

Part A: Read Two Texts — Chart Answers

Answers will vary based on chosen texts. Look for:

- Both titles and main topics correctly identified
- Key details are SPECIFIC, not vague (not just 'it was interesting')
- Author's purpose: inform, entertain, or persuade — correctly identified

Part B: Compare and Contrast

1. SAME: Accept any accurate similarity between the two texts
2. DIFFERENT: Accept any accurate difference (look for specific details)
3. 'Which taught you more?' — Must include a REASON with text evidence

Part C: Important Points Chart

Students should list 2-3 important points from EACH text

Points should be main ideas, not minor details

Teaching Notes:

- Pair two short nonfiction texts on the same topic (animals, weather, etc.).
- Model how to identify 'important points' vs. 'interesting details.'
- Sentence frames help: 'Both texts are about ____, but Text 1 says ____ while Text 2 says ____.'

D/I/A/P/E Scoring Guide:

D (Developing): <60% correct, needs significant support | A (Approaching): 60-74%, some understanding

P (Proficient): 75-89%, meets standard consistently | E (Exemplary): 90-100%, exceeds with clear reasoning

Tip: For open-ended responses, assess completeness, text evidence use, and clarity.

Part A: Prefix Power!

un- (means NOT):

unhappy = not happy; unkind = not kind

re- (means AGAIN):

reread = read again; retell = tell again

pre- (means BEFORE):

preview = view before; preheat = heat before

Part B: Suffix Stars!

-ful (means FULL OF):

hopeful = full of hope; careful = full of care

-less (means WITHOUT):

fearless = without fear; careless = without care

-er (means ONE WHO):

teacher = one who teaches; reader = one who reads

Part C: Build New Words

Accept any correctly formed prefix/suffix + root combinations

Example: play → replay, playful, player

Example: kind → unkind, kindly, kindness

Part D: Use Affixes in Sentences

Look for: correct use of the prefix/suffix meaning in context

Sentence should demonstrate understanding of how the affix changes meaning

Teaching Notes:

- Create a 'word wall' with prefix/suffix categories.
- Play 'Build-a-Word' — give root words and challenge students to add affixes.

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Part A: The Tortoise and the Hare

1. Characters: the tortoise and the hare
2. Problem: The hare made fun of the tortoise for being slow
3. The hare lost because he took a nap during the race
4. Moral: 'Slow and steady wins the race' — persistence beats overconfidence

Part B: Character Response

Tortoise: challenged the hare, kept going steadily → showed determination
Hare: ran fast, got overconfident, napped → showed carelessness
Key: How characters respond to events reveals their traits

Part C: Compare Two Fables

Accept any two fables with correctly identified morals
Example morals: honesty is best, be kind, don't be greedy
Comparison should note: same genre, animal characters, teaches a lesson

Part D: Write Your Own Fable

Check for: animal characters, a problem, a clear moral/lesson
Story should have beginning, middle, and end

Teaching Notes:

- Read aloud multiple Aesop's fables to build genre familiarity.
- Help students distinguish moral/lesson from plot summary.

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Part A: Read Aloud with Expression

Self-assessment — no single correct answer. Look for:

- **Excited sentence:** voice rises, emphasis on 'BELIEVE'
- **Soft/Sad sentence:** quiet voice, slower pace
- **Warning sentence:** loud, urgent tone
- **Storytelling sentence:** calm, engaging narrative tone

Part B: Formal vs. Informal

'Hey, what's up?' →

INFORMAL (casual greeting with friends)

'Good morning, Mrs. Smith' →

FORMAL (polite, uses title)

'Can I have some water?' →

INFORMAL (casual request)

'May I please have a glass of water?' →

FORMAL (polite, proper)

'That movie was awesome!' →

INFORMAL (slang)

Part C: When to Use Each

FORMAL: talking to teacher, writing a letter, presenting to class

INFORMAL: talking to friends, texting family, playground conversation

Part D: Rewrite Formally

Accept any appropriate formal revision that maintains meaning

Example: 'Yo, gimme that' → 'May I please have that?'

Teaching Notes:

- Practice fluency daily with partner reading.
- Role-play scenarios requiring formal vs. informal speech.

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Part A: Arctic Passage Answers

1. Main topic: The Arctic and how animals survive in extreme cold
2. Key details: temperatures below -40°; polar bears have thick fur + blubber; arctic foxes change color with seasons
3. 'Blubber' means: a layer of fat that keeps animals warm
4. Why foxes change color: camouflage — white in winter, brown in summer
5. Which animal would find this COLDEST? Accept reasoned answer

Part B: Tricky Spelling Patterns

because — b-e-c-a-u-s-e (not 'becuz')
friend — f-r-i-e-n-d (not 'freind' — i before e exception)
enough — e-n-o-u-g-h (silent 'gh')
people — p-e-o-p-l-e (not 'peple')
thought — t-h-o-u-g-h-t (silent 'gh')
beautiful — b-e-a-u-t-i-f-u-l

Teaching Notes:

- Model annotation strategies: underline key facts, circle unknown words.
- For spelling, use 'Look, Say, Cover, Write, Check' method.
- Connect Arctic reading to science standards on habitats.

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Part A: Question Starters

Before Reading: 'What do I already know?' 'What will I learn?'

During Reading: 'What does this word mean?' 'Why did that happen?'

After Reading: 'What was the main idea?' 'What did I learn?'

Part B: Student-Generated Questions

Accept any thoughtful questions. Quality indicators:

- Questions go **BEYOND** yes/no (not just 'Did the bear eat fish?')
- Questions show curiosity and engagement with the text
- 'Why' and 'How' questions show deeper thinking

Part C: Find the Answer in the Text

Students should cite specific sentences or paragraphs

Use sentence frame: 'I found the answer on page ____, where it says ____'

Part D: Self-Monitoring

Check that students can identify WHEN they got confused

Fix-up strategies: reread, look at pictures, ask for help, use context clues

Teaching Notes:

- Post question starters on a classroom/study wall for reference.
- Use 'think-alouds' to model questioning while reading.
- Celebrate good questions — even unanswered ones show strong thinking!

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Part A: Editing Checklist Guidance

All checklist items should be checked off before 'publishing'

Key items: capitals, end punctuation, spelling, sentence sense, paragraphs

Part B: Common Errors to Fix

'the dog runned to the park'

'The dog ran to the park.' (irregular past tense + capital)

'Me and her went to school'

'She and I went to school.' (pronoun order + case)

'i dont like spinich'

'I don't like spinach.' (capital I, apostrophe, spelling)

Part C: Revision vs. Editing

REVISION: changing IDEAS (adding details, reorganizing, improving word choice)

EDITING: fixing MECHANICS (spelling, punctuation, grammar)

Students should revise FIRST, then edit

Part D: Publishing

Accept typed or neatly handwritten final copies

Should include: title, author name, illustrations (optional)

Teaching Notes:

- Use colored pencils: one color for revision, another for editing.
- Peer editing builds both editing skills AND collaborative learning.

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Part A: Vocabulary Review

1. prefix → b) A word part added BEFORE a root word
2. suffix → d) A word part added AFTER a root word
3. fable → a) A story that teaches a lesson, often with animal characters
4. moral → e) The lesson of a story
5. fluency → c) Reading smoothly with expression
6. formal → f) Polite, proper language used in school/work settings

Part B: Self-Assessment Guidance

- Compare two texts on same topic → Check Page 1 chart completeness
- Use prefixes/suffixes to determine meaning → Check Page 2 accuracy
- Identify moral of a fable → Check Page 3 answers
- Read fluently with expression → Listen to student read aloud
- Distinguish formal/informal English → Check Page 4 answers
- Ask and answer questions about text → Check Page 6 quality

Mastery Indicators:

- D: Struggles to identify main ideas; cannot use affixes; reads word-by-word
A: Identifies some key points; recognizes common prefixes; reads with some expression
P: Compares texts effectively; uses affixes to decode words; reads fluently
E: Makes insightful comparisons; creates words with affixes; reads with full expression

Next Steps:

- Weeks 21-24 continue with nonfiction evidence, point of view, and opinion writing.
- Students who scored D/A on affixes need daily word-building practice.
- Continue daily fluency practice with partner or recorded reading.