Lesson Objectives

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Reading
- Figure out the meaning of words and phrases as they are used in a text.
- Distinguish between literal and nonliteral language.

Writing
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Language
- Use context as a clue to the meaning of a word or phrase.
- Use academic and domain-specific vocabulary.

Academic Talk

See Glossary of Terms, pp. TR2–TR9
- literal
- context clues
- nonliteral

Learning Progression

<table>
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<tr>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
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<tr>
<td>Students describe how words and phrases supply rhythm and meaning in a story, poem, or song.</td>
<td>At Grade 3, students are introduced to the difference between literal and nonliteral language. They understand that a word or phrase can have multiple meanings, depending on the way it is used in a text.</td>
<td>Grade 4 increases in complexity by requiring students to use domain-specific knowledge to determine the meaning of words and phrases that allude to characters found in mythology.</td>
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Lesson Text Selections

- **Modeled and Guided Instruction**
  - Seaside Surprises
  - by Wendell Riley
  - Genre: Realistic Fiction

- **Guided Practice**
  - The Wind and the Leaves
  - by George Cooper
  - Genre: Poetry

- **Independent Practice**
  - Yosemite Morning
  - by Hilary Dumitrescu
  - Genre: Realistic Fiction
## Lesson Pacing Guide

### Whole Class Instruction  30–45 minutes per day

#### Day 1  Teacher-Toolbox.com Interactive Tutorial
Check the Teacher Toolbox for Interactive Tutorials to use with this lesson.

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<td><strong>Introduction</strong> pp. 200–201</td>
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<tr>
<td>• Read  Words in Context  10 min</td>
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<tr>
<td>• Think  10 min</td>
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<td>Graphic Organizer: Three-Column Chart</td>
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<tr>
<td>• Talk  5 min</td>
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<td>Quick Write (TRB)  5 min</td>
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#### Day 2  Modeled and Guided Instruction pp. 202–203, 206

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<td>• Talk  5 min</td>
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<td>• Write  Short Response  10 min</td>
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#### Day 3  Guided Practice pp. 204–205, 207

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<td>• Think  10 min</td>
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<td>• Talk  5 min</td>
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<td>• Write  Short Response  10 min</td>
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#### Day 4  Independent Practice pp. 208–213

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<td>• Think  10 min</td>
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<tr>
<td>• Write  Short Response  10 min</td>
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#### Day 5  Independent Practice pp. 208–213

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<td>• Review  Answer Analysis (TRB)  10 min</td>
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<td>• Review  Response Analysis (TRB)  10 min</td>
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<tr>
<td>• Assign and Discuss  Learning Target  10 min</td>
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### Language Handbook

- Lesson 13 Comparative and Superlative Adjectives and Adverbs, pp. 422–423
- Lesson 14 Coordinating Conjunctions, pp. 424–425
  40 min (optional)

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### Ready Writing Connection

During Ready Reading Days 1–5, use:

**Lesson 3  Writing an Opinion: Essay**

- Steps 6 and 7  Revise
- Step 8  Edit
- Prepare to Publish
- Collaborate
- Present

See Ready Writing TRB, p. 52a for complete lesson plan.

### Small Group Differentiation

**Teacher-Toolbox.com**

### Teacher-led Activities

**Tools for Instruction**

- Figurative Language: Metaphor and Simile

### Personalized Learning

**i-Ready.com**

### Independent

**i-Ready Close Reading Lesson**

- Grade 3  Words in Context
Explain to students that in this lesson they will be reading selections about nature and learning how authors use language in different ways to describe what the characters see and feel.

Tap into what students already know about literal and nonliteral meanings. Present an example such as a piece of cake. Challenge students to use the phrase in a literal and nonliteral way.

Write these two sentences on the board:

Paul turned out the lights and sat in the dark.

Unfortunately, when it comes to speaking French, Paul is in the dark.

Do the words in the dark mean the same thing in both sentences? We can look around the words for context clues to help understand the meaning. In the first sentence, Paul turned out the lights. He was really, literally, sitting in a dark room.

The second sentence starts with the word Unfortunately, which means It's too bad that something is the way it is, and then talks about speaking French. In this sentence, Paul is not literally in a dark room. Here, in the dark means that Paul doesn’t know French and therefore can’t speak it.

Focus students’ attention on the Learning Target. Read it aloud to set the purpose for the lesson.

Display the Academic Talk words. Tell students to listen for these words and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.

**English Language Learners**

**Genre Focus**

Realistic Fiction

Realistic fiction is fiction, or stories, that presents characters who talk and act like real people and are involved in events that could happen in real life. Also, the stories take place in true-to-life settings. Students will read realistic fiction in the Modeled and Guided Instruction and Independent Practice.

Provide some examples of realistic fiction with natural settings, such as Robert McCloskey’s *Time of Wonder* on Penobscot Bay in Maine and Pat Mora’s *This Big Sky*, a poetry collection set in the American Southwest.

**Read**

Read aloud the Read section as students follow along. Restate to reinforce:

When you read stories or poems, you can use clues in the text to help you understand words or phrases that may have nonliteral, or uncommon, meanings.

Focus students’ attention on the text and illustration. Ask them to think about the clues in the text that will help them know what a night owl is.
Think  The chart below shows how to use context clues to find the meanings of nonliteral words and phrases. First, look at the literal meanings. Then read the context clues from the passage. Finally, write what you think the phrases mean in the passage.

<table>
<thead>
<tr>
<th><strong>Literal Meaning</strong></th>
<th><strong>Context Clues</strong></th>
<th><strong>Meaning in the Passage</strong></th>
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</thead>
</table>
| night owl, a big-eyed bird that is usually awake at night | *stays up reading  
*should be asleep  
*awake later than he is supposed to be | a person who enjoys being awake and active late at night |
| get lost, not know where you are or how to get where you want to go | *lost in his story | concentrating so hard on his story that he doesn’t notice other things around him |

Talk  Why is “night owl” a good way to describe Arthur in the passage?

Think

- Have students read the Think section. Explain that the chart will help them organize their thinking.
- Have partners complete the chart. Remind students to use the clues in the text and illustrations to figure out the meaning of night owl and get lost.
- As students work, circulate and provide assistance as needed.
- Ask volunteers to share what they wrote in their charts.
- Confirm the meanings of night owl and get lost and the context clues students recorded.

Monitor Understanding

Talk

- Read aloud the Talk prompt.
- Have partners discuss the details in the passage that prove Arthur is a night owl.
- Ask volunteers to share their ideas.

Quick Write  Have students write a response to the following prompt:

Are you a night owl or an early bird? Do you stay up late or get up early? Explain which one you are and why.

Ask students to share their responses.

Monitor Understanding

If… students struggle to come up with the nonliteral meanings for the words in the chart,
then… reread the text and pause at every context clue while also studying the details that correspond in the illustration. Then review the responses given in the chart.

What do you know about Arthur?
What is the definition of night owl?
How does that definition describe Arthur?
Today you will read a realistic fiction passage about a character who tells about his experiences hiking on the Oregon coast. First, you'll read to understand what the author says. Then you'll read to find context clues to help you figure out the nonliteral meanings of specific words and phrases in the text.

**Read**

- Read aloud the title of the passage and call attention to the photo. Ask students what animal they see. Give students time to tell what they know about the animal.
- Have students read the passage independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning.
- When students have finished reading, use the questions below to check understanding.
  1. What is the setting of the story? (the Oregon coast)
  2. How does the narrator and his family get to the beach? (The narrator and family hike through a rainforest, up a mountain, and down to the beach.)

**English Language Learners**

- **Word Learning Strategy**

**Explore**

- Read aloud the Explore question at the top of p. 203 to set the purpose for the second read. Tell students they will need to take a closer look at how the writer describes the setting and events.
- Have students read aloud the Close Reader Habit on the lower right of p. 202.

**TIP** Remind students that a word or phrase may be familiar but that the author may present it in a way that is unfamiliar. Students will need to look for context clues that tell what the author means.

**English Language Learners**

- **Develop Language**

**Visual Aids** Use visual aids to help students act out the events in the story. Attach photos of the Oregon settings to a wall—photos of the rainforest, a rocky cliff with a view of the Pacific Ocean, and a beach. Also be ready to display photos of an elk with antlers and a pod of whales.

- Do a choral reading of the story with students. Point out the photo of each setting as you read. After the read-aloud and a brief discussion of the story, explain that students will act out the story as you reread it and give them clues. As you read the story again, emphasize the verbs and model the action when necessary. Invite students to retell the story for others to act out.

- **Word Learning Strategy**

**Use Context Clues**

- Remind students to use context clues to help them understand unfamiliar words in the passage. Discuss the meaning of the word *steep* in paragraph 2. Read aloud the first three sentences of that paragraph and ask:
  1. What do you think the word **steep** means? (rising sharply)
  2. Which words give you clues to figure out the meaning? Tell why.
- Ask students to use their own words to craft a definition for the word *steep*. 
Think Aloud

- I think I know what the author means here by using the phrase *froze in place*. The text doesn’t give me an exact definition, but I know the family had not really turned to ice! I can use the context clues in the passage to help me infer, or make an educated guess about, its meaning. I’ll take a close look at those clues now to make sure I’m right about the meaning of *froze in place*.

- The passage states that the family was *barely breathing* when they saw the elk. In the next sentence, the family relaxes, laughing and jumping excitedly, after the elk goes away. I’ll add those clues in the middle box of the chart.

- Now I have to put those clues together to figure out how the author is using the phrase *froze in place* here. If you’re barely breathing, your body’s hardly moving at all. I think the elk surprised the family, and everyone was scared because it was a large wild animal. No one knew what the elk might do. Then their actions changed when the elk left. They were able to move around.

- When I put these clues together, I understand what the author means by *froze in place*. The family was so scared they stood still. I’ll write the meaning “stood still without moving” in the third box of the chart.

Think

- Read aloud the Think section. Explain to students that you will reread the first two paragraphs. Then you will model how to find text evidence to fill in the chart.

- Use the Think Aloud below to guide your modeling.

- Revisit the Explore question. Guide students to determine that they need to find and underline more details, using the Close Reader Habit.

- Encourage students to work with a partner to continue rereading the passage and to complete the chart. Remind students that the Buddy Tip will help them find the context clues they need.

- Guide students to see that context clues can be found in a variety of places within the text.

- Ask volunteers to share their completed charts.

Talk

- Read aloud the Talk prompt.

- Have partners respond to the prompt. Use the Talk Routine on pp. A52–A53.

- Circulate to check that students are sharing the context clues they used to determine the meaning.

Write

- Ask a volunteer to read aloud the Write prompt.

- Invite a few students to tell what the prompt is asking them to do.

- Point out that students will have to think about how the word *hammered* is usually used and then use clues in the text to determine how the writer is using it in the context of the story.

- Have students turn to p. 206 to write their response.

- Use Review Responses on p. 206 to assess students’ writing.

Wrap Up

- Ask students to recall the Learning Target. Remind them that writers often use the literal and nonliteral meanings of words to make a story more interesting and enjoyable. Have students give examples of both types of words in “Seaside Surprises.”
Today you will read a poem that describes nature during a specific season. First you will read to understand what the poem is about. Then you will reread with a partner to identify unfamiliar words and the clues you need to figure out the meanings of those words.

**Read**

- Read aloud the title of the poem.
- Have students predict what the poem will be about based on the title and the illustration.
- **Read to Understand** Have students read the poem independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

  **What season is the poet describing?** (fall)
  **What makes the leaves fall?** (the wind)
  **Where do the leaves go when Winter calls?** (the ground)

**English Language Learners**

**Word Learning Strategy**

- **Read to Analyze** Read aloud the Close Reader Habit on the lower right of page 204 to set the purpose for the second read. Remind students that words with nonliteral meanings may be familiar words used in unusual ways. Then have students reread the poem with a partner and discuss a word with a nonliteral use and a clue that helps determine its meaning.

**Word Learning Strategy**

*Use Context Clues*

- Reread the poem with students. Draw students’ attention to how the poet describes the movement of the leaves in stanzas 2 and 3.

  **In stanza 2, what does the word fluttering mean?** (moving with quick, light movements)

  **Which leaves shown on the page look like they’re fluttering?**

  **Which words in stanza 2 and stanza 3 offer clues about what fluttering means?** (stanza 2: danced, flew; stanza 3: Dancing and whirling)
Think

1. How does the poet use the word dresses in line 3 of the poem?
   - A: to describe leaves changing color in the fall
   - B: to describe girls getting dressed for a party
   - C: to describe the sky changing colors at sunset
   - D: to describe the movement of the wind

2. Read these lines from the poem.
   
   Soon fast asleep in their earthy beds,
   The snow laid a coverlet over their heads.

   The poet uses the word coverlet to show that
   - A: the snow looks like a blanket.
   - B: the leaves have fallen.
   - C: the snow looks like a dress.
   - D: the singing has stopped.

Talk

3. How do the words the poet uses help you picture what is happening to the leaves?

Write

4. Short Response
   Tell how the poet uses nonliteral word meanings to describe how the leaves look and sound when they fall. Use the space provided on page 207 to write your answer. 

   **HINT:** Look at lines 5–9 for words that tell how the leaves move.

Monitor Understanding

- **If...** students struggle to answer item 2, **then...** have them reread lines 11 and 12 to find the context clues that will help them determine the nonliteral meaning of the word coverlet. Encourage students to create a three-column chart like the one they used on page 203 to help them organize their ideas. Call on volunteers to share what they wrote, and then go over item 2 again as a class.

Integrating Standards

- **How does the writer feel about nature?** (He seems to enjoy nature because he imagines that the wind plays with the leaves. He also uses bright and happy descriptions of the leaves blowing in the wind. The last stanza suggests he also likes winter and sees it as peaceful and comforting.) *DOK 3*
- **How does the setting change from stanza to stanza?** (In stanza 1, fall has arrived, but the leaves are still on the trees. In stanza 2, it is still fall, but the leaves have fallen and flown to the meadow. In stanza 3, it is winter, and the leaves have fallen to the ground and are covered by snow.) *DOK 3*

TIP

- Explain that the poem uses a special way of describing that gives human characteristics to things. Point out that, in stanza 1, the wind talks to the leaves.

Answer Analysis

When students have finished, discuss correct and incorrect responses.

1. **The correct choice is A.** Line 1 tells about leaves, and “red” and “gold” refer to their colors. 
   - B is incorrect because there is no mention of people. 
   - C is incorrect because there is no mention of the sky. 
   - D is incorrect because the wind is not mentioned. 
   *DOK 2*

2. **The correct choice is A.** The clues asleep, beds, laid, and over their heads make the snow seem like a blanket covering the leaves, as if they were lying on a bed. 
   - B is incorrect because the leaves had already fallen. 
   - The snow now covers the leaves. 
   - C is incorrect because the clues don’t suggest clothing. 
   - D is incorrect because the “singing” referred to the sounds of the leaves. 
   *DOK 2*

Integrating Standards

- **How does the setting change from stanza to stanza?** (In stanza 1, fall has arrived, but the leaves are still on the trees. In stanza 2, it is still fall, but the leaves have fallen and flown to the meadow. In stanza 3, it is winter, and the leaves have fallen to the ground and are covered by snow.) *DOK 3*

Wrap Up

- Ask students to recall the Learning Target. Call on volunteers to explain how the poet’s choice and use of words made the leaves, wind, and winter come alive.

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Write

- Remember to use the Response-Writing Routine on pages A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

Responses may vary but students should show an understanding of the literal meaning of *hammered* and the clues that unlock its nonliteral meaning. See the sample response on the student book page.

*DOK 3*

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**3 Short Response**

Look at the description of the waves in paragraph 3. Describe the literal meaning of *hammered*. Then explain how *hammered* is used in the text. Tell which context clues helped you figure out the meaning.

Sample response: The word *hammered* means “pounded with a hammer.” The waves were not using a hammer. They were hitting the shore again and again. The words *waves* and *shore* were clues to the meaning.

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**Scaffolding Support for Reluctant Writers**

If students are having a difficult time getting started, use the strategies below. Work individually with struggling students, or have students work with partners.

- Circle the verbs in the prompt that tell you what to do, such as *describe*, *explain*, or *compare*.
- Underline words and phrases in the prompt that show what information you need to provide in your response, such as *causes*, *reasons*, or *character traits*.
- Talk about the details from the text that you will include in your response.
- Explain aloud how you will respond to the prompt.
The Wind and the Leaves

Write
Use the space below to write your answer to the question on page 205.

4 Short Response Tell how the poet uses nonliteral word meanings to describe how the leaves look and sound when they fall.

Sample response: The poet uses words such as danced and flew to describe the falling leaves. These words are usually used to describe people and birds, so they help readers picture the ways the leaves move. The poet says that the leaves were “singing the soft little sounds they knew.” These words help readers know that the leaves made a quiet rustling sound as they moved.

Check Your Writing
☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?

Write
- Ask a volunteer to read aloud the Write prompt.
- Invite students to tell what the prompt is asking them to do. Make sure they understand that they should include examples of nonliteral words in their explanation.
- Call attention to the HINT.
- Remember to use the Response-Writing Routine on pages A54–A55.

Review Responses
After students complete the writing activity, help them evaluate their responses.

Responses may vary but should focus on the words that show how the leaves’ actions resemble human actions. See the sample response on the student book page.

DOK 1
Today you are going to read a realistic fiction text. It will be important to notice the words the author uses to describe places and events. Remember to use context clues to determine meanings of unfamiliar words and phrases or words or phrases that are used in an unusual way.

- Ask a volunteer to explain why reading closely and using context clues to determine the nonliteral meaning of words is a skill that can help them become good readers. Encourage students to use the Academic Talk words and phrase in their response.

**English Language Learners**

**Read**

As you read this story, remember to think carefully about how the author describes what she wants you to see in your mind.

- Read aloud the title of the passage and then encourage students to preview the text, paying close attention to the photographs.
- Call attention to the Words to Know in the upper left of p. 208. Remind students to use the Glossary of Words to Know in the back of the Student Book if they struggle to determine meaning from context, or to confirm their understanding of the word.
- If your students need support in reading the passage, you may wish to use the Monitor Understanding suggestions.
- When students have finished, have them complete the Think and Write sections.

**Monitor Understanding**

**Yosemite Morning**

by Hilary Dumitrescu

1. It is quiet in the park when my brother and I wake up. We pretend we are the only ones here, and not one of thousands of tourists. Fresh snow has fallen overnight and blankets the ground, the rocks, and the massive boulders with a silent quilt of white. I take a deep breath. The air smells green and icy. Suddenly, nearby, I hear a soft thump. I hear my brother gasp. When I turn around, he is standing there with his head covered in a thick crown of snow. He laughs and points up. The branches above him hold armfuls of snow. They are ready to have a snowball fight with us.

2. We walk further into the woods, our boots crunch, crunch, crunching in the snow. My brother walks ahead. At one point, his entire left leg sinks down into the snow. I run to help, and I, too, sink completely into the surprisingly deep snowbank. We are laughing, trying to free our legs from the snow's grip. I pull my foot out, finally, only to find that it's just my sock that has escaped. My boot is still buried. The forest echoes with our giggles, clear as bells.

3. We finally roll, exhausted, away from the deep snow. We continue our exploration. We wander deep into the woods. It feels like we are all alone. I wonder what it must have been like for the first people who lived here. What was it like before the cars, the tour buses, and the fancy hotels came along? Did they walk, quiet as rabbits, on the new-fallen snow? Did they stare up in awe at the great granite face of Half-Dome?

**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

- massive
- boulders
- exploration
- granite

**English Language Learners**

**Develop Language**

**Word Parts** Preview the vocabulary in the passage that students may have trouble with, including the compound words snowball in paragraph 1 and snowbank in paragraph 2. Explain that snowball is a compound word. It is made up of two smaller words.

- **What are the smaller words in snowball?** (snow and ball)
- **What is a snowball?** (a ball made of snow pressed together)

Have students locate the word snowbank.

- **Look around snowbank. Which words help you understand what it means?** (“sinks down into the snow,” “surprisingly deep,” “boot is still buried”)
- **What is a snowbank?** (a deep pile of snow)

Remind students to think about how the smaller words in a compound word fit together to suggest a meaning. Point out, however, that sometimes students may still need to use context clues to figure out what a compound word means.
4 We come to a clearing. My brother holds up a hand, signaling me to stop. At the far edge of the clearing is a small creek, cutting an icy path through the snow. At the creek’s edge, a deer is watching us. We freeze. The deer freezes. Slowly, never taking her eyes off of us, she dips her head quickly to the water. She takes a long drink. Her head suddenly shoots up, alerted to sounds only her deer ears can hear. In a flash, she is gone. In the woods, her white tail waves her goodbye.

5 We decide to head back to our cabin, as the cold air and snowy walk have left us famished. We talk about the breakfast we will have, pancakes with golden butter and syrup. Our parents, we know, will be waiting for us. They have been watching all along, sipping steamy cups of coffee on the porch of our cabin. Later, we will take them into the woods and show them the silence.

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**Monitor Understanding**

If... students struggle to read and understand the passage, then... use these scaffolding suggestions:

**Question the Text** Preview the text with students by asking the following questions:

- **What types of text features has the author included?** (photographs)
- **Based on the title and the photographs, what do you predict the selection will be about?**
- **What questions do you have about the text?**

**Vocabulary Support** Define words or phrases that may interfere with comprehension, such as *crown of snow* and *awe*.

**Read Aloud** While students are reading, read aloud the text with them. You could also have a small group of students chorally read the text.

**Check Understanding** Use the questions below to check understanding. Encourage students to cite details in the text that support their answers.

- **What is the setting of the story?** (Yosemite National Park in the winter)
- **What does the word freeze in paragraph 4 mean?** (stand completely still)
- **What is the story mostly about?** (The narrator and her brother enjoy the adventures they have when they explore the quiet, snowy woods.)

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**Integrating Standards**

After students have read the passage, use these questions to discuss the passage with them.

- **What is the point of view of the narrator on walking in the woods alone with just her brother?**
  
  (The narrator, also the main character in the story, likes the silence of the woods and wonders what it must have been like for the first people who lived there. She enjoys walking over the new-fallen snow, smelling the fresh, cold air, and seeing a deer.)
  
  **DOK 2**

- **In paragraph 3, what does the narrator compare the first people to? Explain why she probably does this.**
  
  (The narrator wonders if the first people who lived in the area walked “quiet as rabbits, on the new-fallen snow.” She compares them to rabbits, most likely because rabbits can move with almost no sound. They are creatures of the forest, just as the narrator imagines the first people to be.)
  
  **DOK 3**

- **What is the central message of the passage? What are some details that support the central message?**
  
  (The central message is that the narrator and her brother enjoy the silence they find in the woods. A detail that supports this is “Later, we will take them into the woods and show them the silence.”)
  
  **DOK 2**

- **Retell this story, describing the most important events in the order they happen.**
  
  (Responses will vary, but students should describe the most important details in sequence and in their own words.)
  
  **DOK 2**
Think

• Use the Monitor Understanding suggestions to support students in completing items 1–7.

Monitor Understanding

Answer Analysis

When students have finished, discuss correct and incorrect responses.

1 The correct choice is B. The clues “fresh snow has fallen” and “blankets the ground” show snow has covered the area.

• A is incorrect because even though the word blanket is used in the sentence, it’s not a literal blanket.
• C is incorrect because there is no mention of ice.
• D is incorrect because pebbles and dust would not be white.

DOK 2

2 Part A

The correct choice is B. Clues in the passage include “head covered,” “armfuls of snow” in the tree branches above him, and the fact that the trees “are ready to have a snowball fight.”

• A is incorrect because the brother is not wearing any kind of literal crown.
• C is incorrect because it picks up on “turn around,” but that action is not connected to “crown of snow.”
• D is incorrect because the brother has snow on his head, not a cap.

DOK 2

Part B

Responses will vary. Sample underlines: a soft thump, head covered, armfuls of snow, ready to have a snowball fight

DOK 3

Theme Connection

• Remind students that the theme of this lesson is The World Around Us.
• Display a three-column chart on a white board. Label each column with the passage titles.
• Ask students to recall details and ideas they learned from each passage. List their responses in the appropriate column.
• Ask students to determine how all of the passages relate to the theme of The World Around Us.
3 Read these sentences from paragraph 2:

I pull my foot out, finally, only to find that it's just my sock that has escaped. My boot is still buried.

What has happened to the narrator?
A  The narrator has buried her boot and sock in the snow.
B  The narrator has lost her sock during the hike.
C  The narrator’s boot is still stuck in the snow.
D  The narrator’s boot and sock have been taken.

4 Read the following sentence from paragraph 4.

In a flash, she is gone.

The author uses the words in a flash to show that the deer runs
A  through a bright light.
B  in a clumsy way.
C  very quickly.
D  when lightning struck.

5 When the deer runs away, the narrator says, "In the woods, her white tail waves her goodbye." Which is the best literal restatement of this idea?
A  The deer turns and waves goodbye from the woods.
B  The deer’s tail begins twitching as she enters the woods.
C  The deer uses her tail to wave goodbye to the children.
D  The deer’s tail is the last thing the narrator sees as the animal leaves.

Monitor Understanding

If... students struggle to complete the activities, then... you may wish to use the following suggestions:

Read Aloud Activities
• As you read, have students note any unfamiliar words or phrases. Clarify any misunderstandings.
• Discuss each activity with students to make certain they understand the expectation.

Reread the Text
• Have students create and complete a three-column chart like the one on page 201 for each word with an unfamiliar nonliteral meaning.
• Have partners summarize the text.

The correct choice is C. The sentence My boot is still buried means that the boot is still stuck in the snow, while it’s just my sock that has escaped means that the sock has come out of the boot.
• A is incorrect because the narrator did not bury, or cover up, the boot and sock.
• B is incorrect because the sock is not lost.
• D is incorrect because the passage has to do with the boot and sock being covered by snow, not taken.
DOK 2

The correct choice is C. In a flash means that something happened quickly, just as a flash of light is quick.
• A is incorrect because the sentence does not refer to a literal light.
• B is incorrect because although the word describes movement, it does not match the clues in the sentence.
• D is incorrect because there is no mention of a storm or rain.
DOK 2

The correct choice is D. Her white tail waves her goodbye means that the deer’s tail is the last thing the narrator sees before the deer disappears into the snowy woods.
• A is incorrect because deer don’t actually wave goodbye (they don’t have hands).
• B is incorrect because although the word describes movement, it does not match the clues in the sentence.
• C is incorrect because deer can’t use their tails to wave.
DOK 2
6 The correct choice is B. The clue “We talk about the breakfast we will have” suggests they are hungry.
   • A is incorrect because although the hikers may be tired, the word doesn’t match the rest of the clues in the paragraph.
   • C and D are incorrect because there are no details that suggest the hikers are unhappy or confused.

DOK 2

7 Answers will vary. See the sample responses on the student book page.

DOK 2

Monitor Understanding
If... students don’t understand the writing task,
then... read aloud the writing prompt. Use the following questions to help students get started.
   • What is the prompt asking you to write about?
   • Do you need to reread the text to find more information?
   • How will you identify the information you need to include?
   • Have partners talk about how they will organize their responses.
   • Provide a graphic organizer to assist students, if needed.
Learning Target

You’ve practiced figuring out the literal and nonliteral meanings of words and phrases by using context. Explain how using the nonliteral meanings of words can help an author make the writing more interesting.

Sample response: When an author uses nonliteral meanings of words, readers can see things in new ways. For example, one author talked about snow as a “quilt of white.” This helped me think about how fresh fallen snow is like a quilt. This makes the writing more interesting than if the author had just said the ground was covered with snow.

Write

8 Short Response  The author described several things the children saw in Yosemite. Which description did you like the most? In your answer, include examples of how the author used both literal and nonliteral word meanings in the description.

Sample response: I liked the fourth paragraph, about the deer.

I could almost see the creek because of the words cutting an icy path through the snow. I also liked how both the people and the deer “freeze,” or stand without moving. All the other details about the deer helped me see how beautiful she was and how she moved.

2-Point Writing Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Focus</th>
<th>Evidence</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>My answer does exactly what the prompt asked me to do.</td>
<td>My answer is supported with plenty of details from the text.</td>
<td>My ideas are clear and in a logical order.</td>
</tr>
<tr>
<td>1</td>
<td>Some of my answer does not relate to the prompt.</td>
<td>My answer is missing some important details from the text.</td>
<td>Some of my ideas are unclear and out of order.</td>
</tr>
<tr>
<td>0</td>
<td>My answer does not make sense.</td>
<td>My answer does not have any details from the text.</td>
<td>My ideas are unclear and not in any order.</td>
</tr>
</tbody>
</table>

Wrap Up

Learning Target

• Have each student respond in writing to the Learning Target prompt.
• When students have finished, have them share their responses. This may be done with a partner, in small groups, or as a whole class.