

RISING GRADE 8

Literacy Teacher Guides

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RedThread™
A **Lavinia**
Literacy Program

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UNIT OVERVIEW

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Preparing To Teach

Instructional Displays and Anchor Charts

- "Genre Frames" anchor chart
- "Six Syllable Types" anchor chart
- "Syllable Division" anchor chart
- "Rising Grade 8 Roots and Affixes" anchor chart

GENRE FRAMES	
Genre	**Frames**
Nonfiction	• What is the topic? • What is the text teaching me about the topic? • What is the author's perspective on the topic?
Fiction	• Who are the characters, and what have we learned about them? • What is the conflict? • What is the resolution? • What is the theme?
Poetry	• What is the literal meaning? • What is the deeper meaning?

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SIX SYLLABLE TYPES		
Syllable Type	**Definition**	**Examples**
closed	• The vowel is closed in on the end by one or more consonants. • The vowel makes its short vowel sound.	it, at, cat, latch, crunch
vowel-consonant-e	• The syllable has the pattern vowel-consonant-e. • The syllable ends with a silent "e." • The vowel makes its long vowel sound.	Pete, mole, rule, tale, shine
vowel team	• The syllable includes a vowel team. • A vowel team can be made up of two, three, or four letters that come together to make one vowel sound. • Vowel teams can sometimes include consonants.	sheet, bowl, coal, pool, rail
r-controlled	• The syllable includes an r-controlled vowel sound (e.g., /er/, /ir/, /ur/, /ar/, /or/, /ēr/). • An r-controlled vowel sound results when an "r" directly follows a vowel sound in the syllable.	bird, card, burn, torn, hear
open	• The syllable ends with a single vowel that is not closed in by a consonant. • The vowel makes its long vowel sound.	no, go, he, she, we
consonant-le	• The syllable ends with -le and comes only at the end of words. • The syllable makes the /l/ sound. • The syllable ends with a silent "e."	puzzle, table, eagle, pickle

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SYLLABLE DIVISION		
Vowel Division	**Rule**	**Example**
One consonant between two vowels	Divide the syllables between the consonant and the second vowel to close in the syllable and make a short vowel sound.	cab|in
	Divide the syllables between the first vowel and the middle consonant to make the first syllable an open syllable.	stu|dent
	Keep glued sounds together.	plan|et
Two consonants between two vowels	Divide the syllables between the two consonants, unless there is a blend or sound that needs to stay together.	bas|ket
	Keep consonant digraphs, common consonant blends, glued sounds, and r-controlled vowels together.	gath|er
	If the two consonants are double consonants, divide the syllables between the double consonants.	rab|bit
	If the word is a compound word, divide the syllables between the two words.	sun|set
Three consonants between two vowels	Usually divide the syllables between the first and second consonant, unless there is a blend or sound that needs to stay together.	mon|ster
	Keep consonant digraphs, common consonant blends, glued sounds, and r-controlled vowels together.	pump|kin
	If a common consonant blend can be made in both syllables, the blend often goes with the second syllable.	hun|dred
	If the word is a compound word, divide the syllables between the two words.	back|pack

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SYLLABLE DIVISION		
Vowel Division	**Rule**	**Example**
Four consonants between two vowels	Usually divide the syllables between the first and second consonant, unless there is a blend that needs to stay together.	in|struct
	Split the syllables down the middle, with two consonants going with the first syllable and two going with the second syllable, when there are two separate blends.	dump|ster
	If the word is a compound word, divide the syllables between the two words.	hand|stand
Consonant-le	Divide the syllables before the consonant that appears before the "le."	ta|ble
	If the two consonants are double consonants, divide the syllables between the double consonants.	shut|tle
Prefixes and suffixes	Divide the syllables after the prefix.	re|write
	Usually divide the syllables before a suffix.	joy|ful
Two vowels next to each other	Usually keep vowel teams together.	ex|plain
	If not a common vowel team, divide the syllables between the two vowels.	li|on

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RISING GRADE 8 ROOTS AND AFFIXES

Root	Prefix	Suffix
• aud (hear; listen to) • bene (good) • cred (believe) • cognit (to know) • dict (speak) • fort (strength) • ject (throw) • jud (judge) • liber (book) • magna (great) • mal (bad) • mot (move) • port (to carry) • pseudo (false) • rupt (to break) • sect, sec (to cut) • spect (to look) • voc (voice; to call)	• *ab-* (away from) • *anti-* (against) • *de-* (opposite of) • *dis-* (not; opposite of) • *en-* (cause to) • *fore-* (front; in front of) • *im-* (not; in) • *in-* (not; the opposite of; in, into) • *ir-* (not) • *mis-* (wrongly) • *non-* (not; the opposite of) • *pre-* (before) • *re-* (to do again) • *un-* (not; opposite of)	• *-able*, *-ible* (is; can be) • *-al* (of or relating to) • *-ed* (past tense of regular verbs) • *-er* (more) • *-est* (the most) • *-ful* (full of) • *-ing* (verb form; present participle of an action) • *-ion*, *-tion*, *-ation* (act; process; state; condition) • *-itude* (state of) • *-ity*, *-ty* (state of) • *-ize* (to cause to become) • *-ly* (like; characteristic of) • *-ness* (state of; condition) • *-ous*, *-eous*, *-ious* (having qualities of) • *-s*, *-es* (plural form of nouns and present tense of verbs)

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Getting To Know Your Texts

TITLE	AUTHOR	GENRE	LEXILE
"The Taino Arawak" from Cultures of the World: Dominican Republic	Erin Foley	Nonfiction	1340L
"Era of Trujillo" from Cultures of the World: Dominican Republic	Erin Foley	Nonfiction	1190L
"An Obstacle"	Charlotte Perkins Gilman	Poetry	N/A
"To a Daughter Leaving Home"	Linda Pastan	Poetry	N/A
"Excerpt #1 from 'The Inside Name'"	Randi Sonenshine	Fiction	840L
"Excerpt #2 from 'The Inside Name'"	Randi Sonenshine	Fiction	800L
"The Demonized, Celebrated National Hero" from Joan of Arc	Kristin Thiel	Nonfiction	1120L
"They Fought, Too"	Wendy King and Elizabeth Howard	Nonfiction	950L

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Unit at a Glance

LESSON	TYPE	TEACHING POINT
	Week 1	
Lessons 1–4 Text: "The Taino Arawak" from Cultures of the World: Dominican Republic (Nonfiction) **Lesson *5* Text:** "Era of Trujillo" from Cultures of the World: Dominican Republic (Nonfiction)		
1	**Phonics and Morphology**	Readers divide multisyllabic words into syllables and use what they know about syllable types to read unknown words. Readers use what they know about affixes to read and understand unknown words.
2	**Fluency**	Readers read groups of words accurately and smoothly in meaningful phrases, like a storyteller, presenter, or poet.
3	**Main Idea**	Nonfiction readers identify the topic of a text before they read. As they read, they ask themselves, "What are the most important ideas about this topic?"
4	**Craft and Structure**	Nonfiction readers identify how an author chooses to structure their text. They ask themselves, "How did the author choose to structure this text overall? How does each paragraph or section contribute to the structure?"
5	**Independent Text**	Readers use everything they know about decoding words and comprehending texts to help them independently make meaning of a text.

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LESSON	TYPE	TEACHING POINT
Week 2		
Lessons 6–9 Text: "An Obstacle" (Poetry) **Lesson 10 Text:** "To a Daughter Leaving Home" (Poetry)		
6	**Phonics and Morphology**	Readers use what they know about syllable types to read unknown multisyllabic words.
7	**Fluency**	Readers notice punctuation and line breaks to read groups of words smoothly and fluently in meaningful phrases like a storyteller, presenter, or poet.
8	**Main Idea**	To understand the central idea of a poem, readers first identify what the poet describes literally. Then, they consider how these descriptions suggest a deeper meaning.
9	**Craft and Structure**	Poetry readers recognize and analyze figurative language in poems. They ask themselves, "What figurative language do I notice? How does the author use it to help develop their meaning?"
10	**Independent Text**	Readers use everything they know about decoding words and comprehending texts to help them independently make meaning of a text.
Week 3		
Lessons 11–14 Text: "Excerpt #1 from 'The Inside Name'" (Fiction) **Lesson 15 Text:** "Excerpt #2 from 'The Inside Name'" (Fiction)		
11	**Phonics and Morphology**	Readers use what they know about roots and affixes to read and understand unknown words.
12	**Fluency**	Readers change their tone of voice as they read dialogue and internal monologue to represent the characters' thoughts, feelings, and actions.
13	**Main Idea**	Fiction readers identify the story's conflict and resolution to more deeply understand the themes. They ask themselves, "Based on the conflict and how it resolves, what theme(s) does the author develop?"
14	**Craft and Structure**	Fiction readers analyze how the narrative point of view contributes to their understanding of the story.
15	**Independent Text**	Readers use everything they know about decoding words and comprehending texts to help them independently make meaning of a text.

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LESSON	TYPE	TEACHING POINT
Week 4		
Lessons 16–19 Text: "The Demonized, Celebrated National Hero" from Joan of Arc (Nonfiction) **Lesson 20 Text:** "They Fought, Too" (Nonfiction)		
16	**Phonics and Morphology**	Readers recognize schwas in multisyllabic words and use what they know about the schwa sound to read unknown words.
17	**Fluency**	Readers adjust their expression to reflect the author's tone.
18	**Main Idea**	Nonfiction readers analyze an author's choice of words in order to identify their perspective.
19	**Craft and Structure**	Nonfiction readers analyze how an author's structural choices help develop their ideas. They ask themselves, "How did the author choose to structure this text overall? How does each paragraph or section contribute to the structure?"
20	**Independent Text**	Readers use everything they know about decoding words and comprehending texts to help them independently make meaning of a text.

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DAILY LESSON PLANS

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Lesson 1

LESSON OVERVIEW

TEACHING POINTS:

- Readers divide multisyllabic words into syllables and use what they know about syllable types to read unknown words.
- Readers use what they know about affixes to read and understand unknown words.

KEY VOCABULARY:

- base word
- closed syllable
- prefix
- root
- suffix
- vowel-consonant-e syllable

MATERIALS:

- "The Taino Arawak"
- "Six Syllable Types" anchor chart
- "Syllable Division" anchor chart
- "Rising Grade 8 Roots and Affixes" anchor chart

UNIT PORTFOLIO:

- **Folio 1:** "Lessons 1–4: Text"
- **Folio 3:** "Lesson 1: Phonics and Morphology"

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Lesson 1

SUGGESTED AGENDA

45 min.	**Lesson 1: Phonics and Morphology**
5 min.	**Launch #1**
10 min.	**Syllable Routine**
5 min.	**Launch #2**
10 min.	**Morphology Routine**
10 min.	**Read**
5 min.	**Debrief**

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Notes for Lesson Differentiation

TO SUPPORT:	Read: Rather than asking students to read paragraphs 1–5 independently, continue conducting a shared read of this section. Pause to ask students to use what they have learned about syllables or word parts to break down words such as "culturally," "fertility," "included," and "landscape."
TO ADVANCE:	Read: As students read independently, have them identify and circle all words with the vowel-consonant-e syllable type. Then, have them identify which words follow the vowel-consonant-e rules taught in this lesson and which are exceptions to the rule.

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Lesson 1: Phonics and Morphology

Main Idea

Title: "The Taino Arawak" from Cultures of the World: Dominican Republic

Over the next four lessons, students will uncover the following ideas:

- This article describes how the Taino Arawak people of the Dominican Republic developed a rich and innovative culture before contact with Europeans. This culture was characterized by advanced agricultural practices, religious traditions, and complex social structures.
- They cultivated diverse crops such as corn, cassava, and peanuts and planted fruit, tobacco, and cotton around their homes. Their religious beliefs included worshiping zemis, or deities, and honoring ancestors. Living in organized villages governed by chiefs, they traveled trade routes in large canoes and built interconnected communities.
- Despite the challenges posed by European colonization, the achievements of the Taino Arawak reflect their resourcefulness, cultural complexity, and deep connection to the land.

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Launch #1

Teaching Point: Readers divide multisyllabic words into syllables and use what they know about syllable types to read unknown words.

> *Words are made up of different parts, including many sounds and syllable types. This unit will review sounds and syllables that help us read and write words. A syllable is a part of a word with one vowel sound that we say together when we speak. There are six types of syllables within the English language:* ***closed syllables, vowel-consonant-e syllables****, vowel team syllables, r-controlled syllables, open syllables, and consonant-le syllables.* ***Readers divide multisyllabic words into syllables and use what they know about syllable types to read unknown words.***

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Display the "Six Syllable Types" anchor chart. Tell students that today the class will review the **closed syllable** and **vowel-consonant-e syllable** types. Remind them to refer to the "Six Syllable Types" anchor chart throughout the unit to support them as they read and write.

SIX SYLLABLE TYPES		
Syllable Type	**Definition**	**Examples**
closed	• The vowel is closed in on the end by one or more consonants. • The vowel makes its short vowel sound.	it, at, cat, latch, crunch
vowel-consonant-e	• The syllable has the pattern vowel-consonant-e. • The syllable ends with a silent "e." • The vowel makes its long vowel sound.	Pete, mole, rule, tale, shine

Vocab

*In a **closed syllable**, a vowel is closed in at the end by one or more consonants. The vowel makes its short vowel sound. Short vowel sounds are one type of sound a vowel can make: "a" - "apple" - /ă/, "e" - "edge" - /ĕ/, "i" - "itch" - /ĭ/, "o" - "otter" - /ŏ/, "u" - "up" - /ŭ/. For example, the words "cap," "bit," and "not" all have a single **closed syllable** because the vowel is closed in by a consonant, causing the vowel to make its short vowel sound.*

*Another syllable type is a **vowel-consonant-e syllable**. It has a specific letter pattern: a vowel, a consonant, and a silent "e" at the end. The vowel in a **vowel-consonant-e syllable** makes its long vowel sound. A long vowel sound is when a vowel says its name: "a" - "cake" - /ā/, "e" - "gene" - /ē/, "i" - "bike" - /ī/, "o" - "bone" - /ō/, "u" - "mute" - /ū/, and "u" - "tube" - /ü/. For example, the words "cape," "bite," and "note" all have a single **vowel-consonant-e syllable** because the syllable ends with a silent "e" after the consonant, which causes the vowel to make its long vowel sound.*

Recognizing syllables helps us read longer words by breaking them into chunks. Words can be made up of one or more syllables. A word with more than one, or multiple, syllables is called a multisyllabic word. Multisyllabic words can be made up of the same or different syllable types. If a word is multisyllabic, it has more than one vowel type. Noticing the number of vowel types in a word can help us determine its number of syllables.

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Display and briefly review the "Syllable Division" anchor chart.

Display the word "membrane" on the board. As you think aloud, mark the word by scooping the vowel types and dividing the syllables.

Think Aloud: *Let's break down this word by determining how many syllables it has and what types of syllables they are.*

First, we'll identify how many vowel types we see. This will help us determine how many syllables are in the word. At the beginning of the word, I see the vowel "e" closed in by the consonant "m." Then, I see the vowels "a" and "e" with the consonant "n" in between. In total, I see two vowel types, "e" and "a_e," which tells me this word has two syllables.

Now, let's think about how to divide the word into two syllables using what we know about syllable division. This word has three consonants, "m," "b," and "r," between two vowels, "e" and "a." We can split the syllables between the "m" and the "b" to keep the consonant blend "br" together.

Now, let's identify each syllable type. The first syllable, "m - e - m," is a ***closed syllable*** *because the vowel "e" is closed in by the consonant "m," causing the "e" to make its short vowel /ĕ/ sound, as in "edge." The second syllable, "b - r - a - n - e," is a* ***vowel-consonant-e syllable*** *because the vowel "a" is followed by the consonant "n" and a silent "e," causing the "a" to make its long vowel /ā/ sound, as in "cake": /mĕm/ - /brān/.*



Direct students to chorally read the word "membrane" aloud.

Display the word "disgrace" on the board. As students share key ideas, mark the word by scooping the vowel types and dividing the syllables.

Ask:
What vowel types do you see in this word? How many syllables does it have?

Key Ideas:

- There are two vowel types in the word: "i" and "a_e."
- There are two syllables in the word.

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Ask:
Where do we divide the syllables? How do you know?

Key Ideas:

- There are three consonants, "s," "g," and "r," between two vowels, "i" and "a."
- We should split the syllables between the "s" and the "g" to keep the consonant blend "gr" together.

Ask:
What syllable types are in this word? How do you know? How should we read the word?

Key Ideas:

- "d - i - s" is a **closed syllable** because the vowel "i" is closed in by the consonant "s." Therefore, the vowel makes its short vowel /ĭ/ sound, as in "itch": /dĭs/.
- "g - r - a - c - e" is a **vowel-consonant-e** syllable because the vowel "a" is followed by the consonant "c" and a silent "e." Therefore, the vowel makes its long vowel /ā/ sound, as in "cake." The "c" makes the soft "c" sound /s/, as in "mice," rather than the hard "c" sound /k/, as in "cat," because the following letter is an "e," "i," or "y": /grās/.
- The word is /dĭs/ - /grās/, "disgrace."



Direct students to chorally read the word "disgrace" aloud.

When we read unknown words, we can analyze them by identifying the syllables and using what we know about them to understand what sounds the vowels make. Throughout this unit, we will use the Syllable Routine to practice splitting words into syllables to read. We will first look for and then scoop the vowel types to determine the number of syllables. Then, we will determine the syllable types and split each syllable. Finally, we will use what we know about syllables and sounds to read each syllable and combine them to read the word. As we read, we will continue to ***divide multisyllabic words into syllables and use what we know about syllable types to read unknown words.***

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Syllable Routine



For each of the following words and for one word incorporating teacher-identified challenge spots:

1. Display the word silently.
2. Have students work independently to scoop the vowel types, split the syllables, and use what they know about syllable types to read the whole word. Prompt students to reference the "Syllable Division" anchor chart as needed.
3. Facilitate a discussion of students' independent work using the prompts in the following chart. As students share their ideas, mark the word accordingly.
4. Use the word in a sentence, and explain its definition as needed.

SEGMENT TO READ		
How do we scoop the vowels? How do we split the syllables?	**What are the syllable types and vowel sounds? What is the whole word?**	**Sentence and Definition**
dec|ade *This word is in paragraph 1.* Key Points: • There are two vowel types, "e" and "a_e," so there are two syllables. • Split the syllables between the consonant "c" and the vowel "a."	• Syllable 1: closed ◦ The "e" makes the short vowel /ĕ/ sound, as in "edge." • Syllable 2: vowel-consonant-e ◦ The "a" makes the long vowel /ā/ sound, as in "cake," and the "e" is silent.	• Sentence: Now that she is 15, she realizes she has been playing soccer for a decade, starting when she was 5. • Definition: A period of 10 years.

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SEGMENT TO READ		
How do we scoop the vowels? How do we split the syllables?	**What are the syllable types and vowel sounds? What is the whole word?**	**Sentence and Definition**
 Key Points: • There are two vowel types, "i" and "u_e." • Split the syllables between the two consonants, "n" and "f."	• Syllable 1: closed ◦ The "i" makes the short vowel /ĭ/ sound, as in "itch." • Syllable 2: vowel-consonant-e ◦ The "u" makes the long vowel /ū/ sound, as in "mute," and the "e" is silent.	• Sentence: The chef likes to infuse the soup with fresh herbs to enhance its flavor. • Definition: To fill or soak something with a particular quality, feeling, or substance.

For the following word:

1. Dictate the word, sentence, and definition as needed.
2. Have students work independently to spell the word, scoop the vowel types, and split the syllables. Prompt students to reference the "Syllable Division" anchor chart, as needed.
3. Facilitate a discussion of students' independent work using the prompts in the chart. As students share their ideas, spell and mark the word accordingly.

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SEGMENT TO WRITE		
Sentence and Definition	**How do we spell the word? How do we scoop the vowels and split the syllables?**	**What are the syllable types and vowel sounds?**
• Sentence: The heavy rains continued for days, threatening to inundate the small town and flood the streets. • Definition: To overwhelm or flood with a large amount of something, such as water, information, or tasks.	 Key Points: • There are three vowel types, "i," "u," and "a_e," so there are three syllables. • Divide the first and second syllables between the consonant "n" and the vowel "u." • Divide the second and third syllables between the two consonants, "n" and "d."	• Syllable 1: closed ◦ The "i" makes the short vowel /ĭ/ sound, as in "itch." • Syllable 2: closed ◦ The "u" makes the short vowel /ŭ/ sound, as in "up." • Syllable 3: vowel-consonant-e ◦ The "a" makes the long vowel /ā/ sound, as in "cake," and the "e" is silent.

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Launch #2

Teaching Point: Readers use what they know about affixes to read and understand unknown words.

We know that words are made up of different parts, including syllables. As we read and write, we will also encounter words with different parts added to the beginning or end of a ***base word*** *or* ***root****. A* ***base word*** *is a complete word that can stand alone and has meaning on its own. A* ***root*** *is the most basic part of a word and has meaning that we use to understand the word. An affix is a word part that is added to the beginning or end of a* ***base word*** *or* ***root*** *to create a new or more specific meaning. There are two types of affixes:* ***prefixes*** *and* ***suffixes****.*



Introduce and define the following terms.

LANGUAGE TERM	DEFINITION
prefix	A word part that is added to the beginning of a base word or root to create a new or more specific meaning.
suffix	A word part that is added to the end of a base word to create a new or more specific meaning.



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We can think of these word parts as the building blocks of words. It's important to notice these word parts when you read because they can help you read and understand the meanings of the words you encounter in a text. ***Readers use what they know about affixes to read and understand unknown words.***

When we come across an unfamiliar word while reading, we can look at the word parts to see if we recognize any affixes, then circle the ***prefixes*** *or* ***suffixes****. The part of the word that is left will be the* ***base word*** *or the* ***root****. Then, we can use what we know about these word parts to read the whole word and understand what it means.*

Display and briefly review the "Rising Grade 8 Roots and Affixes" anchor chart. Briefly review the **suffixes** *-s/-es*, *-ed*, *-ing*, *-ity*, *-ly*, and *-al*.

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> *Spelling sometimes changes when adding a **suffix**, which we will look at in greater detail today.*

Display the word "estimate" on the board. As you think aloud, slash the "e" and add the **suffix** *-ing*.

> *When a word ends with a silent "e," like in the word "estimate," you typically drop the "e" before adding a **suffix** that begins with a vowel (e.g.,* -ing, -ed, -able, *or* -ity*). To spell "estimating," drop the "e" from the end of "estimate" and add the **suffix*** -ing.

estimate/
estimating

Display the word "deity" on the board. As you think aloud, slash the "y" and add "ies."

> *Another example of how spelling changes when adding **suffixes** is when a word ends with a consonant followed by "y." We often change the "y" to an "i" before adding a **suffix** (except when the **suffix** begins with "i," such as* -ing*). Let's think about the word "deity," which means "a god or goddess." If we add a **suffix** to make the word plural, we must drop the "y" and add an "i" before adding the **suffix*** -es. *The word becomes "deities."*

deity/
dieties

> *Now that we have reviewed some common affixes, their meanings, and how adding **suffixes** impacts spelling, we can use what we know about affixes and **base words** or **roots** to read and understand words.*

SAMPLE

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Recognizing affixes in words can help us identify the ***base word*** *or* ***root*** *and use what we know about syllables to read that word part. Then, we add the* ***prefix*** *or* ***suffix*** *to read and understand the whole word. Understanding how spelling changes when* ***suffixes*** *are added will help us better identify the* ***base word*** *or* ***root*** *and affix and help us spell more accurately. As we read, we will continue to* ***use what we know about affixes to read and understand unknown words.***

Morphology Routine

For each of the following words and for one word incorporating teacher-identified challenge spots:

1. Display the sentence with the bolded word.
2. Have students work independently to mark the word parts in the bolded word, read the whole word, read the sentence, and use the word parts and the sentence to determine the meaning of the word.
3. Facilitate a discussion of students' independent work using the prompts in the following chart. As students share their ideas, mark the word accordingly.
4. Note that while morphology is very helpful in understanding the meaning of words, some words will need to be formally defined for students after they have analyzed the word parts. Provide students with the definition of each word if they have not arrived at an accurate definition through morphology analysis alone.



SAMPLE

ANALYZE TO READ		
How do we mark the word parts? What is the whole word?	**What do the word parts tell us about the whole word's meaning?**	**Based on the word parts, what does the whole word mean?**
Before using information from a website, it's important to evaluate the source's **cred**(ibil)(ity) to ensure it is accurate and trustworthy.	• Suffix *-ible*: Is; can be. • Suffix *-ity*: State of. • Root: *cred* ◦ Meaning: Believe.	The state of being able to be believed.

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ANALYZE TO READ		
How do we mark the word parts? What is the whole word?	**What do the word parts tell us about the whole word's meaning?**	**Based on the word parts, what does the whole word mean?**
The basketball player made an (in)cred(ible) shot from across the court.	• Prefix *in-*: Not. • Suffix *-ible:* Is; can be. • Root: *cred* ◦ Meaning: Believe.	Not able to be believed.

For the following word:

1. Dictate the bolded word and the sentence. Then, repeat the bolded word.
2. Have students work independently to spell the word, mark the word parts, and use the word parts and the sentence to determine the meaning of the word.
3. Facilitate a discussion of students' independent work using the prompts in the chart. As students share their ideas, spell and mark the word accordingly.
4. Provide students with the definition of the word if they have not arrived at an accurate definition through morphology analysis alone.

ANALYZE TO WRITE		
How do we spell the word? How do we mark the word parts?	**What do the word parts tell us about the whole word's meaning?**	**Based on the word parts, what does the whole word mean?**
Driver's licenses are (re)voc(able), so be careful not to break too many traffic laws.	• Prefix *re-*: To do again. • Suffix *-able*: Is; can be. • Root: *voc* ◦ Meaning: Voice; to call.	Can be recalled or taken back.

SAMPLE

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Read

Today, we will read a new text: "The Taino Arawak," which is an excerpt from a book called Cultures of the World: Dominican Republic by Erin Foley. As we read, we will have opportunities to apply what we learned earlier in the lesson. Remember, ***readers divide multisyllabic words into syllables and use what they know about syllable types to read unknown words.*** *They also* ***use what they know about affixes to read and understand unknown words.***



As students read along, read the first sentence. Pause at the word "imposed" and model recognizing the base word, affixes, and syllable types to read the word.

Think Aloud: *"... military dictators who ..." In the next word, I recognize the* ***suffix*** -ed *has been added to make the verb past tense. I also know that when we add a vowel* ***suffix*** *to a word that ends in a silent "e," the "e" is dropped. This makes me think the* ***base word*** *is likely "i - m - p - o - s - e."*

To determine how to read the ***base word****, I will identify the vowel types and syllables. There are two vowel types in the* ***base word****, "i" and "o_e," so there are two syllables. I see two consonants, "m" and "p," between two vowels, "i" and "o," so I will divide the syllables between the two consonants. The first syllable,"i - m," is a* ***closed syllable*** *because the "i" is closed in by the consonant "m." That means the "i" will make its short vowel /ĭ/ sound, as in "itch." The syllable is pronounced /ĭm/.*

The second syllable is "p - o - s - e," which is a ***vowel-consonant-e syllable*** *because the vowel "o" is followed by the consonant "s" and a silent "e." That means the "o" will make its long vowel sound /ō/ sound, as in "bone." The syllable is pronounced /pōz/.*

When I put the syllables together, the ***base word*** *is pronounced /ĭm/ - /pōz/, "impose." When I add the* ***suffix*** -ed *to make the verb past tense, I drop the "e" from the end of "impose" and add the "e - d." The* ***suffix*** *does not create an extra syllable because the* ***base word*** *now ends in an "s." The word is /ĭm/ - /pōzd/, "imposed." "Impose" means "to force rules, beliefs, taxes, or responsibilities on others." With the* ***suffix*** -ed *at the end, I know that "imposed" means "to force rules, beliefs, taxes, or responsibilities on others" in the past tense.*

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> *Now, you will continue reading the text independently. As you read, notice when your knowledge of syllable types, **base words**, and **affixes** helps you read a word in the text.*

Have students continue reading independently to the end of paragraph 5.

> **Ask:**
> *How did your knowledge of syllables and **affixes** help you read and understand particular words in the text?*

Key Ideas:

- "included" (paragraph 5):
  - The word has the **suffix** *-ed* and the **base word** "include."
  - There are two vowel types, "i" and "u_e," in the **base word**. Therefore, there are two syllables.
  - The first syllable, "i - n," is a **closed syllable**. The vowel "i" is closed in by the consonant "n," causing the vowel to make its short /ĭ/ sound, as in "itch": /ĭn/.
  - The second syllable, "c - l - u - d - e," is a **vowel-consonant-e syllable**. The vowel "u" is followed by the consonant "d," and a silent "e." This causes the vowel to make its long /ü/ sound, as in "tube": /clüd/.
  - The **suffix** *-ed* adds an extra syllable to the word: /ed/, as in "folded."
  - The word is /ĭn/ - /clüd/ - /ed/.
  - The **base word** "include" means "to make something or someone a part of a group, list, or whole." The whole word, "included," means "made something or someone a part of a group, list, or whole."
- "landscape" (paragraph 5):
  - The word has two vowel types, "a" and "a_e." Therefore, there are two syllables.
  - The first syllable, "l - a - n - d," is a **closed syllable**. The vowel "a" is closed in by the consonants "n" and "d," causing the vowel to make its short /ă/ sound, as in "apple": /lănd/.
  - The second syllable, "s - c - a - p - e," is a **vowel-consonant-e syllable**. The vowel "a" is followed by the consonant "p" and a silent "e," causing the vowel to make its long /ā/ sound, as in "cake": /scāp/.
  - The word is /lănd/ - /scāp/, "landscape."
  - The word "landscape" means "The visible features of the land, including hills, trees, buildings, and other features."

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> **Ask:**
> *How did your knowledge of **base words** and **affixes** help you read and understand particular words in the text?*

Key Ideas:

- "culturally" (paragraph 3):
  - The word has the **suffixes** *-al* and *-ly* and the **base word** "culture."
  - When the **suffix** *-al* is added, the "e" from the end of the **base word** is dropped because *-al* begins with a vowel.
  - The **base word** "culture" means "The particular practices, beliefs, arts, values, and more of a group of people." The **suffix** *-al* means "of or relating to." The **suffix** *-ly* means "like; characteristic of."
  - The whole word, "culturally," means "relates to the characteristics of a group of people."
- "fertility" (paragraph 5):
  - The word has the **suffix** *-ity* and the **base word** "fertile."
  - When the **suffix** *-ity* is added, the "e" from the end of the **base word** is dropped because -ity begins with a vowel.
  - The **base word** "fertile" means "able to produce or grow easily." The **suffix** *-ity* means "state of."
  - The whole word, "fertility," means "the state of being able to produce or grow easily."

Have students independently read to the end of the passage.

As students read, use your plan to observe and coach students. Notice trends related to multisyllabic word reading, morphology, and the day's Teaching Point (e.g., students using everything they know about vowel types, syllables, **base words**, and **affixes** to read unknown words).

Debrief

Share or facilitate a brief discussion of the trends you noticed while students read. Remind students to apply the day's Teaching Point moving forward.

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Lesson 2

LESSON OVERVIEW

TEACHING POINT:

- Readers read groups of words accurately and smoothly in meaningful phrases, like a storyteller, presenter, or poet.

KEY VOCABULARY:

- genre
- phrase

MATERIALS:

- "The Taino Arawak"

UNIT PORTFOLIO:

- **Folio 1:** "Lessons 1–4: Text"

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Lesson 2

SUGGESTED AGENDA

45 min.	**Lesson 2: Fluency**
10 min.	**Launch**
20 min.	**Read #1**
5 min.	**Debrief**
10 min.	**Read #2**

SAMPLE

Notes for Lesson Differentiation

TO SUPPORT:	• Launch: After modeling noticing affixes to read the word "arrival," have students identify the root and affix to accurately read the word "populous." • Read #1: Have students coach one another to scoop phrases as they read. Have them use one or more of the following prompts: "How can you scoop groups of words in these lines into phrases?" "How can you use the punctuation to help you scoop the phrases?" or "Reread the lines smoothly to use the phrases."
TO ADVANCE:	Debrief: Push students to identify how reading in meaningful phrases helps convey the author's tone or perspective.

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Lesson 2: Fluency

Launch

Teaching Point: Readers read groups of words accurately and smoothly in meaningful phrases, like a storyteller, presenter, or poet.

SAMPLE

Previously, we began reading "The Taino Arawak" and focused on using what we know about syllable types and word parts to read unknown words. Today, we will focus on using ***phrases*** *to read the text smoothly and fluently. A* ***phrase*** *is a group of words that are chunked together within a sentence. You can scoop* ***phrases*** *with your voice as you read to help you group words into meaningful chunks and read each* ***phrase*** *smoothly.* ***Readers read groups of words accurately and smoothly in meaningful phrases, like a storyteller, presenter, or poet.***



Before reading today, let's think about the text's ***genre****. "****Genre****" means "a type or category." In literature, "****genre****" refers to a category of texts that share similar characteristics. For example, literary texts and informational texts are two different* ***genres****. Identifying the* ***genre*** *of the text helps us know what to think about while reading to understand the main idea. Understanding a text's* ***genre*** *can also help us determine how to read the text fluently. For example, we might read a literary, or fictional, text as a storyteller, and we might read an informational, or nonfiction, text as a presenter.*



Direct students to refer to "The Taino Arawak" in their Unit Portfolios. Have them reread the title and the first one or two paragraphs, then consider the text structure to determine its genre.

Ask:
What is the ***genre*** *of "The Taino Arawak"? How do you know?*

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Key Ideas:

- "The Taino Arawak" is nonfiction. The article's title and first paragraph refer to factual information and real-life events.
- The text also includes text features, such as headings, that develop factual information about the topic.

Ask:
Should we read the text as a storyteller, presenter, or poet? Why?

Key Idea: We should read this text as a presenter because it is informational, which teaches us about a topic.

Now that we know we should read the text "The Taino Arawak" like a presenter, we will ***read groups of words accurately and smoothly in meaningful phrases, like a storyteller, presenter, or poet.***

Let's look at a few sentences from "The Taino Arawak" together. To read smoothly and fluently, we must first ensure that we read the words correctly.

Display paragraph 3.

Scholars estimate that the population of Hispaniola numbered about 500,000 during the time of the Spanish arrival. Taino Arawak culture had spread throughout much of the Antilles, but the Taino Arawak of Hispaniola and Puerto Rico were the most populous and most culturally complex.

Use the scripting below as a guide for how to read the sentences aloud in a choppy, robotic manner. Pause unnecessarily in the middle of **phrases**, ignore punctuation that should indicate a pause, and read the word "arrival" as "arrive."

Think Aloud: *I think this sentence says, "Scholars estimate that the population of Hispaniola numbered about 500,000 during the time of the Spanish 'arrive.'" The word "arrive" doesn't quite make sense to me—"during the time of the Spanish 'arrive.'" When I look closer at that word, I recognize the suffix ending* -al, *which means "having characteristics of." When I read this word the first time, I didn't read the suffix at the end; I only read the base word "arrive." With the suffix* -al *added, the whole word is "arrival." The word "arrival" means "having the characteristics of reaching a place" or "the act of arriving somewhere." I'll reread the sentence to see if that makes sense: "Scholars estimate that the population of Hispaniola numbered*

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about 500,000 during the time of the Spanish 'arrival.'" Yes, this sentence makes sense to me now. I understand that when the Spanish arrived in Hispaniola, 500,000 people already lived there. As I read, I'll continue to pay attention to both prefixes and suffixes to read the whole word.

Ask:
What did you notice about how I monitored my reading for accuracy?

Key Ideas:

- You noticed when a word didn't sound familiar.
- You then considered the parts of the word—including the base word and the affix—and how the affix alters the word's meaning and pronunciation until you could read the word in a familiar way.

Think Aloud: *Every time we read aloud, we should monitor our reading to ensure that we're using what we know about decoding, base words, and affixes to read the words accurately.*

Now, let's think about how to read the sentences fluently, or fluidly. "Reading fluently" means "grouping words into meaningful ***phrases****, reading smoothly, and using expression that matches the purpose and punctuation of the sentence." To do that, we'll pay attention to how we can group the words into meaningful* ***phrases*** *and notice the punctuation the author uses to know when and how to pause.*

Let's look at these sentences again. I see punctuation marks such as commas and periods that help me understand how to group phrases and where to pause. A comma indicates a brief pause or separation within a sentence, and a period marks the end of a complete sentence and, therefore, requires a longer pause.

As you think aloud, scoop the **phrases** in the first sentence.

Scholars estimate that the population of Hispaniola numbered about 500,000 during the time of the Spanish arrival.

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Think Aloud: *The first* ***phrase*** *I will scoop is "Scholars estimate" because it introduces the source of the information and the subject and verb of the sentence. I'll read this part smoothly, as one* ***phrase*** *to show it presents the beginning of a new idea.*

The second ***phrase*** *I will scoop is "that the population of Hispaniola" because it identifies what is being estimated. I'll connect this* ***phrase*** *to the first one so that the sentence flows naturally.*

The next ***phrase*** *I will scoop is "numbered about 500,000" because it gives a specific population estimate. I'll read this* ***phrase*** *carefully and clearly to emphasize the number.*

The next ***phrase*** *I will scoop is "during the time of the Spanish arrival" because it provides historical context. Since this* ***phrase*** *signals when ideas from the rest of the sentence take place, I'll use a steady, thoughtful tone to highlight its significance. This is also the end of the sentence, so I'll pause slightly before moving on.*

I can split the sentences into smaller ***phrases*** *by paying attention to how the information is structured and where natural pauses occur. This helps me read fluently, making the meaning clear and engaging, just like a presenter. Now, you'll try doing this with the remaining sentence.*

Point to the remaining sentence.

Ask:
How can we scoop this sentence into ***phrases*** *and read like a presenter?*

Key Ideas: The sentence can be divided into the following meaningful chunks for fluent reading:

- "Taino Arawak culture": This **phrase** introduces the subject of the sentence—the Taino Arawak culture. It should be read smoothly to establish the main idea.
- "had spread throughout much of the Antilles": This **phrase** provides the action and location of the culture. A slight pause before this part helps make the geographic detail clear.
- "but the Taino Arawak of Hispaniola and Puerto Rico": The word "but" signals a shift in focus, so a slight pause before this **phrase** helps highlight the contrast.
- "were the most populous": This **phrase** emphasizes the large population of the Taino Arawak in these regions. A pause after this **phrase** highlights the first key characteristic.

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- "and most culturally complex": This **phrase** adds another key characteristic about the Taino Arawak, emphasizing their advanced cultural development.

Taino Arawak culture had spread throughout much of the Antilles,
but the Taino Arawak of Hispaniola and Puerto Rico were the most populous
and most culturally complex.

As you read with your partner today, monitor your reading for accuracy, break the sentences into ***phrases****, and use your finger to scoop them. Pay attention to punctuation marks that indicate a pause or suggest how to adjust the pitch of your voice.* ***Readers read groups of words accurately and smoothly in meaningful phrases, like a storyteller, presenter, or poet.***

Read #1

Today, we will reread "The Taino Arawak" by Erin Foley. First, you will reread the passage with a partner, then you will reread it independently. As you read, remember that ***readers read groups of words accurately and smoothly in meaningful phrases, like a storyteller, presenter, or poet.***



Have partnerships reread the passage and give each other feedback on the Teaching Point as they take turns reading.

As students read, use your plan to circulate, observe, and coach students.

Notice trends related to fluency and the day's Teaching Point. In particular, note:

- Monitoring reading for accuracy and stopping to decode unknown words.
- Scooping words into meaningful and logical **phrases** when reading.
- Providing partner support and encouragement.

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Debrief

Share or facilitate a brief discussion of the trends you noticed. Remind students to apply the day's Teaching Point moving forward.

Read #2



Have students read the passage independently.

As students read, coach them on the trends from the Debrief. Continue to notice trends related to fluency and the day's Teaching Point.

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Lesson 3

LESSON OVERVIEW

TEACHING POINT:

- Nonfiction readers identify the topic of a text before they read. As they read, they ask themselves, "What are the most important ideas about this topic?"

KEY VOCABULARY:

- main idea
- perspective
- topic

MATERIALS:

- "The Taino Arawak"
- "Genre Frames" anchor chart
- World map or globe

UNIT PORTFOLIO:

- **Folio 1:** "Lessons 1–4: Text"
- **Folio 4:** "Lesson 3: Main Idea"

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Lesson 3

SUGGESTED AGENDA

45 min.	**Lesson 3: Main Idea**
7 min.	**Launch**
18 min.	**Shared Analysis**
10 min.	**Whole-Class Discourse**
10 min.	**Respond**

SAMPLE

Notes for Lesson Differentiation

TO SUPPORT:	• Shared Analysis: Support students in synthesizing the main idea of each paragraph by pausing after each one to ask, "How can we summarize the most important idea of this paragraph?" • Shared Analysis: Provide further support in understanding the text's main idea by pausing to ask specific questions, such as "Who are the Taino Arawak, and how are they connected to the Dominican Republic? What systems of agriculture do they use? What are their religious beliefs? How do chiefs influence their culture?"
TO ADVANCE:	Shared Analysis: Ask students to explain how the headings support the article's main idea.

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Lesson 3: Main Idea

Launch

Teaching Point: Nonfiction readers identify the topic of a text before they read. As they read, they ask themselves, "What are the most important ideas about this topic?"



Now that we're confident we can decode and fluently read the text, we're ready to analyze the ideas the author conveys through "The Taino Arawak." First, we will identify the article's ***main idea****. The* ***main idea*** *is the author's argument, message, or understanding of the* ***topic*** *they convey to the reader. In a later lesson, we'll analyze an element of the author's craft and structure to more deeply understand how authors develop their ideas. We must understand the* ***main idea*** *first because it will support us in our analysis of the author's writing techniques.*

Today, we'll think about how we, as readers, understand a text's ***main idea****. To understand the* ***main idea****, we can use what we know about the text's genre to guide our thinking while we read. Each genre has unique qualities, and understanding these qualities helps us know what to think about while reading. For example, fiction and nonfiction texts have different qualities.*

Ask:
What are some qualities of fiction texts versus nonfiction texts?

Key Ideas:

- Fiction texts include invented storylines with characters who usually encounter a problem or conflict.
- Nonfiction texts teach readers factual information about a specific topic and often include text features.

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We can turn what we know about the qualities of the genre into guiding questions to ask ourselves as we read. We'll call these guiding questions "genre frames," or frames through which we explore the text based on its genre. As we review the genre frames, consider how they connect to the qualities of each genre.

Display the "Genre Frames" anchor chart and introduce or review the genre frames for nonfiction with students.

GENRE FRAMES	
Genre	**Frames**
Nonfiction	• What is the topic? • What is the text teaching me about the topic? • What is the author's perspective on the topic?

Genre frames help us focus on the most important ideas the author wants to communicate and their deeper meaning or point of view. We identified "The Taino Arawak" as an informational, or nonfiction, text. To ensure that we fully understand the text's ***main idea****, we will use our nonfiction genre frames to guide our thinking.* ***Nonfiction readers identify the topic of a text before they read. As they read, they ask themselves, "What are the most important ideas about this topic?"***

Ask:
*Based on your previous knowledge of nonfiction texts, what does the term "****topic****" mean?*



Key Idea: The term "**topic**" means "the content the text is generally about."



Identifying the ***topic*** *of a nonfiction text helps us think about its purpose. We can ask ourselves, "What is the author teaching me about the* ***topic****?" to help us understand what message the author conveys to the reader about the* ***topic****. We can also begin to understand the author's* ***perspective*** *of the topic, which is a particular way of regarding or an attitude toward something.*

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Shared Analysis

Now, we will reread "The Taino Arawak" by Erin Foley together. Remember to ***identify the topic of a text before you read. As you read, ask yourself, "What are the most important ideas about this topic?"***



Model jotting as you read and/or as students share. Have students follow along in their Unit Portfolios. As appropriate, have students briefly jot their ideas on the text after prompts.

Read the title and preview the text by briefly looking through it and reviewing its text features.



Think Aloud: *Based on my preview of the text, I'm already getting some ideas about the* ***topic*** *from the title and text features. The title of the excerpt, "The Taino Arawak," and the title of the book from which it came, Cultures of the World: Dominican Republic, implies this text will teach us about a group of people or a specific culture from the Dominican Republic. The group is the Taino Arawak. The headings within the text—"Agriculture," "Religion," and "Chiefs"—make me think that we'll learn about these aspects of the Taino Arawak.*

Overall, I think this text's ***topic*** *will be the key characteristics of the Taino Arawak in the Dominican Republic.*

As we read, we'll think about whether our understanding of the ***topic*** *is accurate or needs refining. We'll ask ourselves, "What are the most important ideas the text teaches us about this* ***topic****?" Let's read.*

Read to the end of paragraph 1.

Ask:
How does this introductory paragraph help us understand the context of the information in this text?

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Key Ideas:

- The paragraph provides historical background about the Dominican Republic, explaining its history of colonization, struggle for independence, and eventual political stability.
- This context helps readers understand that it is important to learn about the history of the region in order to understand the modern-day Dominican Republic.

> *The Taino Arawak are the Indigenous people of the Dominican Republic. The text recounts what life was like for them before colonization, or before Christopher Columbus arrived. The next paragraph will reference "Hispaniola," which is the name of the island that consists of the modern-day countries of the Dominican Republic and Haiti.*

Display a world map or globe and point to the Dominican Republic, located on the island of Hispaniola.

Read to the end of paragraph 3.

> **Ask:**
> *How do these paragraphs develop the reader's understanding of the* ***topic****?*

Key Ideas:

- The text introduces the Taino Arawak, explaining they were the Indigenous people Columbus encountered in Hispaniola.
- The text explains that the large Taino population had widespread influence in the region when Columbus arrived.
- The text states that the Taino Arawak of Hispaniola were "culturally complex," implying they might have had advanced cultural, agricultural, and political systems.

Read to the end of paragraph 4.

> **Ask:**
> *What are the most important ideas about the* ***topic*** *in this section?*

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Key Ideas:

- The Taino Arawak developed a sophisticated system of agriculture to grow crops.
- They cultivated a variety of foods, including cassava, corn, beans, squash, peppers, peanuts, fruit, and tobacco.
- The Taino Arawak introduced Europeans to tobacco, which influenced global trade and agriculture.

> *Now, you'll continue this thinking work as you read the rest of the article on your own. Remember, as you read, ask yourself, "How does this section develop my understanding of the **topic**? What are the most important ideas I'm learning about the **topic**? What is the author's **perspective** on the **topic**?"*

Have students independently read to the end of the passage.

> **Ask:**
> *What are the most important ideas about the **topic** in these sections?*

Key Ideas:

- The Taino Arawak had a rich religious system. They worshiped multiple deities and showed a deep connection to the environment and family.
- Their society was well organized, with each village ruled by a *cacique* (chief) who could be male or female.
- The Taino Arawak had a complex political system with villages, district chiefdoms, and five regional chiefdoms.
- They were skilled navigators, traveling in large canoes and establishing trade networks.

> **Ask:**
> *What is the author's **perspective** on the Taino Arawak?*

Key Ideas:

- The author presents the Taino Arawak as a highly organized and influential society, emphasizing their advanced agriculture, spiritual beliefs, and political structures.
- The tone is respectful, highlighting their contributions rather than just their interactions with Europeans.

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Direct students to jot the **main idea** on the passage.

Whole-Class Discourse

Prompt: What is the **main idea** of this text?

Key Ideas:

- This article describes how the Taino Arawak people of the Dominican Republic developed a rich and innovative culture before contact with Europeans. This culture was characterized by advanced agricultural practices, religious traditions, and complex social structures.
- They cultivated diverse crops such as corn, cassava, and peanuts and planted fruit, tobacco, and cotton around their homes. Their religious beliefs included worshiping zemis, or deities, and honoring ancestors. Living in organized villages governed by chiefs, they traveled trade routes in large canoes and built interconnected communities.
- Despite the challenges posed by European colonization, the achievements of the Taino Arawak reflect their resourcefulness, cultural complexity, and deep connection to the land.

Back-Pocket Questions:

- What does the author teach the reader about the history of the Dominican Republic?
- How are the Taino Arawak connected to the history of the Dominican Republic?
- What does each section teach about the Taino Arawak?
- What is the author's **perspective** on the Taino Arawak?

After discussing the **main idea** during Whole-Class Discourse, have students revise their **main idea** jots, as appropriate.

Repeat the Teaching Point and remind students to do this moving forward.

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Respond

Have students respond to the following prompt.



Prompt: Select the "Agriculture," "Religion," or "Chiefs" section and then answer the following question: How do details in the section develop a main idea of the article?

Key Ideas:

- Agriculture: This section develops the idea that the Taino Arawak's agriculture reflected their way of life and values by showing their ability to adapt to their environment.
- Religion: This section develops the idea that the Taino Arawak's religion reflected their values by emphasizing a strong spiritual connection to nature and ancestors.
- Chiefs: This section develops the idea that the Taino Arawak's political structure reflected their values of organization and leadership.

As students write, use your plan to observe and coach students. Notice trends, particularly those related to the day's Teaching Point (e.g., whether students use the **topic** and the most important ideas about it to support their thinking). As time allows, share examples of student work based on class trends and/or follow up with students during small-group instruction or the next lesson.

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Lesson 4

LESSON OVERVIEW

TEACHING POINT:

- Nonfiction readers identify how an author chooses to structure their text. They ask themselves, "How did the author choose to structure this text overall? How does each paragraph or section contribute to the structure?"

KEY VOCABULARY:

- dictator

MATERIALS:

- "The Taino Arawak"
- "Nonfiction Text Structures" chart

UNIT PORTFOLIO:

- **Folio 1:** "Lessons 1–4: Text"
- **Folio 5:** "Lesson 4: Craft and Structure"

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Lesson 4

SUGGESTED AGENDA

45 min.	**Lesson 4: Craft and Structure**
10 min.	**Launch**
10 min.	**Shared Analysis**
13 min.	**Respond**
12 min.	**Debrief and Revise**

SAMPLE

Notes for Lesson Differentiation

TO SUPPORT:

- Shared Analysis: Provide students with a pre-annotated or highlighted copy of the text that marks specific pieces of evidence. Ask students to use the "Nonfiction Text Structures" chart to explain how the marked evidence is connected.
- Shared Analysis: Have students independently identify and circle transition words, phrases, or vocabulary that support the various structures within the text.

TO ADVANCE:

- Shared Analysis: Ask students to consider how and why the author ordered the sections to develop ideas about the topic. They may make observations such as how reading about agriculture before religion helps readers see that their religious beliefs were connected to their daily lives, as evidenced by the god of manioc.
- Debrief and Revise: Ask students to consider how the text's structure emphasizes the author's perspective on the topic.

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Lesson 4: Craft and Structure

Launch

Teaching Point: Nonfiction readers identify how an author chooses to structure their text. They ask themselves, "How did the author choose to structure this text overall? How does each paragraph or section contribute to the structure?"

> *In our previous lesson, we read "The Taino Arawak" and determined the text's main idea.*

Briefly recap the main idea of the text.

> *Today, we will analyze how the author's craft and structure develop their main idea. When we talk about an author's craft and structure, we mean the specific choices the author makes in writing the text, including how they organize the information, the text features they include, their choice of language, and how they present ideas and details to shape the reader's understanding of the topic. Today, we will specifically focus on text structure.*

> **Ask:**
> *What are some of the common text structures that nonfiction writers use to organize information and ideas?*

Chart students' ideas as they share, and display the "Nonfiction Text Structures" chart. Discuss the text structures and review examples with students.

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NONFICTION TEXT STRUCTURES

Sequence

Description: Information is organized in step-by-step or chronological order; information follows a sequence of events. Helps readers understand the progression of events or steps.

Visual



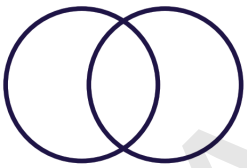
Common Language

- after, before, finally
- at the beginning, middle, end
- soon, then, next
- meanwhile

Comparison

Description: Information is organized in a way that examines, or compares and contrasts, the similarities or differences between two things or ideas. Helps the reader better understand the subject or topic.

Visual



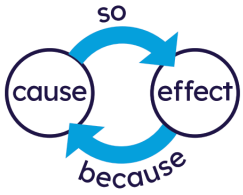
Common Language

- like
- similar to
- likewise
- in comparison
- in contrast
- but
- however
- although

Cause and Effect

Description: Information is organized in a way that shows what caused something to happen and the result of that happening. Helps the reader learn why things happen and what happens because of them.

Visual



Common Language

- because
- since
- if, then
- as a result
- so
- this caused
- leads to

SAMPLE

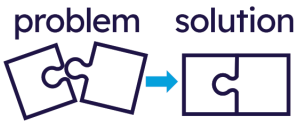
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NONFICTION TEXT STRUCTURES

Problem and Solution

Description: Information is organized in a way that highlights a problem and presents possible solutions or states how a problem was solved. Helps readers understand the characteristics of a problem and ways to address it.

Visual



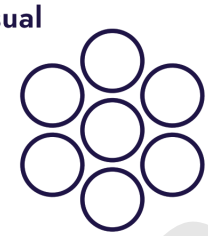
Common Language

- issue
- outcome
- fixed
- answer
- problem
- solve
- because
- since

Descriptive

Description: Information is organized in such a way as to describe various aspects of a topic. Texts that use a descriptive structure typically break down a broad topic into smaller categories and describe each of those categories. Helps the reader understand many aspects of a larger topic.

Visual



Common Language

- for instance
- for example
- one way
- specifically
- in particular

SAMPLE

Identifying the structures of different portions of a text can help us more deeply understand its topics, concepts, relationships, and ideas. Sometimes, it's easy to determine a text's structure by looking at it and studying the headings or other visual clues. Other times, we discover the structure as we read and use our growing understanding to determine how the author develops their ideas.

Let's look back at the text we have been reading and see if we notice helpful information about its structure.

Have students briefly review the text and prepare to share what they notice about its structure.



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Ask:
When you look back over the text, what do you notice about the author's choices in structuring it?

Key Ideas:

- In addition to the title, the author includes headings to divide the information into sections. The headings are "Agriculture," "Religion," and "Chiefs." The headings imply that each section will describe an aspect of Taino Arawak culture.
- The author includes an introductory paragraph that provides context for the history of the Dominican Republic—one of the countries where the Taino Arawak people are indigenous. The sentence helps describe the evolution of the country's political systems, which connects to how the body of the text describes an early political system.

Nonfiction readers identify how an author chooses to structure their text. They ask themselves, "How did the author choose to structure this text overall? How does each paragraph or section contribute to the structure?"

Shared Analysis

Now, we will reread "The Taino Arawak" by Erin Foley together. As we read, remember that we will ***identify how an author chooses to structure their text. We will ask ourselves, "How did the author choose to structure this text overall? How does each paragraph or section contribute to the structure?"***



Model jotting as you read and/or as students share. Have students follow along in their Unit Portfolios.

Read to the end of paragraph 1.



Think Aloud: *So far, our initial understanding of the text has been accurate—this first paragraph is descriptive. The author breaks down the larger topic of the Dominican Republic's history and culture by describing the evolution of its political systems. Here, we learn a bit about the complex political climate and how the country had, at times, previously been governed by* ***dictators****. A* ***dictator*** *is a ruler who has absolute power and control over a country. A* ***dictator*** *often rules in an oppressive or*

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unfair way without allowing opposition or democratic processes. We'll think about how this information connects to the rest of the article as we read on.

Read to the end of paragraph 3.

Ask:
How does the author structure this section? How does this structure set up the rest of the text?

Key Ideas:

- The author uses a descriptive structure to break down key historical details about the Taino Arawak, including who they were, where they lived, and how widespread their culture was.
- The information about their large population and cultural complexity helps readers understand their significance in the region before Spanish colonization.
- By structuring this section with facts and historical context, the author builds a foundation for understanding the following sections about their agriculture, religion, and leadership.

Read to the end of paragraph 4.

Think Aloud: *Let's ask ourselves, "How does the author structure this section? How does this section help us understand the author's central idea about the Taino Arawak society?" The "Agriculture" heading signals that this section will focus on how the Taino Arawak farmed and sustained themselves. The author uses a descriptive text structure, breaking down specific farming methods, major crops, and their significance. This section shows readers how the Taino Arawak's environment and resources shaped their way of life. The detailed description of their agriculture provides evidence of their advanced knowledge and innovation, reinforcing their importance as a complex society.*

Read to the end of paragraph 5.

Ask:
Why does the author separate religion into its own section? How does this structure help us understand the role of religion in Taino Arawak society?

Key Ideas:

- The "Religion" section introduces another aspect of Taino Arawak culture. This section follows the same descriptive structure as the previous one.

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- The author explains the Taino Arawak belief system by detailing their gods, spirits, and ancestor worship.
- By organizing information into separate sections, the author allows readers to clearly see different aspects of the Arawak's lives and how each part contributed to their society.

Read to the end of the passage.

> **Ask:**
> *How does the structure of the "Chiefs" section complete the author's description of Taino Arawak society? How does it connect to the main idea?*

Key Ideas:

- The "Chiefs" heading signals a shift to discussing the Taino Arawak's political system, completing the picture of their society.
- The author uses a descriptive structure to explain how *caciques* governed villages, how leadership was organized into districts and regions, and how the Taino Arawak traveled for trade.
- This section connects to the text's main idea by showing that the Taino Arawak had a well-developed society with structured leadership, agriculture, and religious beliefs.
- By the end of the passage, readers have a comprehensive understanding of the Taino Arawak culture, reinforcing its complexity and organization as a civilization.

Think Aloud: *This also relates to what we learned in the introduction. We know that after colonization, the Dominican Republic's political landscape became complex, and the country was sometimes governed by* ***dictators*** *who did not encourage democratic processes. This way of governing differed from how the country's Indigenous people governed themselves before colonization. This information helps me understand the impact of colonization on the Dominican Republic.*

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Respond



Prompt: How does the text's structure help readers understand the complexity of Taino Arawak society?

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Key Ideas:

- The author divides the text into three descriptive sections ("Agriculture," "Religion," and "Chiefs"), allowing the reader to explore different aspects of Taino Arawak life. This structure allows readers to see that their society was complex and had organized systems for farming, beliefs, and governance.
- Instead of just listing facts, the author provides detailed descriptions of how the Taino Arawak lived, giving readers a full picture of their way of life and showing that it was organized and advanced.
  - "... they formed mounds of earth into raised beds called *conuco* (koh-NOO-koh)" (paragraph 4).
  - "Europeans first learned about tobacco in the Caribbean" (paragraph 4).
  - "Each village was ruled by a chief called a *cacique* (kah-SEE-keh), who could be a man or a woman. The village chiefdoms were also organized into district chiefdoms, which were further organized into five regional chiefdoms" (paragraphs 6–7).

As students write, use your plan to observe and coach students. Notice trends, particularly those related to the day's Teaching Point (e.g., whether students identify the structure of the text).

SAMPLE

Debrief and Revise

Facilitate a discussion of student work that highlights the trends you noticed by strategically sharing student exemplars or pieces that could use support or feedback in your target area.

For this lesson, you may want to highlight or provide feedback on:

- Claims, and whether they name a specific text structure.
- Evidence, and whether students select specific examples that highlight how the text structure showcases the complexity of Taino Arawak society.
- Explanations, and whether they connect the evidence to the claim.

Direct students to revise their writing based on the discussion. Remind students to apply the day's Teaching Point moving forward.



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Lesson 5

LESSON OVERVIEW

TEACHING POINT:

- Readers use everything they know about decoding words and comprehending texts to help them independently make meaning of a text.

KEY VOCABULARY:

- N/A

MATERIALS:

- "Era of Trujillo"

UNIT PORTFOLIO:

- **Folio 6:** "Lesson 5: Independent Text"

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Lesson 5

SUGGESTED AGENDA

45 min.	**Lesson 5: Independent Text**
5 min.	**Launch**
25 min	**Read and Respond**
15 min.	**Debrief and Revise**

SAMPLE

Notes for Lesson Differentiation

TO SUPPORT:	• Read and Respond: Before Read and Respond, give students time to preview the text by reading for accuracy. Provide definitions of specific vocabulary terms, such as "eliminate," "proclaim," "proliferated," and "retaliation." • Read and Respond: Pull students who would benefit from additional support with the Teaching Points and conduct small groups to develop their skills.
TO ADVANCE:	Debrief and Revise: Ask students the following questions: "What connections can you draw between the topics of 'The Taino Arawak' and 'Era of Trujillo'? What have you learned about the history of the Dominican Republic from these two texts?"

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Lesson 5: Independent Text

Main Idea

Title: "Era of Trujillo" from Cultures of the World: Dominican Republic

As students read independently today, they will uncover the following ideas:

- This article explores the rise and rule of General Rafael Trujillo, who controlled the Dominican Republic for over 30 years through military power and political manipulation. Although his leadership improved the economy, infrastructure, and education, he ruled through fear, violence, and corruption.
- Trujillo maintained control with a secret police force, silenced opponents, and enriched himself at the nation's expense. His most infamous act was the 1937 massacre of over 20,000 Haitians. His paranoia led to failed assassination attempts on foreign leaders, isolating the country.
- In 1961, Trujillo was assassinated with CIA support, ending his dictatorship.

Launch

Teaching Point: Readers use everything they know about decoding words and comprehending texts to help them independently make meaning of a text.

Throughout the week, we studied a text together. We learned about the Indigenous people of the Dominican Republic, the Taino Arawak, who had a complex cultural and political life. We used our knowledge of syllable types, affixes, and roots to understand unfamiliar words. We practiced reading fluently by grouping words into meaningful phrases. We also identified the text's main idea and analyzed its structure. Now, you will read a new independent text: "Era of Trujillo" from Cultures of the World: Dominican Republic by Erin Foley. Remember, ***readers use everything they know about decoding words and comprehending texts to help them independently make meaning of a text.***

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Read and Respond

Have students independently read and annotate the text using the genre frames to guide their thinking. Then, have students jot the main idea and respond to the following prompt.

Prompt: How do paragraphs 3 and 4 develop the article's main, or central, idea?



Key Ideas:

- Paragraph 3 presents the benefits of Trujillo's rule, showing his impact on the country. Paragraph 4 reveals the darker side of Trujillo's leadership, emphasizing his use of fear and control.
  - In paragraph 3, the author describes how Trujillo improved the economy, expanded infrastructure (roads, ports, airports), and increased literacy by investing in education. This information develops the main idea by showing why some Dominicans saw him as a successful leader despite his authoritarian rule.
  - Paragraph 4 explains how he used a secret police force to silence and eliminate opponents and highlights how Trujillo maintained military loyalty through financial rewards and intimidation to ensure his grip on power.
  - This contrast develops the main idea by showing that although Trujillo brought economic and social improvements, he ruled through oppression and corruption.
- Paragraph 3 shows his positive contributions, while paragraph 4 reveals the violence and corruption behind his success. This dual perspective helps readers understand how his power was both constructive and destructive.

As students work, use your plan to observe and coach students.

Notice trends related to students' understanding of the text's main idea, particular questions, and/or the week's Teaching Points. In particular, note:

- Using knowledge of syllables, roots, and affixes to read unfamiliar words.
- Reading meaningful phrases accurately.
- Identifying the topic and important ideas in a text.
- Analyzing the structure of a nonfiction text.

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Debrief and Revise

Facilitate a discussion of student work that highlights the trends you noticed by strategically sharing student exemplars or pieces that could use support or feedback in your target area.

For this lesson, you may want to highlight or provide feedback on:

- Main idea jots, and whether they accurately capture the text's main idea.
- Claims, and whether they name how paragraphs 3 and 4 relate to the main idea.
- Evidence, and whether students select evidence that supports their claim, including specific examples from paragraphs 3 and 4.



Direct students to revise their writing based on the discussion. Use the trends in student work to plan for future instruction.

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