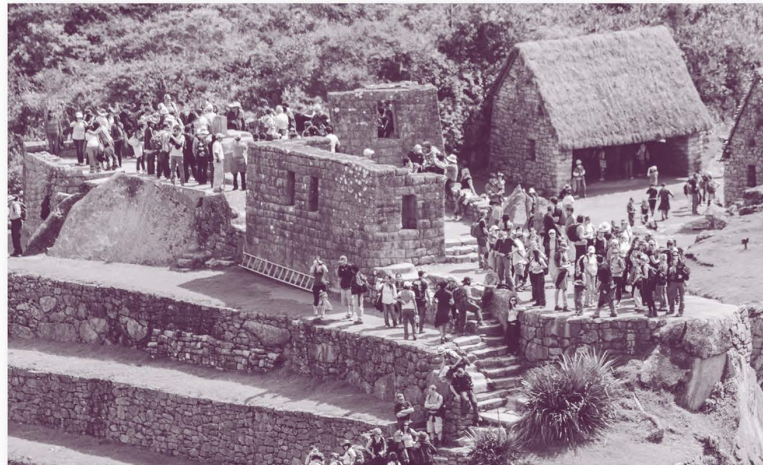


MACHU PICCHU TODAY

Today, Machu Picchu is the most visited tourist destination in Peru. There are more than 150 buildings and 100 flights of stone steps for visitors to explore. There is also a hiking trail that follows a stone road built by the Incas to connect Machu Picchu to the capital city of Cuzco.

Machu Picchu was declared a UNESCO World Heritage Site in 1983. In 2007, it was voted one of the New Seven Wonders of the World in a worldwide internet poll.

Machu Picchu has become a popular tourist destination.



Adapted from "Inca Empire, Machu Picchu" article from Ducksters.
Copyright © 2022 Ducksters, a product of TSI (Technological Solutions, Inc.). All rights reserved.

Photos © iStockphoto.com/ OGphoto and © iStockphoto.com/ AlexandreFagundes

ASSESSMENTS

Class Assessment Record 16	219
Conference Record 7	230
Individual Writing Assessment	232

Class Assessment Record 16 ■ Expository Nonfiction ■ Week 1

Ask yourself:	All or most students	About half of the students	Only a few students
Day 3			
▪ Are the students able to write something they learned from the reading or something the reading made them curious about?			
▪ Are they able to generate lists of places they are curious about?			
▪ Are they able to generate and write questions about the places on their lists?			
Other observations:			
Day 5			
▪ Are the students able to write compound sentences with the appropriate coordinating conjunctions?			
▪ Do they use commas and end punctuation correctly?			
▪ Do they capitalize the first word in the sentence and names?			
▪ Do they attempt to spell unfamiliar words and refer to dictionaries when needed?			
Other observations:			

(continues)

Considerations

DAY 3

- If you notice many students having difficulty starting to write, call for the class's attention and have partners talk to each other about what they might write. Invite a few volunteers to share their ideas with the class; then have the students resume writing quietly.

DAY 5

- Support students who struggle by working closely with them to guide their writing. Make a note of any students who struggle and plan to focus part of your next writing conference on helping each of them apply this convention in their writing. Alternatively, consider reteaching this lesson to a small group of students using the additional sentences provided in the Teacher Note at the end of the lesson.

Conference Record 7 ■ Expository Nonfiction

Student's name: _____ Date: _____

Ask partners to tell you about the place they are researching and what they are learning about that place. Focus your conversations on what partners are curious about, what they are learning, and how they are capturing that information in their notes. Support the students by asking them questions such as:

- Q What place are you researching? How did you decide on that place?*

- Q What sources are you using for your research? What made you choose those sources?*

- Q What have you found out about the place so far? Read me some of your notes.*

- Q What else do you want to know? What sources do you think might have information about that?*

- Q (Beginning Week 4, Day 3) What subtopics did you decide to write about in your report? How did you choose those subtopics?*

- Q (Beginning Week 4, Day 3) How do you plan to organize information in your subtopic sections? Why do you think that order makes sense?*

Wrap up the conference by asking partners to tell you what they will work on next.

Other observations:

Next steps:

Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at their own pace into a strong, capable writer; therefore, this assessment is designed to compare a student's work to their earlier writing, rather than to the writing of other students.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Writing Assessment Record 4” from the Learning Portal or copy it from pages 233–236. Alternatively, you might record summative assessment data using the ClassView Pro assessment app.
- ✓ Collect the students' writing notebooks, their *Student Writing Handbooks*, any other nonpublished writing, and their published pieces from the unit.
- ✓ Review Parts A and B on “Individual Writing Assessment Record 4” to help you prepare for scoring the students' work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook, their sentence writing in the *Student Writing Handbook*, and other nonpublished writing from the unit and determine whether *almost all* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.

Part B: Read the student's published piece carefully and determine whether the writing meets expectations, partially meets expectations, or does not meet expectations for each descriptor of successful writing. Circle 3, 2, or 1 to indicate your assessment for each descriptor.

2. Determine the Overall Writing score by calculating the average of the Part A and Part B scores.
3. Review “Conference Record 7” and “Conference Record 8” for the student during this unit. Think about the Reflection questions on “Individual Writing Assessment Record 4” and write your responses in the space provided below each question.

Individual Writing Assessment Record 4 ■ Expository Nonfiction

Student's name: _____ Date: _____

Part A: Nonpublished Writing

Expository Nonfiction		Almost all of the writing demonstrates instruction	Some of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	Quick-Writes: <ul style="list-style-type: none"> Questions about places List: <ul style="list-style-type: none"> Places we are curious about Notebook writing: 4 days	3	2	1
	Student Writing Handbook pages: <ul style="list-style-type: none"> "Writing Compound Sentences 2" 			
Week 2	Quick-Writes: <ul style="list-style-type: none"> What I want to know about a place Notebook writing: 4 days	3	2	1
	Student Writing Handbook pages: <ul style="list-style-type: none"> "Our List of Places" "Writing Complex Sentences 2" 			
Week 3	Research: <ul style="list-style-type: none"> Take notes 	3	2	1
	Student Writing Handbook pages: <ul style="list-style-type: none"> "Combining Sentences" 			
Week 4	Planning and Research: <ul style="list-style-type: none"> Organize notes Take notes 	3	2	1
	Student Writing Handbook pages: <ul style="list-style-type: none"> "Using Correlative Conjunctions" 			
(Optional) Extension Activities	Extension activities: <ul style="list-style-type: none"> "Explore Subject-Verb Agreement" (Week 1, Day 4) "Practice Writing Compound Sentences" (Week 2, Day 2) "Write Opinions About Nonfiction Texts" (Week 2, Day 3) "Explore Paraphrasing" (Week 3, Day 2) "Practice Writing Complex Sentences" (Week 3, Day 3) "Practice Using Prepositional Phrases to Tell About Location" (Week 5, Day 1) "Practice Using Correlative Conjunctions" (Week 5, Day 2) "Practice Choosing Definitions for Words with Multiple Meanings" (Week 7, Day 1) "Write a Letter About Informational Reports" (Week 7, Day 5) 	3	2	1
Subtotals				

Nonpublished Writing score (sum of subtotals/number of items scored): _____

(continues)

Individual Writing Assessment Record 4 ■ Expository Nonfiction *(continued)*

Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in their final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

3 = Meets expectations for target (demonstrates understanding and can perform the target with no or minimal assistance)

2 = Partially meets expectations for target (demonstrates partial understanding or can perform portions of the target with assistance)

1 = Does not meet expectations for target (does not demonstrate understanding or cannot perform functions of the target, even with assistance)

Descriptors of Successful Writing	Meets expectations	Partially meets expectations	Does not meet expectations
It is clear what this piece is about. ■ The piece is an informational report about a place.	3	2	1
Writing fully communicates ideas and shows sustained thought. ■ Information about the topic is fully explained. ■ Subtopics and their importance are evident to readers.	3	2	1
Writing shows elements of the expository nonfiction genre. ■ Focus is on a topic the student has researched. ■ Related information is grouped together in subtopic sections. ■ Facts, examples, details, and other information related to the topic are included. ■ The facts are accurate and written in the student's own words. ■ Images and glossaries are included to support comprehension. ■ Sources are documented.	3	2	1

(continues)

Individual Writing Assessment Record 4 ■ Expository Nonfiction *(continued)*

Descriptors of Successful Writing	Meets expectations	Partially meets expectations	Does not meet expectations
One idea connects logically to the next. <ul style="list-style-type: none"> Sequence of subtopics is logical. The order of information within each subtopic section makes sense. Transitional words and phrases connect ideas. Writing is organized into paragraphs. 	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> A strong introduction engages readers. An effective conclusion brings the report to a close and encourages readers to keep thinking about the topic. 	3	2	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> Writing is precise and includes names, numbers, dates, and specific vocabulary. 	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> Every sentence is clear in meaning. 	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> Writing uses complete sentences. Sentences are capitalized and have the appropriate end marks. Writing has correct capitalization of proper nouns and the pronoun <i>I</i>. 	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> Words are spelled and used correctly. 	3	2	1
Subtotals			

Published Writing score (sum of subtotals/number of items scored): _____

Totals:

Part A: Nonpublished Writing score: _____

Part B: Published Writing score: _____

Overall Writing score: _____ (Part A score + Part B score)/2

(continues)

Individual Writing Assessment Record 4 ■ Expository Nonfiction *(continued)*

Reflection:

- What did you work on with this student during individual writing conferences?

- What might you focus on during the next unit's instruction?