All units in *SRA Open Court Reading* are organized around a central theme. Some units allow students to expand their perspectives on universal themes, such as Teamwork and Story Time, by relating what they read to their own experiences. Other units, such as Earth in Action and Citizenship, involve students in the research process, giving them the tools they need to discover and learn on their own and as part of a collaborative group. Each selection in a unit adds more information or a different perspective to students’ growing knowledge of the unit theme or concept.

Each unit also has an Inquiry to investigate. Inquiry is a time within the lesson that allows students to research a topic that interests them and that is related to the theme. Inquiry begins in Lesson 1 and develops across each unit. At the end of each unit, students will present the results of their investigations through a variety of formats.

**Inquiry is designed to help students**

- deepen their comprehension by enabling them to apply the skills they are learning to texts and activities of their own choosing.
- synthesize and organize what they are learning in order to present their findings to their classmates.
- determine suitable avenues of Inquiry and methods of presentation.
- become more independent and responsible about their time and efforts.
- work efficiently in collaborative groups.

**Lesson Format**

All lessons are divided into three parts:

- **Part 1: Foundational Skills** focuses on phonics and decoding as well as word analysis.
- **Part 2: Reading and Responding** addresses comprehension, vocabulary, fluency, and Inquiry.
- **Part 3: Language Arts** contains the writing process; penmanship; grammar, usage, and mechanics; and spelling.

Instructional and management routines are incorporated into each part of the lesson.

**Assessment**

*SRA Open Court Reading* has a four-step assessment cycle. It starts with a Diagnostic Assessment used for screening at the beginning of the year. Tools to monitor progress and differentiate instruction are built into each lesson. At the end of each lesson is a Lesson Assessment, while a Unit Assessment concludes each unit. A Benchmark Assessment is available to monitor student progress periodically over the course of the school year.
Workshop

Workshop is the time each day set aside for small-group instruction. Workshop develops over time as students internalize classroom routines that promote independence. During Workshop, you will be working with small groups of students while other students are practicing and reviewing skills, developing listening skills, working on fluency, reading a wide range of other materials, writing, or engaging in Inquiry activities.

Workshop areas that focus on different areas of literacy should be set up in your classroom. For example:

**Reading Area**
Provide as many books as possible for your classroom Reading Area. During the course of the year, students will be asked to do much reading on specific subjects. Prepare your classroom ahead of time by bringing in books on the concepts or themes students will be studying. You should encourage students to bring in books that they have enjoyed and want to share with their classmates.

**Listening Area**
Each selection in the *Student Anthologies* is recorded for use in your classroom. As you read each selection, encourage students to listen to the recording during Workshop.

**Fluency Area**
This area can be incorporated into the Reading Area. It should contain items such as leveled reading materials, *Decodable Stories*, computers, and timers. This is an ideal place to keep student fluency folders to chart their progress in fluency.

**Computer Area**
Students can use computers in each of the other areas or you might have a designated Computer Area. Students can practice lesson skills in phonics, vocabulary, comprehension, and spelling by using *SRA Open Court Reading eGames*, or they can use the Internet along with *eInquiry* to help with their Inquiry projects.

**Writing Area**
The Writing Area should contain materials students can use to write and illustrate their work and to facilitate students’ efforts as they work together on unit investigations, including:

- pens, pencils, markers, and crayons
- assorted paper
- old magazines students can cut up
- scissors and staplers
- reference books, such as dictionaries, encyclopedias, and thesauruses
- computers—preferably with Internet access. The *SRA Open Court Reading* Home page (see [http://connected.mcgraw-hill.com/](http://connected.mcgraw-hill.com/)) includes materials specifically related to the unit themes.
- books on themes students are studying

**Game Area**
This area should be filled with games that support the various skill strands found in each lesson. These can be computer games, board games, or a variety of other materials. *SRA Open Court Reading* contains an assortment of manipulatives that support the lessons and that can be stored in this area.
Whole-Group and Small-Group Instruction

Workshop helps teachers combine whole- and small-group instruction based upon the needs of their students to maximize instructional time. Workshop is flexible whole- and small-group instruction. Students work on assigned and self-selected, purposeful activities that reinforce and extend the instruction in *SRA Open Court Reading* while the teacher works with small groups of students who are grouped based upon their instructional needs. The teacher works with small groups on the following activities: preteaching, reteaching, providing intervention, working on fluency, holding writing conferences, doing informal assessment, listening to students read, and extending learning. During this time of small-group instruction, the rest of the students in the class are working independently, in pairs, or collaboratively in small groups.

Teachers often ask “When should we do Workshop?” Some teachers like to start the day with Workshop. Lists that contain activities that students “May Do” and “Must Do” should be set up on the board, or students can continue working on something from the prior day. Some teachers like to have Workshop after each part of the lesson—Part I: Foundational Skills, Part 2—Reading and Responding, and Part 3—Language Arts. This enables the teacher to reteach a concept from a part or preteach for the next part of the lesson. Some teachers do a Workshop block in the morning and another one in the afternoon. Others find that a single Workshop block fits their schedule best. Whatever the case may be, Workshop should be flexible and work well for both you and your students.
Concept/Question Board

One of the primary goals of *SRA Open Court Reading* is to help you and your students form a community of learners. To do this, sharing information is essential. The Concept/Question Board is an integral part of the learning environment. It is a place where students can share their growing knowledge about a unit theme or concept by posting on the Board newspaper clippings, magazine articles, information taken from the Internet, photographs, and other items that might be of interest or helpful to their classmates. As the class progresses through a unit, the Board serves as the place where common interests become evident. As these interests emerge, students can use them as the basis for forming collaborative groups to investigate ideas in greater depth.

In addition, the Board encourages students to ask questions that arise as they read on their own. The questions can be written directly on a sheet of paper attached to the Board, or they can be written on separate slips of paper and pinned to it. Self-sticking notes also can be used. The Concept/Question Board lets students know that questions are not problems but a way of learning. Questions thus become a springboard for further investigation. Collaborative groups can be formed around common questions. The Board should change constantly, reflecting the developing and changing interests of the class.
# Unit 1: Teamwork

## LESSON 1
### Foundational Skills
- **Phonics and Decoding**
  - /ch/ spelled *ch*, /th/ spelled *th*, and /sh/ spelled *sh*, /w/ spelled *wh* and /ar/ spelled *ar*
- Reading a Decodable, Book 2, Stories 10, 11

### Reading and Responding
- **Read the Selection**
- **Comprehension Strategies**
  - Making, Revising, and Confirming Predictions
- **Access Complex Text**
  - Cause and Effect
  - Making Inferences
- **Writer’s Craft**
  - Story Elements: Character and Setting
- **Vocabulary**
- **Fluency**
- **Inquiry**

### Language Arts
- **Writing**
  - Writing an Opinion Piece
- **Spelling**
  - /ch/ spelled *ch*, /th/ spelled *th*, /sh/ spelled *sh*, /w/ spelled *wh* and /ar/ spelled *ar*
- **Penmanship**
  - Small Letters *i* and *l*
- **Grammar, Usage, and Mechanics**
  - Common and Proper Nouns

## LESSON 2
### Foundational Skills
- **Phonics and Decoding**
  - Closed Syllables: /j/ spelled *dge*, /k/ spelled *ck*, /ch/ spelled *tch*
- Reading a Decodable, Book 2, Story 12

### Reading and Responding
- **Read the Selection**
- **Comprehension Strategies**
  - Clarifying
- **Access Complex Text**
  - Compare and Contrast
  - Main Idea and Details
- **Writer’s Craft**
  - Author’s Purpose
  - Language Use
  - Text Features
- **Vocabulary**
- **Fluency**
- **Inquiry**

### Language Arts
- **Writing**
  - Writing an Opinion Piece
- **Spelling**
  - Closed Syllables: /j/ spelled *dge*, /k/ spelled *ck*, /ch/ spelled *tch*
- **Penmanship**
  - Small Letters *t* and *f*
- **Grammar, Usage, and Mechanics**
  - Action Verbs

## LESSON 3
### Foundational Skills
- **Phonics and Decoding**
  - Lessons 1 and 2 Sounds/Spellings and Inflectional Endings -s, -es, and -ed
- Reading a Decodable, Book 2, Story 13

### Reading and Responding
- **Read the Selection**
- **Comprehension Strategies**
  - Asking and Answering Questions
- **Access Complex Text**
  - Cause and Effect
  - Classify and Categorize
- **Writer’s Craft**
  - Genre Knowledge
  - Language Use
- **Vocabulary**
- **Fluency**
- **Inquiry**

### Language Arts
- **Writing**
  - Writing an Opinion Piece
- **Spelling**
  - Inflectional Endings -s, -es, and -ed
- **Penmanship**
  - Small Letters *i* and *l*
- **Grammar, Usage, and Mechanics**
  - Helping and Linking Verbs
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<td><strong>Phonics and Decoding</strong>&lt;br&gt;• /ng/ spelled ng; /nk/ spelled nk; and Inflectional Ending -ing; Schwa; and /al/ spelled el, le, al, il&lt;br&gt;<strong>Reading a Decodable</strong>, Book 2, Stories 14, 15</td>
<td><strong>Phonics and Decoding</strong>&lt;br&gt;• /er/ spelled er, ir, ur, ear; /or/ spelled or, ore&lt;br&gt;<strong>Reading a Decodable</strong>, Book 2, Stories 16, 17</td>
<td><strong>Phonics and Decoding</strong>&lt;br&gt;• Review Unit 1 Lessons 1-5&lt;br&gt;<strong>Reading a Decodable</strong>, Book 2, Story 18</td>
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| **Read the Selection**<br>**Comprehension Strategies**<br>• Summarizing<br>**Access Complex Text**<br>• Compare and Contrast<br>• Sequence<br>**Writer’s Craft**<br>• Language Use<br>• Genre Knowledge<br>• Story Elements: Character | **Read the Selection**<br>**Comprehension Strategies**<br>• Making Connections<br>**Access Complex Text**<br>• Main Idea and Details<br>• Making Inferences<br>**Writer’s Craft**<br>• Language Use<br>• Story Elements: Plot | **Read the Selection**<br>**Comprehension Strategies**<br>• Asking and Answering Questions<br>• Making, Revising, and Confirming Predictions<br>• Summarizing<br>**Access Complex Text**<br>• Cause and Effect<br>• Main Idea and Details<br>**Writer’s Craft**<br>• Story Elements: Character and Plot |

| **Vocabulary**<br>**Fluency**<br>**Inquiry** | **Vocabulary**<br>**Fluency**<br>**Inquiry** | **Vocabulary**<br>**Fluency**<br>**Inquiry** |

| **Writing**<br>• Writing an Opinion Piece<br>**Spelling**<br>• /ng/ spelled ng; /nk/ spelled nk; Inflectional ending -ing; Schwa; and /al/ spelled el, le, al, il<br>**Penmanship**<br>• Small Letters e and o<br>**Grammar, Usage, and Mechanics**<br>• Subjects and Predicates | **Writing**<br>• Writing an Opinion Piece<br>**Spelling**<br>• /er/ spelled er, ir, ur, ear; /or/ spelled or, ore<br>**Penmanship**<br>• Small Letters n and r<br>**Grammar, Usage, and Mechanics**<br>• Capitalization: First Letter of a Sentence | **Writing**<br>• Writing an Opinion Piece<br>**Spelling**<br>• Unit 1 Review<br>**Penmanship**<br>• Small Letters e, a, n and r<br>**Grammar, Usage, and Mechanics**<br>• Unit 1 Review |
UNIT 1  Teamwork

**Foundational Skills**

Phonics and Decoding
- Review Lesson 1 Sounds/Spellings, p. T334

Reading a Decodable Story
- Book 2, Story 18, p. T334

**Resources**
- **Decodable Stories, Book 2, Story 18**
- Routine 9
- **Sound/Spelling Cards, 10, 11, 23, 32-39**

**Reading and Responding**

Build Background, pp. T335-T336
- **Preview the Selection**, pp. T336-T337
- **Read the Selection**, p. T337

Comprehension Strategies
- Asking and Answering Questions, pp. T341, T342
- Making, Revising, and Confirming Predictions, pp. T339, T343
- Summarizing, p. T339
- Fluency, p. T344
- Inquiry, p. T345

**Resources**
- Routines A, II, I2, and I4
- **Student Anthology I, pp. 124-161**

**Language Arts**

Writing
- **Writing an Opinion Piece**, pp. T346-T348

Spelling
- **Unit 1 Review**, p. T349

**Resources**
- **Language Arts Handbook, pp. 22-29, 38**

**Workshop**

- **eGames**
- **EL Photo Library Cards**
- **English Learner Teacher’s Guide**
- **Intervention Support**
- **Intervention Teacher’s Guide**

Differentiated Instruction, pp. T334, T344, T345, T346, T348
- **English Learner**, pp. T335, T337, T339, T341, T342
- Inquiry, p. T345

**Monitor Progress**

- **eGames**
- **Lesson and Unit Assessment I, pp. 63-84**
- **Skills Practice I, pp. 52, 71-76**

Comprehension Rubrics, p. T337
- Inquiry Rubrics, p. T345

- **Comprehension Rubrics, p. T351**
- **Skills Practice I, p. T350**

**DAY 1**

- Phonics and Decoding
  - Review Lesson 1 Sounds/Spellings, p. T334

- Reading a Decodable Story
  - Book 2, Story 18, p. T334

**DAY 2**

- Phonics and Decoding
  - Review Lesson 2 Sounds/Spellings, p. T350

- Read the Selection, p. T351

Comprehension Strategies
- Asking and Answering Questions, p. T353
- Making, Revising, and Confirming Predictions, pp. T353, T355
- Summarizing, p. T356
- **Discuss the Selection**, pp. T357-T358
- **Develop Vocabulary**, pp. T359-T360
- **Fluency**, p. T361

**Resources**
- Routines A, 11, 12, and 14
- **Student Anthology 1, pp. 124-161**

**Writing**
- **Writing an Opinion Piece**, pp. T362-T364

**Penmanship**
- **Small Letters e and o, p. T365**
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<td>• Writing an Opinion Piece, pp. T384-T386</td>
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Phonics and Decoding

Review Lesson 1 Sounds/Spellings

Blending

REVIEW /ch/ spelled ch, /th/ spelled th, /sh/ spelled sh, /w/ spelled wh_, and /ar/ spelled ar using Sound/Spelling Cards 23, 32, 33, 34, and 38. Then review the high-frequency words that were introduced in Lesson 1 (far, much, start, upon, which).

Introduce the high-frequency word live. Display live for students. Say the word (pronounced /liv/), and then have students repeat it several times. Explain the meaning of the word. Then have students read the words and sentences from Lesson 1.

Fluency: Reading a Decodable Story

Book 2, Story 18: Tracks at a Pond

New High-Frequency Word: live

Reviewed High-Frequency Words: by, walk

USE Routine 9, the Reading a Decodable Story Routine, to have students read “Tracks at a Pond.”

Checking Comprehension

HAVE students answer the following questions to check their understanding of the story.

1. What is something that birds and skunks like to eat? *Birds and skunks like to eat turtle eggs.*

Building Fluency

BUILD students’ fluency by having them read “Tracks at a Pond” with a partner. Have the partners reread the story aloud several times. As students partner-read, check their fluency for speed, accuracy, and expression.

Differentiated Instruction

**AL** APPROACHING LEVEL. If students need additional support with this lesson, refer to the Intervention Teacher’s Guide during Workshop to reteach the skills taught in this part of the lesson.
Resources:
- Student Anthology 1, pp. 124-141
- Routines 12 and 14

Objectives: Students will
- read grade-level text with purpose and understanding.
- read grade-level text orally, at an appropriate rate.
- deliver presentations for Inquiry.

Ellie’s Long Walk
The True Story of Two Friends on the Appalachian Trail
by Pam Flowers
illustrated by Bill Farnsworth

Build Background

Background Information

USE Routine 14, the Reading the Selection Routine, to guide students in reading “Ellie’s Long Walk.” Ask if any students know about the Appalachian Trail. Tell them that the Appalachian Trail is a path that is more than 2,000 miles long and that it passes through 14 states. Each year, between two and three million people walk at least part of the Trail.

Teacher Tip

BACKGROUND INFORMATION Display a map of the Appalachian Trail and the states through which it passes to help students visualize and comprehend the trail’s length. A map of the Appalachian Trail can be found on page 161 of Student Anthology 1.

English Learner

ADDITIONAL INSTRUCTION The English Learner Teacher’s Guide provides English learners with support for reading and discussing the selection, developing vocabulary, using comprehension strategies, accessing complex text, and identifying elements of writer’s craft. Some of the lessons should be taught before the core lesson, and others can be used to reteach or review more difficult aspects of the lesson. Preteach, Reteach, and Review icons are provided next to the English Learner Teacher’s Guide lessons.
Genres

TELL students that “Ellie’s Long Walk” is an autobiography. Explain that an autobiography is a story of a real person’s life written by that person. Discuss the elements of autobiography:

- It is written by a person about his or her own life.
- It tells the most important information about a person’s life and how the person talks, feels, and thinks about things.
- It may be the story of a person’s whole life or only part of a person’s life.
- Events are almost always told in chronological order.

Explain that “Ellie’s Long Walk” can also be classified as narrative nonfiction because it blends elements of fiction with elements of nonfiction in order to make the story exciting. Discuss the elements of narrative nonfiction with students.

- Facts about real people, places, or events are included. This information is shaped into a story.
- The real people become characters; the real places become settings; and the real events become the plot.

Concept Vocabulary: Partnership

EXPLAIN to students that this lesson’s concept vocabulary word is partnership. Tell them that partnership is a form of partner and means “the joining together of two or more people or animals.” Have students discuss how the word partnership relates to the theme Teamwork.

Essential Questions

HAVE students read aloud the Essential Questions on Student Anthology 1 page 124. Tell them to think about the Essential Questions as they read “Ellie’s Long Walk.”

- How can animals and people work together as a team?
- In what ways can pets help people?
- In what ways can pets help people?

Preview the Selection LEXILE® 660L

Browse Routine 12

USE Routine 12, the Clues, Problems, and Wonderings Routine, to have students browse the first few pages of the selection. Explain to students that browsing will help them to read the text with purpose and understanding. As students browse, have them search for clues that tell them something about the selection. Also, have them look for problems, such as unfamiliar words, and concepts they wonder about. For example, students might note that the selection features a woman and a dog. Students might notice unfamiliar words, such as Appalachian Trail, and they might wonder why the dog is wearing a backpack.

Set Purposes

REMIND students that they will be reading a story about a real person’s life. Ask them to think about how this selection relates to the unit theme Teamwork.

Teacher Tip

GENRE Tell students that in narrative nonfiction, the author will sometimes guess what a character is thinking or feeling. Because the author of “Ellie’s Long Walk” wrote about herself, she is able to tell readers what she was actually thinking and feeling at different points during her and Ellie’s adventure.
BIG Idea: How can you work better with others?

READ the Big Idea question before the class reads the selection. Tell students to keep this question in mind as they read the story.

Read the Selection

Comprehension Strategies

MODEL the use of the following comprehension strategies as you read the first half of “Ellie’s Long Walk” in small groups:

• Predicting and Confirming Predictions
• Asking and Answering Questions
• Summarizing

Remind students that predicting means thinking about what will happen next in a story. Making predictions helps readers think about the story and focus on what they are reading. Readers make predictions based on clues in the text and their own knowledge. As readers progress in a story, they reconsider predictions they have made and then confirm or revise them. Display sentence frames for predicting as students read to help them apply this strategy.

Have students recall that asking questions helps the reader to continually monitor his or her understanding of the story. Remind students to use the question words who, what, where, when, why, and how to ask meaningful questions as they read the story. They should return to their questions during and after reading to discuss possible answers and revisit the text to check for answers and clues to answers.

Remind students that, from time to time, readers will pause to summarize what they have read and prepare to continue reading. When readers summarize, they put the information in their own words. This not only helps good readers remember what they have read, but also prompts them to evaluate how well they understand the information.

Teacher Tip

HOME CONNECTION Send home a copy of Home Connection (available in either English or Spanish) that goes with this lesson. After reading the weekly selection with students in class, encourage students to discuss the selection with their families and complete the activity provided.

Teacher Tip

ASKING QUESTIONS To gain a deeper understanding of a text, students should ask higher-order thinking questions. Tell students they should avoid asking questions that have a simple, direct answer such as yes or no.

EL English Learner

ADJECTIVES There are several adjectives that appear on p. 116 of the Student Anthology, such as: tiny, front, seven, little, black, white, good, nice, big, round, every, new, fine, etc. During Workshop, ask students questions such as: “What color is Ellie? What kind of manners does Ellie have? Where did Ellie move?” Ensure that students use the appropriate adjective in each response.
Ellie raced to the side of the puppy pen to see who was coming. When she saw Pam, Ellie reached up with her tiny front paws as if to say, “Pick me! Pick ME!”

There were seven little puppies. All needed a home.

Ellie was black with a white blaze on her chest. When Ellie and Pam looked at each other, the puppy sat right down, lowered her head, and pulled her ears back, showing good dog manners.

Pam smiled and scooped Ellie into her arms. “I’ll adopt this one. She behaves and will make a nice friend.”

Ellie moved into a big, round pen next to Pam’s desk so they could be together all day. The puppy wagged her tail as she sniffed every inch of her new home.

“I see you like to explore new places, Ellie,” Pam said. “Me, too! You and I are going to make a fine team.”

When Ellie was about six months old, Pam began making plans to hike the Appalachian Trail. The Trail is more than 2000 miles long, stretching from Maine to Georgia. Pam would have to walk many long hours every day for six months to hike the whole thing. She wanted company but wondered if Ellie was too young for such a difficult journey.

The only way to find out was to start training. For the next two months Pam and Ellie walked three hours every day. Ellie didn’t mind in the least. She loved going for long walks with Pam.

“Maybe you can hike the Trail,” Pam said. But there was still something else young Ellie needed to learn.
Comprehension Strategy

Predicting

1 TEACHER MODEL: I am going to make a prediction here. Pam says that she likes to explore new places, like Ellie does, and that they are going to make a fine team. I predict that Pam and Ellie will have some kind of adventure together or take a trip to a new place.

Summarizing

2 TEACHER MODEL: The text here says that Pam and Ellie were ready to begin their journey. This is a good place to pause and summarize what I have read so far. Pam adopted Ellie, and then Pam started planning to hike the Appalachian Trail. To train for the hike, Pam and Ellie took long walks and practiced carrying more and more weight in their backpacks. When they were able to carry full packs for six miles, Pam decided they were ready for the Trail.

Confirming Predictions

3 TEACHER MODEL: I can confirm that my prediction was correct. Pam and Ellie are going on an adventure together—they are going to hike the Appalachian Trail!
Finally, the big day arrived.

It was August, Ellie was thirteen months old, and Pam had just driven them all the way from Alaska to Maine to start their hike. At the head of the Trail, Ellie barked and bounced up and down. She was as excited as Pam to get started.

“Ready to go for a REEEAALLY long walk?” Pam asked.

Ellie stood with her mouth open and her tongue hanging out in a big doggie smile as if to say.

“You bet!”

Together they entered the thick forest and began their hike south.

The Trail was a narrow path that wound around tall trees and short, stubby bushes. White blazes painted on rocks and trees marked the way. Sometimes the trail climbed straight up to mountaintops where they could see for miles and miles. Other times it cut right through towns where the white blazes were painted on sidewalks.

When the weather was good and the trail flat, Pam and Ellie could walk more than twenty miles a day. But in bad weather or over rough trail they might only make twelve miles a day. Wherever the white blazes led, Pam and Ellie would follow them all the way to Georgia.
On such a long, difficult journey, Pam knew it was important to have a daily routine of hiking, eating, and resting.

But Ellie had her own routine. Every morning as Pam lay sleeping, Ellie snuck up and touched her cold, wet nose to Pam’s nose.

“Oh!” Pam would cry as she jolted awake.

Ellie would smile as if to say, “Gotcha!”

Then Pam would laugh and reply, “Good morning, Sunshine. Ready for a new day?”

Such a happy beginning to their days helped them face many challenges together.

**Comprehension Strategy**

**Asking and Answering Questions**

**TEACHER MODEL:** On page 135, I see that Pam mentions white blazes that are painted on trees, rocks, and sidewalks to mark the Trail. Where did I see the words white blaze before, and why is the author using this term again? I will look back in the text.

Okay, on page 126 it says that Ellie has a white blaze on her chest. I think that the author uses this term to describe both the mark on Ellie’s chest and the mark on the signs so as to make a strong connection between Ellie and the Appalachian Trail. Maybe the author is suggesting that Ellie was meant to walk the Trail because she shares the same marking as the signs.

**Asking Questions**

**TEACHER MODEL:** At the end of page 137 the author says happy beginnings to their days helped Pam and Ellie face many challenges. What kinds of challenges will they face on the hike? I will keep reading to look for answers.

**Teacher Tip**

**GENRE** Remind students that “Ellie’s Long Walk” which is an autobiography. Most autobiographies are written using the words I, me, and my, but in this case the author, Pam Flowers, writes about herself as a character in the story. This is one reason why the selection is also classified as narrative nonfiction.

**EL**

**PRONUNCIATION** During Workshop, note how students pronounce the -ed endings of the following words on pp. 133-137 of *Student Anthology 1*: barked, bounced, dropped, asked, marked, touched, helped (v/1); arrived, entered, climbed (v/d); excited, started, painted, jolted (v/id). For additional support, reference the Contrasting Sounds activity in Unit 1 Lesson 3 of the *English Learner Teacher’s Guide*. 
Comprehension Strategy

Answering Questions

6 TEACHER MODEL: I found an answer to my question about what challenges Pam and Ellie would face. They had to endure a very scary storm, and Pam spent a whole night worried that a tree would fall on Ellie and her.

EL English Learner

PREPOSITIONS The following prepositions appear on page 139 of Student Anthology: in, through, for, in, into, with, of, by, to, after, and around. During Workshop, ask students questions that require the use of the preposition in the response, such as: “Where did Pam and Ellie walk? Where did they climb? What were they startled by? What did Pam do with her arms?”

In October, as Pam and Ellie walked through Vermont, the weather was pleasant for many days in a row. Then, one evening just as they climbed into their tent, a huge storm blew in. Lightning flashed, thunder rolled, and wind shook their tent with every gust.

The storm raged for hours and hours. In the darkest part of the night, Pam and Ellie were startled by a loud crack followed by a terrifying explosion. It was a nearby tree crashing to the ground.

Crack! Another tree fell.
Crack! Crack! Crack!

All night long the wind blew down one tree after another. Pam was terrified. She was afraid one of the trees would smash them flat.

Ellie was scared, too. She crept up next to Pam. Pam wrapped her arm around the young dog and all through that long, terrible night they huddled together, comforting each other.
Comprehension Strategy

Predicting

**TEACHER MODEL:** That storm was definitely a challenge for Pam and Ellie. I am going to predict that they face another scary or difficult situation because the text on page 137 says they faced many challenges together.

**Sentence Frames**

- I predict _______ because _______.
- The clues the author gave are _______, so I _______ my prediction.
- My prediction was confirmed because _______.
- I want to revise my prediction because _______.

**Teacher Tip**

**PREDICTING** Remind students that predictions should be reasonable and based on information in the text and on students’ prior knowledge.
Fluency

Rate

**REMEMBER** students that reading at an appropriate rate, or speed, is part of reading with fluency. Commas and end marks are signals to pause, and they help readers control the pace of their reading. Readers should not pause at the end of a line if there is no punctuation mark.

Read aloud the first paragraph on page 129 from “Ellie’s Long Walk.” Model pausing briefly at commas and slightly longer at periods. Then have student pairs practice reading the same paragraph at an appropriate rate.

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When Ellie was about six months old, Pam began making plans to hike the Appalachian Trail. The Trail is more than 2,000 miles long, stretching from Maine to Georgia. Pam would have to walk many long hours every day for six months to hike the whole thing. She wanted company but wondered if Ellie was too young for such a difficult journey.

The only way to find out was to start training. For the next two months Pam and Ellie walked three hours every day. Ellie didn’t mind in the least. She loved going for long walks with Pam.

“Maybe you can hike the Trail,” Pam said. But there was still something else young Ellie needed to learn.

**Teacher Tip**

**FUENTY** Circulate while student pairs read aloud and provide guidance as needed to help them read at an appropriate rate.

**Differentiated Instruction**

**APPROACHING LEVEL** Pair these students with a beyond-level partner for fluency practice. The beyond-level student can act as a mentor and model how to read at an appropriate rate.
Inquiry

Step 6—Deliver Presentations

Deliver Presentations
As a class for another student group or as large groups taking turns, present the research findings.

After the presentations, have other students summarize and recount key ideas and details from the information presented orally and through other media—this can help students pay attention when acting as listeners. Have listeners ask questions about what speakers said in order to clarify comprehension, gather additional information, and deepen understanding of a topic or issue. Give speakers time to answer such questions.

Review the concept of supporting teammates from the selection “The Final Game,” and discuss how Travis’s negative comments and attitude toward some players made it harder for the team to work together. Connect this to the rules you created related to the inquiry process.

Discuss how the presentation method helped communicate the information to the audience. Was there anything students would have done differently? Model giving positive feedback and constructive suggestions for future presentations. Provide sentence frames, if needed. For example, I liked it when you ________. One thing you might do next time is ________.

Monitor Progress

Differentiated Instruction

Speaking and Listening Rubrics
Use the Speaking and Listening Rubrics in the Level Appendix to assess students’ collaborative conversation, presentation, and/or listening skills.

Approaching Level
For students needing additional support, use the Intervention Teacher’s Guide during Workshop to reteach the comprehension strategies taught in this lesson.
**Writing an Opinion Piece**

**Prewriting**

**Instruct—Making a Plan**

HAVE volunteers share some of their ideas and opinions about money from the previous day’s lesson. Tell students they will need to choose a topic for an opinion piece. Remind them that they will need to support their opinion with three reasons and a further explanation for each reason.

Review linking words and how they can help a reader understand the relationship between an opinion and the reason for having the opinion, as well as how they can guide the reader through an opinion essay. Using a previous model of an opinion piece, identify linking words. **Possible Answers:** _so, Another reason, if . . . then, because, also, In conclusion_

**Differentiated Instruction**

**RETEACH** For students needing additional support, use the *Intervention Teacher’s Guide* during Workshop to reteach the Writing and Spelling skills taught in this lesson.

**Teacher Tip**

**EXTRA PRACTICE** Have students write as many linking words as they can on a piece of paper. Have them exchange their list with a partner. Have them circle words on their partner’s lists that did not appear on their own. Have them write three sentences using three of the linking verbs they circled.
Guided Practice

DISPLAY a blank TREE graphic organizer. Review the sections of the graphic organizer and how they can be used to plan and organize opinion pieces. Model filling in a TREE graphic organizer. The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.

Possible Answer:

- **Topic Sentence:** I think that a child who receives an allowance should divide it evenly between spending, saving, and giving.

- **Reason #1:** A child will learn the importance of saving money. Explanation #1: Many things in life are expensive, and learning how to save money, rather than having to borrow it, is an important lesson.

- **Reason #2:** Understanding how to spend money is important also. Explanation #2: A child will learn how to make good decisions about what is worth buying or not worth buying.

- **Reason #3:** Giving money to others, especially those who need it, benefits everyone. Explanation #3: The feeling that comes with generosity is powerful.

- **Ending:** Money is a tool everyone has to learn to use. Being familiar with the three main ways to use it is important.
Apply

**Distribute** a blank TREE graphic organizer to each student. Have them use the TREE graphic organizer or another similar graphic organizer to begin planning their opinion pieces. Remind them that their plan should include:

- an opening sentence that clearly states the opinion.
- three reasons that support the opinion.
- an explanation for each reason.
- a strong concluding statement.

Refer students to *Language Arts Handbook* pages 22–27 for more information about the prewriting step of the writing process.

**Differentiated Instruction: TREE Diagram**

**AL** **Approaching Level.** If students are having trouble understanding how to complete the TREE graphic organizer, then during Workshop pair them with an on-level or beyond-level student. Have the more proficient student model completing the TREE graphic organizer, explaining each step in the process.

**OL** **On Level.** If students are able to complete the TREE graphic organizer, then during Workshop have them complete a second TREE graphic organizer using the opinion piece they completed in a previous lesson.

**BL** **Beyond Level.** If students are ready for a challenge with the TREE graphic organizer, then during Workshop have them complete a second TREE graphic organizer using the opinion piece they completed in a previous lesson. Have them suggest two ways they could improve that paragraph.

**Writing**

- An opening sentence that clearly states the opinion
- Three reasons that support the opinion
- An explanation for each reason
- A strong concluding statement

Refer students to *Language Arts Handbook* pages 22–27 for more information about the prewriting step of the writing process.
Spelling
Unit 1 Review

Spelling Assessment

USE the following process to review spelling words from Lessons 1–5. Have students take out a clean sheet of paper. Tell them to write the word *Spelling* and their names in the top margin. Have them number the first ten lines 1–10, skip a line, and then number the next five lines 11–15. Read each word and give students time to spell it correctly. Tell them to spell the challenge words, but assure them that misspelling a challenge word will not affect their test scores.

Spelling Words
1. march
2. shed
3. judge
4. track
5. clapped
6. wishes
7. middle
8. shrank
9. chores
10. purple

Challenge Words
11. chicken
12. furniture
13. tornado
14. coral
15. swinging

Diagnose

HAVE students exchange papers with a partner. Display the ePresentation list of Spelling Words and Challenge Words. Have students check their partner’s spelling.

Teacher Tip

REVIEW Have students make drawings of the spelling word or words that they missed. Have them write a sentence using the spelling word underneath the drawing.

Teacher Tip

FOUNDATIONAL SKILLS Have students use this week’s *Sound/Spelling Cards* to review the spelling patterns for their spelling words.