

RULE of 3™

Level 4

Best Practices
**Interdisciplinary
Vocabulary
Development**

**Teacher's
Manual**



Common Core State Standards-Based



Overview for THINK ABOUT Level 4

Unit 3: THINK ABOUT Family, Relatives and Friends

Vocabulary

- At the top of each THINK ABOUT 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

- Family, Relatives and Friends

Communicative Goals

- Ask and answer questions using academic and domain-specific words.
- Use general and domain-specific words to create precision while speaking.
- Identify structural patterns found in informational text.
- Describe ideas and informational text elements.
- Apply basic understanding of language resources for referring the reader back or forward in the text.
- Describe ideas and phenomena and text elements based on CLOZE reading of a text.
- Distinguish between causes and effects and facts and opinions.

Expressive/Functional Language

- Ask and answer critical and creative thinking questions.
- Support opinions by giving textual evidence.
- Give multiple-step instructions to a partner.

Affective/Social Language Skills

Discuss and give opinions on the value and the importance of family, relatives and friends.

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

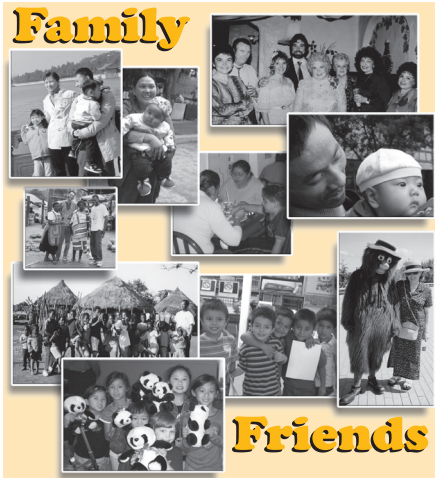
- Acquire and use grade-appropriate academic and domain-specific words.
- Interpret information presented visually (e.g., charts) and explain the information.
- Know and apply grade-level phonics and word analysis in decoding words.
- Describe the overall structure (fact/opinion, cause/effect) of information in a text.
- Use common affixes and roots as clues to the meaning of a word.
- Determine a theme of a story, drama or poem from the details in the text.
- Refer to details and examples in a text when drawing inferences from text.
- Interpret information presented visually (e.g., charts) and explain the information.
- Read informational text and use evidence to support answers to questions.
- Write informative/explanatory texts to convey ideas and information clearly.

Materials

THINK ABOUT Student Book
Power Words Book
PowerPoint visuals

UNIT 3

THINK ABOUT Family, Relatives, and Friends



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THINK ABOUT
Level 4, Unit 3
25



THINK ABOUT UNIT 3 Introduction THINK ABOUT Student Book, Page 25

1. Introduce page 25. Point to the words and read the title.
2. Define the words *families*, *relatives* and *friends*.
3. Ask: *How are friends different from relatives?*
How are they the same?
4. Have students tell a partner what they see in the photos.
5. Ask: *What activities do you do with your family?*
6. Ask: *Who are your best friends?*
7. Ask: *Can an animal be a friend?*

Ask the following leveled questions.

Beginning

Do these families live in different countries?
Who are the people in this family?
(Point to the family by the water).

Early Intermediate

What are these girls doing on the laptop?
How many people are in your family? What are their names?

Intermediate

How are these families similar to or different from your family?
What evidence can you use to support your answer?
How can you distinguish family from friends in these photos?
What evidence can you use to support your answer?

Advanced or English Speakers

Imagine you were going to visit a relative you had never met before, what would you want to tell him or her about yourself?
Share your thoughts with a partner.

Many families across the world speak different languages, how would you design a form of universal communication? Share your thoughts with a partner.



THINK ABOUT Unit 3: End of the Unit Benchmark Teaching and Assessment

Common Core State Standards: CCSS ELA Literacy RL 4.1, 4.2, 4.3, 4.4, 4.6

Key Ideas and Details:

- **CCSS.ELA-Literacy.RL.4.1**

Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

- **CCSS.ELA-Literacy.RL.4.2**

Determine a theme of a story, drama or poem from details in the text; summarize the text.

- **CCSS.ELA-Literacy.RL.4.3**

Describe a character setting or event in a story, drawing on specific details in the text (e.g., a character's thoughts or actions).

- **CCSS.ELA-Literacy.RL.4.4**

Determine the meaning of words and phrases as they are used in the text.

- **CCSS.ELA-Literacy.RL.4.6**

Compare and contrast the points of view from which different stories are narrated, including the differences between first- and third-person narrations.

Common Core State Standards: CCSS ELA Literacy W 4.3 (A, B, C, D, E)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- **CCSS.ELA-Literacy.W.4.3 A**

Orient the reader by establishing a situation and introducing the narrator and or characters; organize an event sequence that unfolds naturally.

- **CCSS.ELA-Literacy.W.4.3 B**

Use dialogue and description to develop experiences and events or to show the responses of characters to events.

- **CCSS.ELA-Literacy.W.4.3 C**

Use a variety of transitional words and phrases to manage the sequence of events.

- **CCSS.ELA-Literacy.W.4.3 D**

Use concrete words and phrases to sensory details to convey experiences.

- **CCSS.ELA-Literacy.W.4.3 E**

Provide a conclusion that follows from the narrated experiences and events.

THINK ABOUT Unit 3: Teacher Directions



Reading: Key Ideas and Details

1. Discuss with students a time when they visited with their grandfather or grandmother. Discuss the stories that their grandparents told them.
2. Read the passage entitled *My Grandfather's Story*.
3. Have the students with a partner underline the Power Words from Unit 3 in the passages.
relatives, grandfather, brothers, sisters, grandparents, appeared, ultimately, encountered, budge, material, resides, language, energy, legacy
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: Narrative Writing

1. Give students paper and pencils.
2. Write the following narrative prompt on the board.
Prompt: *Imagine you could plan the perfect day with your grandfather or grandmother. What would you do? Where would you go? Describe the day.*
3. Teach the steps for narrative writing with the student worksheet on the Steps for Narrative Writing.
4. Teach the students how to use the graphic organizers for narrative writing.
5. Review the Narrative Writing Scoring Rubric.



THINK ABOUT Unit 3: Student Benchmark Reading

Directions for Reading Main Ideas and Key Details

1. Read to a partner the passage entitled *My Grandfather's Story*.
2. Underline with a partner the Power Words from Unit 3 in the passage.
relatives, grandfather, brothers, sisters, grandparents, appeared, ultimately, encountered, budge, material, resides, language, energy, legacy
3. Complete the Reading Benchmark Questions with a partner.



My Grandfather's Story

¹ At the beginning of the long days of summer, I traveled to Texas to visit my grandfather, who resides there. It was the first time I had been out of our industrial city. It was strange to see the cattle grazing freely across miles and miles of empty, grassy fields. Riding a horse was a challenge at first, but soon I was as comfortable on a saddle as I was on a bicycle. I learned to rope longhorn cattle and to drive the cattle slowly to market. My days were filled with the excitement of becoming a cowboy.

² While the days were exciting, the nights were the times I looked forward to with great anticipation. Every night after dinner grandfather and I sat on the porch of his ranch, listened to the crickets and watched the sun set and cast its shadows over the grassy hills. After the sun set, grandfather got out his guitar and sang songs called rancheras or folk songs. These were the songs grandfather heard as a young man. I listened to the words in the Spanish language and thought about the words, which told a story.

³ One night grandfather sang a song written by Lalo Guerrero. I listened to the song and realized that grandfather loved the songs written by this man. As I listened to the words, I could feel both the joy and sorrow that were part of Lalo Guerrero's life. When the song ended I asked grandfather to tell me the story of Lalo Guerrero.

⁴ Grandfather told me that Lalo Guerrero was born in 1916 in Tucson, Arizona. Lalo grew up very poor as one of nine children. The family did not have a car. They drove a beat-up old truck. Because neither his family nor his relatives had electricity, Lalo had to do his homework using an old coal-oil lamp. Lalo had no refrigerated snacks to eat while he did his homework. The family did not own a refrigerator. They did not even have a gas stove. They used a wood-burning stove to cook their meals.

⁵ Even though Lalo's family did not have many material goods, what they did have was music. Lalo's family always had music in the house. Lalo's mother, Concepción, played the guitar beautifully. She taught Lalo to play the guitar chord by chord.

⁶ Lalo loved playing the guitar for his sisters, brothers, grandparents and great-grandparents. He began writing songs. Lalo's first musical compositions were in Spanish. His family and relatives encouraged him to get his songs recorded. Lalo decided to go to Mexico. When he got to Mexico, he encountered problems with the Mexican recording companies. The companies refused to record Lalo's songs because he was not born in Mexico. He was Mexican American. Lalo tried to get them to change their minds, but they would not budge.





⁷ Lalo was very depressed when he returned to the United States. It appeared to him that his own Mexican people had discriminated against him because he was not born in Mexico. He felt he deserved a chance.

⁸ Lalo thought about giving up his dream of becoming a great singer. Ultimately, Lalo realized that could not give up his dream. He knew that he wanted to put all his energy into composing songs.

⁹ Lalo began to write protest songs and rancheras that told a story. The stories the rancheras told emphasized the importance of getting an education. They encouraged young people to stay away from drugs and violence.

¹⁰ Lalo's songs got more and more popular. He recorded 25 albums. He left a legacy of wonderful music. He received many honors. The honor that Lalo considered the greatest was the National Medal of Arts that was presented to him by the President of the United States in 1997.

¹¹ That was grandfather's story about Lalo Guerrero. Grandfather ended the story by telling me that he always admired Lalo not only for his songs but because he persevered and was not defeated. In the end, Grandfather said Lalo became a legend. Many people refer to Lalo Guerrero as the Father of Chicano Music.

Sources used

www.laloguerrero.com/biography.html
www.laloguerrero.com/biography.html

THINK ABOUT Unit 3: Reading Benchmark



Directions for Reading Main Ideas and Key Details

- ✓ 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 sentence best describes the author's main idea in paragraph 1?

- A Grandfather loved the songs written by Lalo Guerrero.
- B The grandfather told stories in the rancheras that he sang.
- C The boy found it very exciting learning to become a cowboy.
- D Grandfather's ranch had longhorn cattle.

2. Write the sentence that best supports the inference that Lalo Guerrero had a wonderful music teacher.

3. Read the paragraph from the passage.

At the beginning of the long days of summer, I traveled to Texas to visit my grandfather, who resides there. It was the first time I had been out of our industrial city. It was strange to see the cattle grazing freely across miles and miles of empty, grassy fields. Riding a horse was a challenge at first, but soon I was as comfortable on a saddle as I was on a bicycle. I learned to rope longhorn cattle and to drive the cattle slowly to market. My days were filled with the excitement of becoming a cowboy.

Why did the author choose to begin the passage with this paragraph? Pick three choices.

- A to let the reader know the season the story takes place
- B to let the reader know the songs grandfather liked to sing
- C to let the reader know that the boy liked becoming a cowboy
- D to let the reader know that the ranch had miles of empty land



4. Which sentence from the passage supports the conclusion that Lalo Guerrero published songs with a message?

- A He left a legacy of wonderful music.
- B Lalo's first musical compositions were in Spanish.
- C Lalo's songs got more and more popular.
- D The stories the rancheras told emphasized the importance of getting an education.

5. What conclusion is best supported by this passage?

- A Perseverance is needed to succeed.
- B Discrimination exists everywhere.
- C It is easy to write songs.
- D It is better by far to be who you are.

6. Write the statement that best describes the national recognition that Lalo Guerrero received.

7. What conclusion can be drawn about the author's point of view? Support your answer with details from the passage.

THINK ABOUT Unit 3: Student Benchmark Writing



Directions for the Narrative Writing Prompt

1. Reread *My Grandfather's Story* to a partner.

2. Read the writing prompt to a partner.

Imagine you could plan the perfect day with your grandfather or grandmother.

What would you do?

Where would you go?

Describe the day.

3. Write two paragraphs to respond to the writing prompt.

4. Follow the Steps for Narrative Writing.

5. Use five of the following Power Words from Unit 3 in your story:

relatives, grandfather, brothers, sisters, grandparents, appeared, ultimately, encountered, budge, material, resides, language, energy, legacy

6. Use the elements of a story, including creating the characters, setting, plot and sequence of events.

7. Use quotes around what people say in the story.
Remember, the quotes go outside the period.

For example, He said, "*I love watching the waves.*"

8. Use the Writing Checklist from your THINK ABOUT book to check your work.

9. Use the Narrative Writing Rubric with a partner to score your writing.

Narrative Writing

Steps for Narrative Writing

1. Label the characters.
2. Tell the story.
3. Write a sequence of events.
4. Use the temporal words first, second and finally.
5. Write a conclusion or ending to the story.

EXAMPLE of Narrative Writing:

Students write the title in capital letters. Students indent the first line of the paragraph. Students use the Narrative Writing Rubric to check their writing.

This is an example of third-grade narrative writing that labels the characters, has a sequence of events, uses the temporal words first, second, finally and has a conclusion.

Ben is looking for Mama

He cannot find her anywhere. First Ben, looks for Mama in the shoe store. Next, Ben looks for Mama in the bakery. Finally, Ben finds Mama on the roof. Ben wonders what Mama is doing on the roof. Ben asks Mama, "What are you doing on the roof?"

Mama says, "I am fixing the broken shingle. I like to repair the roof."

Ben says, "Ok Mama, next time I can't find you I will look on the roof."

Narrative Writing Graphic Organizer

Write notes in each section.

Setting:



Characters:



Sequence of Events:

1.

2.

3.



Conclusion:

Narrative Writing Graphic Organizer

Write notes in each section.

Setting:



Characters:



Sequence of Events:

1.

2.

3.



Conclusion:



Narrative Writing Story Map

Title _____.

The characters in this story are:

This story takes place:

The action begins when

Then,

Next,

After that,

The story ends when

Narrative Writing Rubric

Writing Quality	4	3	2	1
Has a story introduction.	I have a very clear introduction to start the story.	I have a clear introduction to start the story.	The introduction of the story is unclear.	There is no introduction to the story.
Has a narrator and story characters.	I clearly introduce the narrator and characters in the story.	I introduce the narrator and characters in the story.	I do not clearly introduce the narrator or characters in the story.	I do not introduce the characters in the story.
Has a sequence of events.	I have a very clear sequence of events in my story. One event leads to the next.	I have a sequence of events in my story. One event leads to the next.	I sequence some events.	I do not clearly sequence the events in the story.
Uses dialogue and descriptions.	I clearly use dialogue and descriptions to show the response of characters to events.	I use dialogue and descriptions to show the response of characters to events.	I use some dialogue and a few descriptions to show the response of characters to events.	I do not use dialogue and descriptions to show the response of characters to events.
Uses temporal words for the sequence of events.	I clearly use temporal words first, second, next, finally.	I use temporal words first, second, next, finally.	I do not clearly use temporal words.	I do not use temporal words.
Has a story conclusion.	I write a very clear story conclusion.	I write a conclusion to the story.	I write an unclear story conclusion.	I do not have a story conclusion.