



Common Core State Standards-Based

The RULE of 3

Best Practices
Interdisciplinary
Vocabulary
Development



Teacher Implementation Manual

Level 5

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Overview for IMAGINE Level 5

Unit 6: IMAGINE Visiting the New England Region The Past, Present and Future

Vocabulary

At the top of each IMAGINE Student Book Page is a list of Power Words to use with the **RULE of 3 or RAP** (REHEARSE, ANALYZE, PRODUCE).

Power Words

- Show visuals for the Power Words.
- Multiple-meaning words are starred *.

Topic

IMAGINE Visiting New England: Learn About the Past, Present and Future of this Region

Communicative Goals

- Adjust language choices according to social setting and audience.
- Use knowledge of frequently used affixes, linguistic context, reference materials and visual cues to determine the meaning of unknown or familiar words.
- Apply basic understanding of language resources for referring the reader back or forward in the text.
- Describe the specific language writers or speakers use to present or support an idea.
- Use a table of contents and titles to locate information in a text.
- Analyze text that is written in sequential or chronological order.

Expressive/Functional Language

- Identify content-related words and multiple-meaning words.
- Write responses to literature.
- Explain how text features (e.g., maps) make information accessible.
- Give opinions and support those opinions by giving textual evidence.
- Use conventions of Standard English, including abbreviations and alphabetical order.
- Identify synonyms and antonyms and substitute these in writing.

- Identify information on charts and explain how the charts as a text feature make information accessible.
- Use and explain how graphic organizers can be used to compare and contrast ideas.

Affective/Social Language Skills

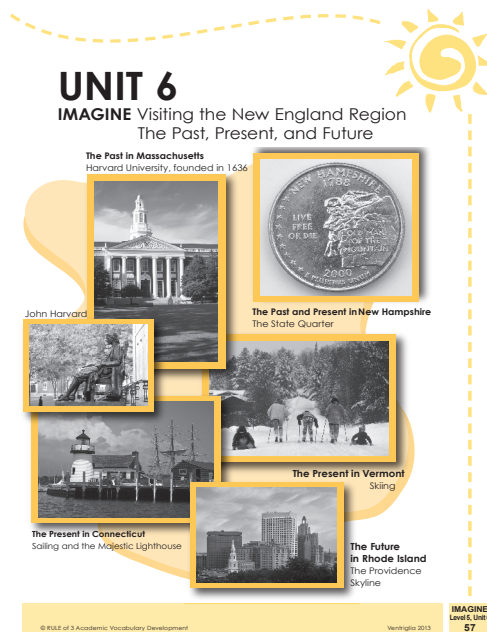
- Discuss the advantages of living in the New England region.
- Discuss the famous universities in this region.
- Discuss the land and human resources in this region and the impact they have on the United States.

Common Core State Standards-Based Listening, Reading and Writing Skills

- Use relationships of particular words to better understand each of the words.
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses and tables of contents).
- Quote accurately and explicitly from a text when explaining what the text says.
- Use narrative techniques, such as dialogue and descriptions, to develop experiences and events.
- Demonstrate a command of the conventions of Standard English.
- Determine two or more main ideas and explain how they are supported with key details.
- Compare and contrast (e.g., facts/opinions, cause/effect) of events, ideas and information.
- Write informative/explanatory texts to convey ideas; include illustrations.
- Use combined knowledge of all letter-sound correspondences to read multisyllabic words.

Materials

IMAGINE Student Book
Power Words Book
PowerPoint visuals



IMAGINE UNIT 6 Introduction

IMAGINE Student Book, Page 57

1. Introduce page 57. Read the title.
2. Ask: *What is a region?*
3. Have students find the New England region and label the states on a United States map. Use a compass to discuss their geographical location.
4. Have students tell a partner what they see in the photos of the New England region.
5. Discuss with the students that many famous universities are in the New England region.
6. Ask: *Is what state is Harvard University? What year was it established?*
7. Ask: *What is a lighthouse? Tell a partner.*

Ask the following leveled questions.

Beginning

Is this a dime or a quarter?

Is it cold in Vermont in the winter?

Early Intermediate

Do boats need a lighthouse in the day or at night?

Describe the photo of Vermont.

Intermediate

Does the state of Connecticut have many boats sailing to its harbor?

What evidence can you use to support your answer?

Was Harvard University built over 300 years ago?

What evidence can you use to support your answer?

Advanced or English Speakers

If you had access to the world's resources, how would you help students who need money to go to college?

Why do you think many of the United States Presidents went to Harvard University? Share your thoughts with a partner.



IMAGINE Unit 6: End of Unit Benchmark Teaching and Assessment

Common Core State Standards: CCSS ELA Literacy RI 5.1, 5.2, 5.3

Key Ideas and Details:

- **CCSS.ELA-Literacy.RI.5.1**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- **CCSS.ELA-Literacy.RI.5.2**

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- **CCSS.ELA-Literacy.RI.5.3**

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

Common Core State Standards: CCSS ELA Literacy W 5.9 and W 5.9B

Research to Build Present Knowledge

Draw evidence from literary or informational texts to support analysis, reflection and research.

- **CSS ELA Literacy W 5.9**

Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or stories drawing on specific details in the text").

- **CCSS ELA Literacy W 5.9B**

Apply grade 5 reading strategies to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points").

IMAGINE Unit 6: Teacher Directions



Reading: Key Ideas and Details

1. Read the passages about the Revolutionary war heroes to the students.
2. Have students read the passages to a partner.
3. Underline with a partner the Unit 6 Power Words in the passage.

historic, voyage, quarters, treacherous, confronted, journey, courageous, crossing, felt, despair, situation, colonies, serve independence, declared, retained, dreaded, withstand, accustomed, expertise, extensive, wooden, heroic, faced, powerless, captured, expensive, earn, guided earn a living, specialist, reputation, techniques, established, astounded, responses, potential

4. Have students answer the main ideas and detail questions by highlighting the evidence or facts in the passages.
5. Review the answers with the students.

Writing: Compare and Contrast Writing

1. Give students paper and pencils.
2. Write the following prompt on the board.

Imagine you are a newspaper reporter covering the Revolutionary War. You have been asked to write a story comparing and contrasting two Revolutionary War heroes named Laodicea Langston and Johnny Rogers.

Explain how these war heroes' efforts were similar and different. Discuss why each person was considered a Revolutionary War hero. Use facts and details from both passages to support your story.

3. Teach students how to use the Compare and Contrast Chart or use a Venn diagram to explain how to identify the similarities and differences between the heroes using facts from the two passages.



4. Use the worksheet to teach the Compare and Contrast linking words, including:

*but, otherwise,
even though,
conversely, yet,
however,
counter to, on the other hand,
as opposed to, in the mean time
on the contrary,
nevertheless, still.*

5. Teach students to use the Compare and Contrast linking words in their writing.

6. Teach the Steps for Compare and Contrast Writing.

1. Write a topic sentence that compare and contrasts.
2. Write a topic sentence for the subtopic of similarities.
3. Break the information into similarities.
4. Give three details or facts that clearly show similarities.
5. Provide some sense of closure that restates the topic sentence on similarities.
6. Write a topic sentence for the subtopic on differences.

7. Review the Compare and Contrast Scoring Rubric with the students.

For the Student: Compare and Contrast Chart

Name of Revolutionary War Hero	Laodicea Langston	Johnny Rogers
Compare and contrast Laodicea Langston and Johnny Rogers. Explain how they are similar.		
Compare and contrast Laodicea Langston and Johnny Rogers. Explain how they are different.		
<p>Compare and contrast Laodicea Langston and Johnny Rogers.</p> <p>Explain how Laodicea Langston helped the Patriots win the Revolutionary War.</p> <p>Explain how Jimmy Rogers Langston helped the Patriots win the Revolutionary War.</p>		
<p>Compare and contrast Laodicea Langston and Johnny Rogers.</p> <p>Explain why Laodicea Langston is considered a Revolutionary War hero.</p> <p>Explain why Jimmy Rogers is considered a Revolutionary War hero.</p>		



Compare and Contrast Vocabulary Words

Student Directions:

- ✓ Read the list of compare and contrast vocabulary words.
- ✓ Discuss when you would use each of the words with a partner.
- ✓ Work with a partner to decide the correct compare and contrast word or words in each sentence.

but

otherwise

even though

conversely

yet

however

contrary to

on the other hand

as opposed to

in the meantime

on the contrary

nevertheless

1. Daring Dicey was captured by the British, _____ she was not afraid.
2. _____ it was dangerous, Johnny Rogers rode past the British to give the an important message to Mr. Hancock in Boston.
3. It was not easy to be a minuteman; _____, it was very difficult.
4. _____ the popular belief during the Revolutionary War, women proved to be good soldiers.
5. It was a long ride for Daring Dicey in the dark, _____ Dicey was determined to help the American troops.
6. Johnny was riding to give the message to Mr. Hancock; _____, the troops were marching toward the British settlement.
7. It is important to be brave; _____, it is not good to take too many unnecessary risks.
8. Daring Dicey had to get the message to the American troops, _____ they might be killed by the British soldiers.
9. Johnny was a furniture maker, _____ he learned to become a good rider and a good shot.
10. Heroes are brave men and women, _____ cowards, who are not brave.
11. The Revolutionary War heroes, _____, were stronger in their convictions than cowards.
12. _____, some soldiers who started the war as cowards became heroes.

For the Student: Steps for Writing a Compare and Contrast Article



1. Plan your compare and contrast article: Use the graphic organizer with a partner to compare and contrast the Revolutionary War heroes Laodicea Langston and Johnny Rogers.

2. Write an outline: The outline should include an introduction, two or three paragraphs for the body of the article and a conclusion, totaling four paragraphs.

a. Introduction: The introduction needs to clearly state how Laodicea Langston and Johnny Rogers are both Revolutionary War heroes.

Remember, the introduction should capture the reader's interest!

b. Body: Each paragraph in the body of the article compares and contrasts the two Revolutionary War heroes.

- The first paragraph gives information how Laodicea Langston and Johnny Rogers were similar.
- The second paragraph gives information on how they were different.
- The last paragraph summarizes why they are both considered Revolutionary War heroes.

Remember that:

- A topic sentence should begin each paragraph.
- The topic sentence states the main idea.
- Specific facts and information are needed to support the paragraph's topic sentence or main idea.
- Use compare and contrast words when possible.
- Pay attention to grammar, capitalization and spelling.
- Use the IMAGINE Writing Checklist.



c. Conclusion: You can briefly restate the strongest reasons for why Laodicea Langston and Johnny Rogers are both considered Revolutionary War heroes.

3. Write your first draft of the article:

Check the grammar, spelling and punctuation, using the IMAGINE writing checklist.

4. Revise your article: Look at how you organized each paragraph.

Does each paragraph have a topic sentence?

Do all the sentences in the paragraph give facts that tell about the topic sentence?

5. Proofread your essay. Score your article, using the Compare/Contrast Rubric.

IMAGINE Unit 6: Student Benchmark Reading



Student Directions for Reading Main Ideas and Key Details:

1. Read the passages about the Revolutionary War heroes Laodicea Langston and Johnny Rogers.
2. Underline with a partner the Unit 6 Power Words in the passage.

historic, voyage, quarters, treacherous, confronted, journey, courageous, crossing, felt, despair, situation, colonies, serve independence, declared, retained, dreaded, withstand, accustomed, expertise, extensive, wooden, heroic, faced, powerless, captured, expensive, earn, guided earn a living, specialist, reputation, techniques, established, astounded, responses, potential

3. Answer the questions about the main ideas and details in the passages.

The New England Region and its Historical Roots

¹ Did you know that the New England region is one of the most historic and culturally rich regions in the United States? The Pilgrims who sailed on the treacherous voyage from England in 1620 on the Mayflower settled in this region. These settlers formed the British colonies in New England. At first the colonies were part of England. They followed the laws of England and the British king.

² By the 18th century, the New England colonies declared that they wanted independence from England. The New England colonies fought the British for their freedom during the Revolutionary War, which broke out in 1775. The war against the British was won and the Declaration of Independence was signed and adopted on July 4, 1776.

³ It was not easy to fight the British and win the war. It took the heroic efforts of courageous men and women to win the Revolutionary War. Two of the most courageous Revolutionary War heroes were Laodicea Langston and Jimmy Rogers.



Laodicea Langston, an American Patriot and Revolutionary War Heroine



¹ Many women in the 1700s wanted to help the soldiers win the Revolutionary War against the British. While the majority of these women did not fight in battles, they offered extensive help to the war effort in other ways. Many of these dedicated women used their sewing expertise to make uniforms for the soldiers. Others established nursing stations to medically treat the soldiers that came back sick or injured.

² While most of the women were satisfied with their role of serving the men from behind the lines, Laodicea Langston wasn't. She was a courageous woman who wanted to actually serve in the war effort like the men. Because she was an expert rider, Laodicea Langston decided to become a messenger and spy for the American troops. She often left her home in the middle of the night to warn the troops that they were going to be attacked by the British.

³ One night the American troops, known as the Patriots, were camped by a river. They felt so very tired. They dreaded fighting another battle. Their spirits were low. Many of the soldiers felt that they could not withstand another battle. They felt powerless. Their faces showed their despair.

⁴ While the men were feeling sorry for themselves, Laodicea Langston was riding bravely through the darkness, crossing over treacherous rivers to reach her destination. She faced extensive dangers as she rode on to reach the troops' settlement. She persevered in her journey because she knew she had to warn the American troops that Bloody Bill and his British soldiers were going to attack them. She knew that Bloody Bill was a British commander who had killed a number of soldiers, and she did not want the troops to be captured by him.

⁵ When Laodicea arrived at the settlement, she jumped off her horse and encouraged the men to get ready for battle. She told the soldiers that they had to be brave and continue fighting for their independence.

⁶ Laodicea was indeed brave herself. Once when she was captured and retained by the British soldiers, she faced the situation without fear. When the British soldiers confronted her about being a spy, she remained calm and she denied their accusations.

⁷ When the soldiers insisted that she give them the message she was carrying to the American troops. Laodicea refused to do it. One British soldier told her that unless she gave him the message, he would kill her. She told him to go ahead and do it. She said, "Shoot me if you dare! I will not give you the message." The British soldier was so impressed with her bravery that he spared her life. After this incident, Laodicea Langston gained a reputation for her bravery. She ultimately became known as Daring Dicey.



Johnny Rogers, an American Patriot and Minuteman

¹ Johnny Rogers was thirteen years old in 1776. Even though he was young, he ventured out to find a job to earn a living. His first job was at a factory that made expensive wooden furniture. He worked at the factory as an apprentice to a furniture-making specialist. The specialist guided Johnny in the techniques for cutting the wood boards for the furniture. Every day Johnny cut boards. There was not much excitement in Johnny's life until the day he heard the owner of the furniture





factory shouting, "Men get out here and take these powder horns and guns!"

² We have been asked to fight for the independence of our colonies. We have been directed to fight against the British as minutemen. Minutemen must be ready to defend our colonies at a minute's notice. Are you boys ready to be trained?" The astounded workers responses were, "Yes, we are ready!"

³ It was after he became a minuteman that Johnny's job changed. He learned to shoot and ride. He learned that he had the potential to become a good shot and an expert rider. He was accustomed to hard work. He practiced and practiced shooting until he acquired great skill at hitting his target. He was determined to help the colonists fight for America's independence.

⁴ One day, Johnny got his opportunity to test his skills as a minuteman. Samuel Adams needed an urgent message delivered to Boston. He asked Johnny to memorize the message and deliver it to Mr. Hancock in Boston. Johnny saddled his horse and began his courageous journey to Boston.

⁵ He had gone only about six miles when a British soldier confronted him. "Where are you going?" the British soldier asked. Johnny got scared! His hands began to sweat! He did not know what to answer. He could not tell the soldier the total truth. So, he told him a half truth. He said, "I am an apprentice furniture maker and I am going to Boston to help my uncle in his furniture business." The soldier believed Johnny and let him continue on his way.

⁶ Johnny delivered the message to Mr. Hancock's quarters in Boston. Mr. Hancock listened to the message and said. "Johnny, the news you brought us in the message is not good, but it will help us save many lives."

⁷ This was one of many times that Johnny carried messages that gave the soldiers the information they needed to successfully win the Revolutionary War. Johnny was always ready on a minute's notice to deliver the messages. Ultimately, because of his bravery Johnny Rogers became acknowledged as a war hero who helped America gain its independence.

IMAGINE Unit 6: Reading Benchmark



Directions:

- ✓ Circle the correct answer.
- ✓ Highlight the sentence or sentences in the passage that give the direct or inferred evidence for the answer.

Direct Evidence: The facts are directly stated

Inferred Evidence: The ideas are inferred,

1. Which of the following **best** summarizes the main idea of these two passages?
 - A. Soldiers during the Revolutionary War fought for the colonies' freedom.
 - B. Minutemen were ready to defend the colonies at a minute's notice.
 - C. Revolutionary War heroes had bravery in common.
 - D. The ability to ride well was important during for Revolutionary War.
2. Which key detail **best** helps the reader understand why Laodicea Langston was considered brave?
 - A. Because she was an expert rider, Laodicea Langston decided to become a messenger and spy for the American troops.
 - B. One British soldier told her that unless she gave him the message, he would kill her. She told him to go ahead and do it. She said, "Shoot me if you dare!"
 - C. She rode through the night to warn the American troops that Bloody Bill and his British soldiers were going to attack them.
 - D. She told the soldiers that they had to be brave and continue fighting for their independence.



3. Consider the statement said by Mr. Hancock. "Johnny, the news you brought us in the message is not good, but it will help us save many lives." Mr. Hancock's statement **most strongly suggests** that
 - A. the message was not understood by him.
 - B. Johnny had not told the British the truth.
 - C. the message told the American troops that the British were planning an attack.
 - D. the message stated that the American troops had already been attacked.
4. Which sentence from the passage entitled *Johnny Rogers, a Minuteman* **best** explains why Johnny went to work as an apprentice to a furniture maker?
 - A. His first job was at factory that made expensive wooden furniture.
 - B. Even though he was young, he ventured out to find a job to earn a living.
 - C. He worked at the factory as an apprentice.
 - D. There was not much excitement in Johnny's life.
5. Which sentence from the passage **best explains** how Laodicea Langston was different from other women who lived during the Revolutionary War?
 - A. Because she was an expert rider, Laodicea Langston decided to become a messenger.
 - B. Many of the women used their sewing expertise to make uniforms for the soldiers.
 - C. She rode through the night to warn the American troops that Bloody Bill and his British soldiers were going to attack them.
 - D. While most of the women were satisfied with their role of serving the men from behind the lines, Laodicea Langston wasn't.

IMAGINE Unit 6: Student Benchmark

Narrative Writing

Directions for the Compare and Contrast Writing Prompt

1. Read the writing prompt to a partner.
Imagine you are a newspaper reporter covering the Revolutionary War. You have been asked to write a story comparing and contrasting two Revolutionary War heroes named Laodicea Langston and Johnny Rogers.
Explain how these war heroes' efforts were similar and different. Discuss why each person was considered a Revolutionary War hero. Use facts and details from both passages to support your story.
2. Write two paragraphs to compare and contrast Laodicea Langston and Johnny Rogers.
3. Compare and contrast the Revolutionary War heroes, using facts and information from the passages.
4. Use the Compare and Contrast Graphic Organizer.
5. Follow the Steps for Compare and Contrast Writing.
 1. Write a topic sentence that compares and contrasts two people.
 2. Write a subtopic sentence that introduces the first paragraph and the similarities between the two people.
 3. Give three facts or details that clearly show the similarities between the two people.
 4. Provide some sense of closure to the first paragraph on similarities. Restate the subtopic sentence on similarities in a different way.
 5. Write a subtopic sentence that introduces the second paragraph of differences.
 6. Give three facts or details that clearly show the differences between the two people.
 7. Provide some sense of closure to the second paragraph on differences. Restate the subtopic sentence on differences in a different way.
6. Use the Writing Checklist from your IMAGINE book to check your work.
7. Use the Compare and Contrast Scoring Rubric with a partner to score your writing.



Compare and Contrast Graphic Organizer

Title

Topic Sentence

Alike

Subtopic

Reasons

Reasons

Reasons

Conclusion

Different

Subtopic

Reasons

Reasons

Reasons

Conclusion

Compare and Contrast Scoring Rubric

Writing Quality	4	3	2	1
Topic Sentence and Supporting Details	My writing clearly compares and contrasts Laodicea Langston and Johnny Rogers. I have a clear topic sentence supported by facts.	My writing compares and contrasts Laodicea Langston and Johnny Rogers. I have a topic sentence supported by some facts.	My writing compares and contrasts Laodicea Langston and Johnny Rogers. I have an unclear topic sentence that is not supported by facts.	My writing does not compare and contrast Laodicea Langston and Johnny Rogers. I have no topic sentence or supporting facts.
Organization & Structure	My writing clearly breaks the information into similarities and differences.	My writing breaks the information into similarities and differences.	My writing does not break the information into similarities and differences.	My writing does not compare and contrast the characters.
Transitions	I use comparison and contrast transition words to show relationships between ideas.	I use some comparison and contrast transition words.	I use unclear comparison and contrast transition words.	I use no comparison and contrast transition words.
Grammar & Spelling (Conventions)	I make no errors in grammar or spelling.	I make a few errors in grammar or spelling.	I make some errors in grammar or spelling.	I make many errors in grammar or spelling.