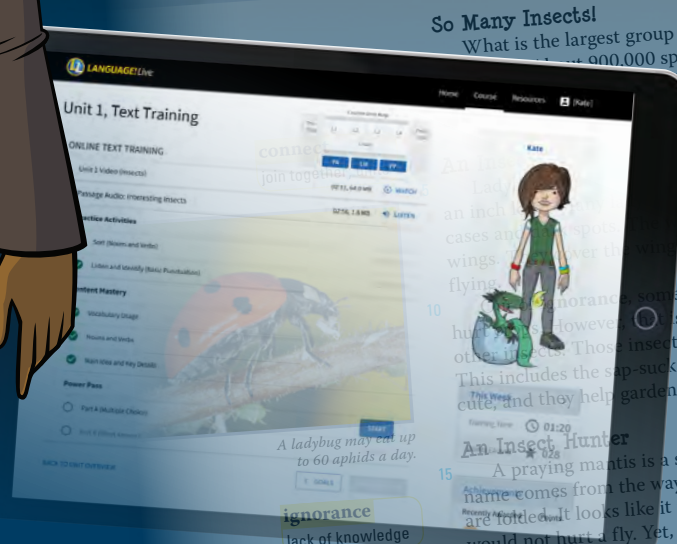


Florida LANGUAGE! Live[®]

TEACHER EDITION

Louisa Moats, Ed.D., Author

SAMPLE Unit Unit 4: Jazz



Mosquitoes can live in very cold places.

So Many Insects!

What is the largest group of animals in the world? There are over 900,000 species of insects have been discovered. Do you think that millions more species of insects are out there? How many interesting insects.

They are less than half an inch long. Some have red or orange wing cases and some have wings. When the ladybug is flying, you can see its legs. Some people think ladybugs are cute, but they are not true. Ladybugs eat other insects. Those insects would destroy plants. This includes the sap-sucking aphids. Ladybugs are cute, and they help gardeners!

An Insect Hunter
A praying mantis is a strong, clever insect. Its name comes from the way it holds its front legs. They are folded. It looks like it is praying. It looks like it would not hurt a fly. Yet, it is a strong predator. It has sharp spines on its front legs. These spines stick and hold its prey.

ignorance
lack of knowledge



Unit Big Ideas

- Where did jazz music come from?
- Why do people make music?

Instructional Text

“Jazz: The Journey”

Text type: informational



Materials

- Unit 4 video (Jazz)
- Six Traits of Writing Scoring Rubric: Basic (print as needed)
- Optional
 - Unit 4 Background Information
 - Tense Timeline poster—Display in Classroom
 - Progress Monitoring Across the Six Traits scales
 - Online dictionary
 - Blueprint for Writing template (as needed for support)

Classroom Materials

- Green, yellow, and pink highlighters or colored pencils
- Timer
- Dictionaries
- Thesauruses
- Index cards
- Notebook paper



Instructional Resources

- Unit 4 Reteach
- Handwriting Lessons
- Unit 5 Background Information (assign as homework at the end of the unit)

Instructional Text: "Jazz: The Journey"

Text type: informational

LANGUAGE! Live Online



See additional practice activities online.

If necessary, provide additional background information, prompts, or questions that your students may need addressed to understand the origins of jazz. Post any additions to the Class Wall for students to reference.

Lesson 1	Lesson 2	
<p>Reading</p> <ul style="list-style-type: none"> Determine the topic of text. Determine the author's purpose. Discuss the topic of text. Build background knowledge to enhance the reading experience. Preview text. Engage effectively in collaborative discussions. <p>Vocabulary</p> <ul style="list-style-type: none"> Evaluate word knowledge. Determine the meaning of key passage vocabulary. Answer questions to facilitate vocabulary acquisition. <p>Reading</p> <ul style="list-style-type: none"> Use text features to preview text. Read informational text. Demonstrate an understanding of text by asking and answering questions and referring to key details in the text. 	<p>Vocabulary</p> <ul style="list-style-type: none"> Determine the meanings of the multiple-meaning word <i>jazz</i>. Demonstrate an understanding of a word by using it in written sentences. <p>Grammar</p> <ul style="list-style-type: none"> Identify words that have multiple functions (nouns and verbs) in sentences. Identify adverbs and prepositional phrases in sentences. <p>Writing</p> <ul style="list-style-type: none"> Identify supporting details and elaboration in text. Demonstrate an understanding of relevant elaborations in a paragraph. 	
Lesson 6	Lesson 7	
<p>Writing</p> <ul style="list-style-type: none"> Know spelling rules for words with double consonants. Know spelling rules for past tense verbs. Know spelling rules for inflectional ending -s. Demonstrate proficiency in handwriting. <p>Vocabulary</p> <ul style="list-style-type: none"> Sort words into categories. Define words using a category and one or more attributes. Use context to determine the meanings of words. Consult reference materials to clarify the precise meanings of words. <p>Writing</p> <ul style="list-style-type: none"> Demonstrate an understanding of how to write detailed sentences. Choose words to convey ideas precisely. Restate ideas to write concluding sentences. 	<p>Reading</p> <ul style="list-style-type: none"> Review key passage vocabulary. Read with purpose and understanding. Determine the main ideas of a text. Identify explicit details in a text. Use context to determine the meaning of words and phrases. Acquire academic vocabulary that signals spatial and temporal relationships. Demonstrate understanding of a word by relating it to synonyms and antonyms. 	

Lesson 3	Lesson 4	Lesson 5
<p>Reading</p> <ul style="list-style-type: none"> • Read words to develop fluency. <p>Vocabulary</p> <ul style="list-style-type: none"> • Acquire and use new vocabulary accurately. • Demonstrate understanding of a word by relating it to nonexamples. <p>Grammar</p> <ul style="list-style-type: none"> • Demonstrate an understanding of how to use a comma with prepositional phrases. • Identify prepositional phrases. <p>Reading</p> <ul style="list-style-type: none"> • Demonstrate an understanding of how to respond to various types of questions. 	<p>Reading</p> <ul style="list-style-type: none"> • Read phrases to develop fluency. <p>Grammar</p> <ul style="list-style-type: none"> • Accurately write dictated oral phrases. • Demonstrate an understanding of the purpose and function of prepositional phrases in sentences. • Follow multistep directions. <p>Reading</p> <ul style="list-style-type: none"> • Read phrases with fluency to support comprehension. • Generate questions using <i>who, what, when, where, how, and why</i>. • Answer questions accurately. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Acquire and use new vocabulary accurately. <p>Reading</p> <ul style="list-style-type: none"> • Write questions about a text to deepen comprehension. • Respond to questions orally. • Refer to details and examples in a text when answering specific questions about the text. • Cite text evidence in support of what the text says explicitly. • Determine the meaning of metaphors.

Lesson 8	Lesson 9	Lesson 10
<p>Reading</p> <ul style="list-style-type: none"> • Read words to develop fluency. <p>Vocabulary</p> <ul style="list-style-type: none"> • Make semantic connections among words to increase understanding. • Acquire and use domain-specific vocabulary. <p>Grammar</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the purpose and function of adverbs and prepositional phrases in sentences. • Form and use present, past, and future tenses of verbs in sentences. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Clarify the meaning of key passage vocabulary. • Demonstrate understanding of a word by relating it to examples, nonexamples, synonyms, and antonyms. <p>Grammar</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the purpose and function of past, present, and future tense verbs in sentences. <p>Writing</p> <ul style="list-style-type: none"> • Identify the main idea and key details in a text in preparation for writing. 	<p>Writing</p> <ul style="list-style-type: none"> • Orally retell key information from an informational text. • Write topic and concluding sentences. • Write an explanatory paragraph, including supporting details, transitions, and elaborations. • Demonstrate proficiency in handwriting. <p>Reading</p> <ul style="list-style-type: none"> • Answer questions about a text to ensure comprehension.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online. If necessary, provide additional background information, prompts, or questions that your students may need addressed to understand the unit. Post any additions to the Class Wall for students to reference.

- Discuss the meaning of the word journey. Ask students about journeys they have taken.
- What is your favorite genre of music? What do you know about the history or how the genre came to be?
- If you were creating a new type of music, how would you go about it? What current genres would you borrow attributes from?

Reading

Objectives

- Determine the topic of text.
- Determine the author’s purpose.
- Discuss the topic of the text.
- Build background knowledge to enhance the reading experience.
- Preview text.
- Engage effectively in collaborative discussions.

Unit Introduction

Direct students to page 117 in their Student Books.

Discuss the content focus with students.

Content Focus

jazz music

This is what the passage is about. What do you think you will learn about jazz music in this passage? (Answers will vary based on prior knowledge of jazz music.)

Type of Text

informational

Informational text is also called nonfiction. Nonfiction is not fiction. Non- is a prefix, or word part, that means *not*. Fiction is a made-up story. Nonfiction is not made up but based on facts. What do you think will be in this passage, facts or fiction? (facts) Will it be someone’s opinion? (no) This passage will give us information or facts. What will the information be about? (jazz music)

Unit
4


Lesson 1 | Reading

Let’s Focus: “Jazz: The Journey”

Content Focus
jazz music

Type of Text
informational

Author’s Purpose
to inform



Big Ideas
Consider the following Big Idea questions. Write your answer for each question.

Where did jazz music come from?

Why do people make music?

Informational Preview Checklist: “Jazz: The Journey” on pages 119 and 120.

- Title: What clue does it provide about the passage?
- Pictures and Captions: What additional information is added here?
- Headings: What topics will this text include?
- Margin Information: What vocabulary is important to understand this text?
- Maps, Charts, Graphs: Are additional visuals present that will help me understand?

Reading for a Purpose

1. Where did enslaved people sing work songs?
2. What did enslaved people do to change church music?
3. What was ragtime?
4. What are some characteristics of blues music?
5. What happened in the early 1900s in New Orleans?
6. What were the stops along the journey of jazz?
7. What happened when jazz spread to other cities around the country?

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Unit 4 117

Author's Purpose to inform

The author's purpose is the reason that he or she wrote the text. Authors write for different purposes: to entertain, to persuade, and to inform or teach. Knowing an author's purpose can help a reader understand text better. "Jazz: The Journey" was written to inform readers about the development of jazz music. Will the author teach you something or entertain you? (teach something) You will learn more about the author's purpose when we look at the text structure.

Before we read the passage "Jazz: The Journey," we will watch a short video to build background knowledge. Play the Unit 4 Text Training video. Have partners discuss what they learned from the video.

Play the Unit 4 Text Training video found online.

Note: Additional Background Information can be found in the Unit 4 online materials.

Direct students to page 117 in their Student Books. Read the following Big Idea questions aloud:

Big Ideas

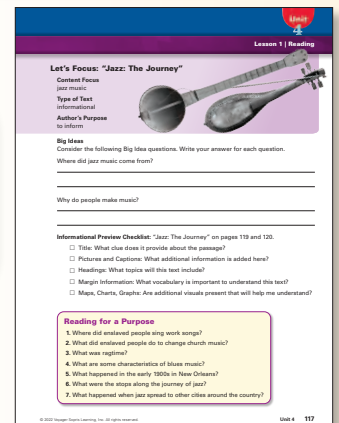
Where did jazz music come from?

Why do people make music?

As a class, consider the two Big Idea questions.

- Encourage students with limited knowledge of jazz and the history of music to ask for further explanation from peers or the teacher.
- Have students reflect on the Background Information for the unit and ask clarifying questions when needed.
- Provide opportunities for students to explain their ideas and answers to the Big Idea questions in light of the discussion by ensuring students follow the rules for class discussion, which can be printed in poster form.
- Suggest students refer to the Collegial Discussion sentence frames in the back of their books.
- Encourage speakers to link comments to the remarks of others to keep the focus of the discussion and create cohesion, even when their comments are in disagreement.

After discussing each question, have students write an answer in their Student Books. We'll come back to these questions after we finish our exploration of jazz. You will have much more to add to your answers. You can edit your answers as you gain information.



Preview

You will continue gaining independence with the text preview process. Follow the procedure outlined below.

Preview Procedure

- Group students with partners or in triads.
- Have students count off as 1s or 2s. The 1s will become the student leaders. If working with triads, the third students become 3s.
- The student leaders will preview the text in addition to managing the checklist and pacing.
- The 2s and 3s will preview the text with 1s.
- Direct 1s to open their Student Books to page 117 and 2s and 3s to open their Student Books to page 119. This allows students to look at a few different pages at one time without turning back and forth.



We have talked about how informational text has specific text features that provide clues about the topic and other important information. Today, we also talked about author's purpose, or reason for writing the text. Text features provide a big clue about the author's reason for writing. When looking at text features, pay attention to how these features inform you as the reader. Do the pictures teach you something, entertain you, or attempt to persuade you to do something? What do the words in bold font and the margin information tell you? What kind of clues do they provide? Think about author's purpose, or reason for writing the text, while previewing the text features.

Text features are listed on page 117 for your reference (the page student 1 is reading). Let's read the list of features together. You both should be looking at student 1's book and following along. (title, pictures and captions, headings, margin information, maps, charts, and graphs) Let's review how each of these text features helps us improve our reading comprehension. I will read each item in the checklist along with its question. Read the Informational Preview Checklist while students follow along.

Preview the text using this checklist to create a new reading habit, or routine, that occurs automatically and independently over time. Eventually, you will preview informational text without using the checklist at all.

Provide time for students to preview the text and make predictions. Remind them to keep the checklist visible in one book as they use it to preview the passage in the other book.

Vocabulary

Objectives

- Evaluate word knowledge.
- Determine the meaning of key passage vocabulary.
- Answer questions to facilitate vocabulary acquisition.

Rate Your Knowledge

Direct students to page 118 in their Student Books.

In each unit, we start by thinking about what we know about each word.

Review the Vocabulary Rating Scale with students.

Vocabulary Rating Scale

- 0—I have never heard the word before.
- 1—I have heard the word, but I'm not sure how to use it.
- 2—I am familiar with the word, but I'm not sure if I know the correct meaning.
- 3—I know the meaning of the word and can use it correctly in a sentence.

Vocabulary Rating Scale poster

Lesson 1 | Vocabulary

Key Passage Vocabulary: "Jazz: The Journey"
Rate your knowledge of the words. Define the words. Draw a picture to help you remember the definition.

Vocabulary	Knowledge Rating	Definition	Picture
plantation	0 1 2 3	a large farm where enslaved people harvested its crops	
steady	0 1 2 3	not subject to change; constant	
simple	0 1 2 3	having few parts; easy to understand	
express	0 1 2 3	to communicate in words	
social	0 1 2 3	friendly; involving several people	
demand	0 1 2 3	requirement; need	
combine	0 1 2 3	to put together; to join	
lower	0 1 2 3	to move down in sound or tone	

118 Unit 4 © 2022 Voyager Sopris Learning, Inc. All rights reserved.

Read the list of words.

Have students repeat each word. Provide time for students to rate their knowledge of the word.

Have partners discuss the words they rated as 3s and tell each other the meaning.

Preteach Vocabulary

Note: Gauge self-reported student knowledge of vocabulary words on the Key Passage Vocabulary activity. While students will be tested on all vocabulary words in the unit, focus intensive vocabulary instruction on four to five words that most students do not understand. Use time during passage reading to emphasize meaning of all unit vocabulary words in context.

You've rated your knowledge and talked about what you think the words mean. Now, let's discuss the words.

Preteach Procedure

This activity is intended to take only a short amount of time, so make it an oral exercise or a quick writing prompt if applicable.

- Introduce each word as indicated on the word card.
- Read the definition and example sentences.
- Ask questions to clarify and deepen understanding.
- If time permits, allow students to share.

* Do not provide instruction time to write definitions or draw pictures, but explain that students should complete both as time permits during the unit.

Note: Research has proven that vocabulary is best learned when students represent their knowledge of words in linguistic and/or nonlinguistic ways. Thus, drawing a picture will help students remember the words. This strategy is especially effective for emergent bilinguals.

plantation

Let's read the first word together. *Plantation*.

Definition: A *plantation* is a large farm that used enslaved people to harvest its crops. What is a large farm that used enslaved people to harvest its crops called? (a plantation)

Example 1: Before the Civil War, southern *plantations* grew cotton and tobacco using slave labor.

Example 2: People can visit a *plantation* to learn about its history and the enslaved people who worked there.

Example 3: A *plantation* included housing for the owner and field workers.

Question 1: Do *plantations* include crops? Yes or no? (yes)

Question 2: Do enslaved people work on *plantations* in the United States today? Yes or no? (no)

Pair Share: Turn to your partner and share something you wonder about a *plantation*.

steady

Let's read the next word together. *Steady*.

Definition: *Steady* means "not subject to change; constant." What means "not subject to change, or constant"? (steady)

Example 1: The *steady* breeze kept us cool on a hot, summer day.

Example 2: Gas prices are not always *steady*, especially during holidays.

Example 3: The roofers worked at a *steady* pace until lunchtime.

Question 1: If lunch prices keep changing, are they *steady*? Yes or no? (no)

Question 2: Is the ticking of a clock *steady*? Yes or no? (yes)

Pair Share: Turn to your partner and share an example of something that you wish would stay *steady*.

simple

Let's read the next word together. *Simple*.

Definition: *Simple* means "having few parts; easy to understand." If something is easy to understand, what is it? (simple)

Example 1: It is best to learn to cook using a *simple* recipe with few ingredients.

Example 2: We memorized a *simple* script for our first play.

Example 3: A *simple* sentence has one subject and one predicate.

Question 1: Is a long division math problem *simple*? Yes or no? (no)

Question 2: Is la la la a *simple* song? Yes or no? (yes)

Pair Share: Turn to your partner and tell two activities that are *simple* and two activities that are not *simple*.

express

Let's read the next word together. *Express*.

Definition: *Express* means "to communicate in words." What is to communicate in words? (to express)

Example 1: We *expressed* our opinion by completing the survey.

Example 2: Her country songs *expressed* sadness.

Example 3: Artists *express* themselves through music and writing.

Question 1: Are thoughts *expressed* in poetry? Yes or no? (yes)

Question 2: Are thoughts *expressed* in text messages? (yes)

Pair Share: Turn to your partner and tell two ways that you *express* yourself.

social

Let's read the next word together. *Social*.

Definition: *Social* means "friendly; involving several people." What means "friendly; involving several people"? (social)

Example 1: We are planning a *social* event to welcome new students.

Example 2: We will have a *social* gathering after school.

Example 3: Schools have many *social* clubs available to students.

Question 1: Are school dances *social* events? Yes or no? (yes)

Question 2: Is lunch detention a *social* place? Yes or no? (no)

Pair Share: Turn to your partner and tell how you think the word *social* will be used in the passage "Jazz: The Journey."

demand

Let's read the next word together. *Demand*.

Definition: *Demand* means "requirement or need." What is a requirement or need? (demand)

Example 1: There is a *demand* for good teachers. They are needed across the country.

Example 2: His job makes many *demands* on his time. He is required to work late.

Example 3: Clean water is in great *demand*. Everyone needs clean water to drink.

Question 1: Is Internet access in *demand*? Yes or no? (yes)

Question 2: Is there a *demand* for horse-drawn carriages? Yes or no? (no)

Pair Share: Turn to your partner and finish this sentence starter: There is a *demand* for _____.

combine

Let's read the next word together. *Combine*.

Definition: *Combine* means "to put together or join." What do you do when you put together or join things? (combine)

Example 1: Let's *combine* yogurt and fruit to make a smoothie.

Example 2: Reading and writing *combine* to make language arts.

Example 3: We *combined* our money and bought a souvenir.

Question 1: Should texting be *combined* with driving? Yes or no? (no)

Question 2: Skateboarding *combined* with snow skiing is what sport? (snowboarding)

Pair Share: Turn to your partner and tell what parts of speech you *combine* to make a complete sentence.

lower

Let's read the last word together. *Lower*.

Definition: *Lower* means "to move down in sound or tone." What means "to move down in sound or tone" (lower)

Example 1: *Lower* your voice and speak softly.

Example 2: Please, *lower* the volume on the television.

Example 3: She will *lower* the flag after school.

Question 1: Are *lower* notes high notes? (no)

Question 2: Can you make your voice *lower*? Yes or no? (yes)

Pair Share: Turn to your partner and tell how you think the word *lower* will be used in the passage "Jazz: The Journey."

Reading

Objectives

- Use text features to preview text.
- Read informational text.
- Demonstrate an understanding of text by asking and answering questions and referring to key details in the text.

“Jazz: The Journey”

Direct students to pages 119 and 120 in their Student Books.

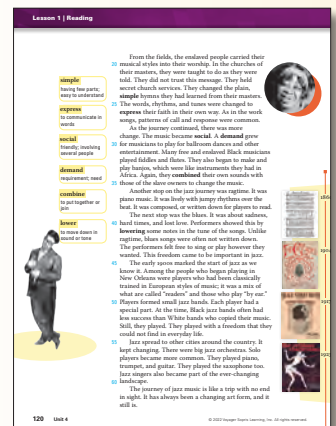
Words to Know

In addition to the vocabulary words, here are a few words students might have trouble with:

- journey** something that suggests moving from one place to another
- toiled** worked very hard for a long time
- rebellion** a struggle against the people in charge
- banjo** stringed instrument in the guitar family
- fiddle** stringed instrument in the violin family
- flute** high-pitched wind instrument
- culture** a connected group of people during a specific time or place

You already previewed the text. Let’s discuss some key points before we read.

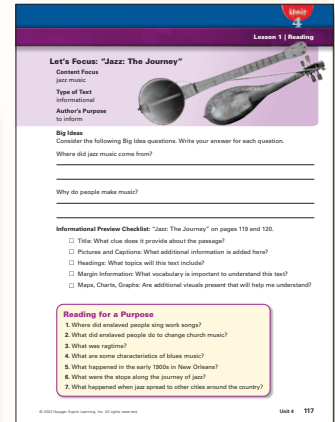
- Text features can help readers identify the topic, which is the subject of the passage. What is the topic of this passage? (jazz music)
- Notice the photograph behind the title “Jazz: The Journey.” What do you see? (Answers will vary. Guide the discussion toward naming as many instruments as possible: trombone, trumpet, drums, violin or fiddle, bass)
- Scan the headings. What do you notice about the headings? (There are no headings.) Nonfiction text does not always have headings. One strategy while reading is to think about possible headings. We will practice that strategy later in the unit.
- We have no headings to use in our preview, but there is another text feature. What text feature do you notice in the text? (bold words) Important vocabulary words often are bold in nonfiction text. We need to pay attention to those words and their meanings when we read.



Direct students to page 117 in their Student Books. Have students look at the questions while you read them aloud.

Reading for a Purpose

1. Where did enslaved people sing work songs?
2. What did enslaved people do to change church music?
3. What was ragtime?
4. What are some characteristics of blues music?
5. What happened in the early 1900s in New Orleans?
6. What were the stops along the journey of jazz?
7. What happened when jazz spread to other cities around the country?



You will learn the answers to these questions in this passage. These questions provide a focus for reading as they identify the important facts and concepts found within the text. Now, it's time to read. Follow the words in your book. Focus on the words and use your pencil eraser while I read the text aloud. This will help your brain detect patterns.

Let's review. Where is your focus while I read? (on the text) Where is your pencil? (following along, word for word) While reading, you should also think about our two Big Idea questions.

Guiding Students Toward Independent Reading

Although the lessons are written for a teacher read-aloud, it is important that your students read as much and as often as they can. Assign readings that meet the needs of your students, based on your observations or data. This is a good opportunity to stretch students, but if they become frustrated, return to the read-aloud method.

Options for reading text:

- Teacher read-aloud
- Teacher-led or student-led choral read
- Independent read of small sections with frequent comprehension checks
- Paired read or independent read

Let's begin. Follow along with your pencil eraser as I read the text. Read the passage aloud.

Jazz: The Journey

SE p. 119,
paragraph 1

Many people agree that the music we now call jazz began in New Orleans, Louisiana. Jazz grew from other music and cultures that came before it. In fact, the growth of jazz has been like a journey with several stops. Each stop added something new along the way.

For confirmation of engagement, take 30 seconds to have partners share one thing that they learned. If needed, provide this example for students: *I learned that jazz began in New Orleans. Your turn. Share one thing that you learned with your partner.*

SE p. 119,
paragraph 2

The jazz journey began in the 1800s. It started with the work songs of enslaved Black Africans who had been brought to America from western Africa. The songs rose up from the fields of the southern **plantations**. There, men, women, and children toiled under the constant watch of overseers and slave owners. The songs had a **steady**, or unchanging, beat. They also had patterns of call and response. One singer called out a line and the rest responded with a line. The songs were more than work songs. They were a form of relief. They also were a form of rebellion. The enslaved people sang secret messages to tell what they could not talk about out loud.

For confirmation of engagement, take 30 seconds to have partners share one thing that they learned.

SE p. 120,
paragraph 1

From the fields, the enslaved people carried their musical styles into their worship. In the churches of their masters, they were taught to do as they were told. They did not trust this message. They held secret church services. They changed the plain, **simple** hymns they had learned from their masters. The words, rhythms, and tunes were changed to **express** their faith in their own way. As in the work songs, patterns of call and response were common.

For confirmation of engagement, take 30 seconds to have partners share one thing that they learned.

SE p. 120,
paragraph 2

As the journey continued, there was more change. The music became **social**. A **demand** grew for musicians to play for ballroom dances and other entertainment. Many free and enslaved Black musicians played fiddles and flutes. They also began to make and play banjos, which were like instruments they had in Africa. Again, they **combined** their own sounds with those of the slave owners to change the music.

For confirmation of engagement, take 30 seconds to have partners share one thing that they learned.

*SE p. 120,
paragraph 3*

Another stop on the jazz journey was ragtime. It was piano music. It was lively with jumpy rhythms over the beat. It was composed, or written down for players to read.

For confirmation of engagement, take 30 seconds to have partners share one thing that they learned.

*SE p. 120,
paragraph 4*

The next stop was the blues. It was about sadness, hard times, and lost love. Performers showed this by **lowering** some notes in the tune of the songs. Unlike ragtime, blues songs were often not written down. The performers felt free to sing or play however they wanted. This freedom came to be important in jazz.

For confirmation of engagement, take 30 seconds to have partners share one thing that they learned.

*SE p. 120,
paragraph 5*

The early 1900s marked the start of jazz as we know it. Among the people who began playing in New Orleans were players who had been classically trained in European styles of music; it was a mix of what are called “readers” and those who play “by ear.” Players formed small jazz bands. Each player had a special part. At the time, Black jazz bands often had less success than White bands who copied their music. Still, they played. They played with a freedom that they could not find in everyday life.

For confirmation of engagement, take 30 seconds to have partners share one thing that they learned.

*SE p. 120,
paragraphs 6 and 7*

Jazz spread to other cities around the country. It kept changing. There were big jazz orchestras. Solo players became more common. They played piano, trumpet, and guitar. They played the saxophone too. Jazz singers also became part of the ever-changing landscape.

The journey of jazz music is like a trip with no end in sight. It has always been a changing art form, and it still is.

For confirmation of engagement, take 30 seconds to have partners share one thing that they learned.

Now that you have read “Jazz: The Journey,” tell me something that you shared with your partner during the reading. Have students share answers.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Name two kinds of music that contributed to the creation of jazz. Tell your partner as much as you can about the music.
- What is your favorite genre of music? Why?
- Write a how question and a why question about jazz.

Vocabulary

Objectives

- Determine the meanings of the multiple-meaning word *jazz*.
- Demonstrate an understanding of a word by using it in written sentences.

Multiple-Meaning Word: *jazz*

Direct students to page 121 in their Student Books.

In this unit, we are talking about how musicians from different times and backgrounds combined music genres to create a new kind of music called jazz.

Jazz is a word that has more than one meaning. Some words not only have more than one meaning, but they also function differently when used in sentences. For example, the word *jazz* can be a noun (a word that names something) or a verb (a word that shows action). It all depends on how it is used in a sentence. When we read, how do we know which meaning is being used? We look for clues around the word to help us.

Lead students in a discussion of the various meanings of the word *jazz*. Have them write the meanings and sentences on the Multiple-Meaning Map.

Multiple-Meaning Map

Determine the meanings of the word *jazz*. Write the definitions in the boxes. Use the word in a sentence on the lines below the boxes.

empty talk

a style of music native to America

I couldn't understand all that jazz about the reality show, so I left.

The concert will feature jazz.

to play music in the style of jazz

similar things

The musicians were jazzing during rehearsal.

My dad sells consoles, games, and all that jazz.

The students jazzed up their room with colorful posters.

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Unit 4 121

Lesson 2 | Vocabulary

Model

Have you ever heard someone say, “I don’t understand that jazz”? Sometimes when people talk about something difficult to understand, it is referred to as *jazz*. To the listener, the talk doesn’t mean anything at all; it is empty talk. Write the definition *empty talk* on the board and have students find it on their map. Clarify that this usage is slang. Have students think of a good sentence for this usage and write the sentence below that definition.

Guided Practice

Hold up a plain sheet of paper. *This paper looks really plain. I think we need to jazz it up. What does jazz mean in this sentence?* (to make more interesting) Write the definition on the board and have students write it on their maps. Have students think of a good sentence for this usage and write the sentence below that definition.

Independent Practice

With a partner, write another definition and a sentence about the word *jazz*. The sentence needs to have enough details that the meaning is clear. Continue the process until the maps are complete. Review the definitions and sentences and correct as needed.

Note: Base the number of modeled and guided examples on student ability and progress. Challenge students with independent practice when appropriate.

Additional Definitions of *jazz*

Noun

- a type of dance
- dance music

Grammar

Objectives

- Identify words that have multiple functions (nouns and verbs) in sentences.
- Identify adverbs and prepositional phrases in sentences.

Multiple Functions: Noun or Verb

Jazz, like many other English words, has more than one meaning. Depending on the meaning, it functions differently when used in a sentence.

If a word answers the *who* or *what* question, it is functioning as a noun. If a word answers the *what did they do* question, it is functioning as a verb. Listen for the word *scratch* in these sentences. I *scratch* my back. I have a *scratch* on my back. Have students identify the first one as a verb and the second one as a noun.

Direct students to page 122 in their Student Books and read the instructions aloud.

Model

Complete the first one as a model.

Guided Practice

Complete the next one together as a class.

Independent Practice

Have students finish the activity independently. When students have finished, review the answers as a class.

Lesson 2 | Grammar

Choose the Function: Noun or Verb

Read each pair of sentences. Decide if the bold word is a noun or a verb. Then, place an X in the proper column.

	Noun	Verb
1. She licks the candy.		X
It takes 20 licks to finish the candy.	X	
2. The car made two stops on the trip.	X	
The car stops at the corner.		X
3. The rack of hats is full.	X	
They rack the hats at night.		X
4. She blocks him.		X
She has six blocks .	X	
5. The ships stop at the docks .	X	
The ship docks here.		X
6. Dad grills hot dogs.		X
The grills were hot.	X	
7. He spots the asp in the grass.		X
There are spots on that asp.	X	
8. We have trick locks .	X	
She locks the gift in the attic.		X

Adverbs and Prepositional Phrases

In the preceding unit, we worked with words and phrases that answered the *when*, *where*, and *how* questions. Words that answer these questions are adverbs. They “add” to the “verb” by telling more about the action in the sentence. Remember, when we used single words, they often ended in *-ly*.

We worked with phrases or groups of words that also answered these questions. They all started with prepositions. Remember prepositions are words like *in*, *on*, *by*, and *for*. Here’s the sentence we used in the last unit to help us determine if a word was a preposition. Write the following sentence frame on the board:

The rabbit hopped _____ the log.

Think of this sentence and fill in the missing word when you need a preposition. The preposition plus “the log” makes a prepositional phrase. In this activity, you will sort adverbs and prepositional phrases based on the question they answer.

Direct students to page 123 in their Student Books. Read the instructions and the passage aloud.

What a Wonderful World of Jazz

Jazz is a popular style of music in Louisiana. Thankfully, there are many local musicians who play. They play at clubs. They play in the streets. They play on the radio.

Jazz became a part of Louisiana culture in the early 1900s. From the beginning, jazz has entertained residents, visitors, and people from all cultures.

Louis Armstrong is possibly the most popular jazz musician in the world. Born in Louisiana, Armstrong grew up in a family who did not have much money. He learned to play the cornet at school in his early teens. However, Armstrong had no money to buy an instrument of his own. Luckily, after leaving school at the age of 14, he spent time with a jazz musician who taught him and gave him his first instrument. With hard work, Armstrong became a respected musician and began playing with bands in local clubs.

Armstrong lived in Louisiana until jazz music took him to St. Louis, Chicago, and all over the world. He recorded 12 albums and his song “What a Wonderful World” can be heard in countless movies, television shows, and commercials. Eventually, Armstrong died at the age of 70 in New York. Louis Armstrong’s music and influence on jazz cannot be matched.

Model

Complete the first one as a model.

Guided Practice

Complete the next one together as a class.

Independent Practice

Have students finish the activity independently. When students have finished, review the answers as a class. If time permits, have students return to the text to underline any adverbs or prepositional phrases that weren't underlined as part of the activity.

Note: Base the number of modeled and guided examples on student ability and progress. Challenge students with independent practice when appropriate.

Additional Adverbs and Prepositional Phrases

from all cultures
possibly
of his own
after leaving school
with bands
to St. Louis
on jazz

Adverbs and Prepositional Phrases that Answer *When*, *Where*, or *How*

Read the passage. Decide if the underlined words and phrases tell *when*, *where*, or *how*. Write the words or phrases in the correct column.

What a Wonderful World of Jazz

Jazz is a popular style of music in Louisiana. Thankfully, there are many local musicians who play. They play at clubs. They play in the streets. They play on the radio.

Jazz became a part of Louisiana culture in the early 1900s. From the beginning, jazz has entertained residents, visitors, and people from all cultures.

Louis Armstrong is possibly the most popular jazz musician in the world. Born in Louisiana, Armstrong grew up in a family who did not have much money. He learned to play the cornet at school in his early teens. However, Armstrong had no money to buy an instrument of his own. Luckily, after leaving school at the age of 14, he spent time with a jazz musician who taught him and gave him his first instrument. With hard work, Armstrong became a respected musician and began playing with bands in local clubs.

Armstrong lived in Louisiana until jazz music took him to St. Louis, Chicago, and all over the world. He recorded 12 albums and his song "What a Wonderful World" can be heard in countless movies, television shows, and commercials. Eventually, Armstrong died at the age of 70 in New York. Louis Armstrong's music and influence on jazz cannot be matched.

When	Where	How
<u>in the early 1900s</u>	<u>in Louisiana</u>	<u>Thankfully</u>
<u>From the beginning</u>	<u>at clubs</u>	<u>Luckily</u>
<u>in his early teens</u>	<u>in the streets</u>	<u>With hard work</u>
<u>at the age of 14</u>	<u>on the radio</u>	
<u>Eventually</u>	<u>in the world</u>	
<u>at the age of 70</u>	<u>in Louisiana</u>	
	<u>in local clubs</u>	
	<u>in New York</u>	

Writing

Objectives

- Identify supporting details and elaboration in text.
- Demonstrate an understanding of relevant elaborations in a paragraph.

Develop Supporting Detail Sentences with Elaborations

Green, yellow, and pink highlighters or colored pencils

Provide students with green, yellow, and pink highlighters or colored pencils. **Knowing how to write a well-developed paragraph is a foundational skill on which you build an elaborate report or a simple response.**

Direct students to page 72 in their Student Books. **In the previous units, we worked on various patterns for writing topic sentences. We also pulled information from the text that supported the topic sentence. Our focus in this unit will be on strengthening our skills of elaboration. Good writing contains interesting and relevant facts, details, and examples. Elaborations are connected to supporting details and make our writing interesting.**

Read each supporting detail and elaboration from “The Benefits of Exercise.” After each elaboration, ask students if the information is relevant and supportive.

Lesson 8 | Writing

Parts of a Paragraph

Topic sentence tells what the paragraph is about.
Supporting details give facts or reasons about the topic.
Transition words link one supporting detail to the next.
Elaborations add interest for the reader. **Elaborations (Es)** are explanations, examples, and evidence.
Conclusion restates the topic sentence or big idea.

Read the paragraph. Highlight the parts of the paragraph. The topic sentence is green. Supporting details and transition words are yellow. The elaborations are pink, and the conclusion is green. Circle the transition words, and label each part of the paragraph.

The Benefits of Exercise

Regular exercise benefits people's health in two important ways. **One** benefit is that exercise improves people's physical health.

It makes the heart, lungs, bones, and muscles stronger and keeps people at a healthy weight. Exercise is **also** good for the mind.

It makes people feel better about themselves and calms them down when they are angry or stressed. When people regularly do physical activities they enjoy, their bodies and minds stay fit, happy, and healthy.

Labels on the left: **topic sentence**, **elaboration**, **elaboration**

Labels on the right: **supporting detail**, **supporting detail**, **conclusion**

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Direct students to page 124 in their Student Books. Discuss the difference between the three kinds of elaborations. To help students understand the difference between evidence, examples, and explanations, write the following information on the board:

Supporting Detail Sentence: Although it was invented in America, jazz music is popular all over the world.

Example: Jazz musicians from India, Africa, Europe, and the Americas can be heard on satellite radio.

Evidence: In Bangladesh, 1 million jazz albums were purchased in 2012.

Explanation: The sounds of jazz are appreciated by many different cultures.

We have the topic sentence and supporting details for a paragraph about music. We also have a list of elaborations that enrich the supporting details, but the E's, or elaborations, are out of order. We have to determine which elaborations go with which supporting details.

Read the paragraph frame aloud. Then, read the list of possible E's aloud and work with students to choose the correct elaborations. Have students write the elaborations on the page.

When all sentences have been placed within the paragraph, go back and highlight the topic sentence and concluding sentence in green, highlight the supporting details in yellow, and circle the transition words. Finally, highlight the elaborations in pink.

Challenge students to determine which elaborations are examples (Listening to music relieves stress and elevates moods.; Athletes use music to motivate them to work hard and distract them from feeling pain and fatigue.), explanations (Music creates bonds because as a wise person once said, "When words fail, music speaks."), and evidence (For example, a study of cyclists found that, while riding stationary bicycles, the cyclists pedaled harder while listening to music.; A 2009 study found that children with autism socialized more when music was being played.; Research has also shown that listening to background music while taking tests can improve test scores.).

Lesson 2 | Writing

Elaborations: Examples, Explanations, and Evidence

The paragraph below has a topic sentence and supporting details. Use the elaborations provided to complete the paragraph.

Possible E's

Music creates bonds because as a wise person once said, "When words fail, music speaks."

Listening to music relieves stress and elevates moods.

For example, a study of cyclists found that, while riding stationary bicycles, the cyclists pedaled harder while listening to music.

A 2009 study found that children with autism socialized more when music was being played.

Athletes use music to motivate them to work hard and distract them from feeling pain and fatigue.

Research has also shown that listening to background music while taking tests can improve test scores.

Music makes life better in many ways. **First,** music enhances physical abilities. Athletes use music to motivate them to work hard and distract them from feeling pain and fatigue. For example, a study of cyclists found that, while riding stationary bicycles, the cyclists pedaled harder while listening to music.

Second, music improves mental function. Listening to music relieves stress and elevates moods. Research has also shown that listening to background music while taking tests can improve test scores.

Third, music provides the means for humans to connect with one another. A 2009 study found that children with autism socialized more when music was being played. Music creates bonds because as a wise person once said, "When words fail, music speaks." Music makes people better.

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Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write three sentences with the word jazz. Use a different meaning for jazz in each sentence.
- Is music important? Explain your answer.
- Write three sentences about your favorite teacher using adverbs.

Reading

Objective

- Read words to develop fluency.

Word Fluency: First Read

Follow the Fluency Procedure below. If it is necessary, begin the fluency drill with a choral read of the words as you provide a rhythm (snap your fingers, tap your pencil). Direct students to page 125 in their Student Books and complete the process.

Timer

Word Fluency
Read the words fluently.

	Correct	Errors
1st Try		
2nd Try		

socks	fuzz	stuff	fast	yell	puffs	missing	spilled	pass	desk	10
stuff	fast	yell	puffs	missing	spilled	pass	desk	fixed	pulled	20
yell	puffs	missing	spilled	pass	desk	fixed	pulled	telling	off	30
missing	spilled	pass	desk	fixed	pulled	telling	off	gasp	snack	40
pass	desk	fixed	pulled	telling	off	gasp	snack	slots	quick	50
fixed	pulled	telling	off	gasp	snack	slots	quick	deck	boxing	60
telling	off	gasp	snack	slots	quick	deck	boxing	fuzz	socks	70
gasp	snack	slots	quick	deck	boxing	fuzz	socks	fast	stuff	80
slots	quick	deck	boxing	fuzz	socks	fast	stuff	puffs	yell	90
deck	boxing	fuzz	socks	fast	stuff	puffs	yell	spilled	missing	100

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Unit 4
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Lesson 3 | Reading

Fluency Procedure

- Partners switch books, so the recorder will be marking errors in the reader's book.
- A timer is set for one minute.
- Readers and recorders move left to right, tracking each word with a pencil.
- As readers read the words aloud, recorders mark errors with a small x above the misread words.
- When the minute ends, recorders place a star to the right of the last word read.
- If the reader is able to read all the words before the minute ends, he or she needs to start over at the beginning. Then, when the minute ends, the recorder must indicate the stopping point by placing two stars to the right of the last word read.
- After both students have read, partners switch books.
- Students calculate the total words read, then subtract errors and record.
- Students record information on the progress chart in back of the Student Books.

Vocabulary

Objectives

- Acquire and use new vocabulary accurately.
- Demonstrate understanding of a word by relating it to nonexamples.

Review

Direct students to page 118 in their Student Books. Review the Key Passage Vocabulary from the passage “Jazz: The Journey.” Have students answer in complete sentences.

- What was a large farm where enslaved people harvested its crops? (A plantation was a large farm where enslaved people harvested its crops.) Large farms that used enslaved people to work on them are called *plantations*. What is grown on *plantations*? (Crops are grown on plantations.)
- If something is unchanging or constant, what do we say it is? (Something that is unchanging is steady.) Workers worked at a *steady* beat and sang songs to that beat. Begin snapping and have students keep a steady beat for 10 seconds as they repeat the word with every snap.
- What is it called when something has few parts and is easy to understand? (Something that has few parts and is easy to understand is simple.) Enslaved people changed the *simple* hymns they had learned. Is a *simple* hymn difficult to understand? (No, simple hymns are easy to understand.)
- Blues music was an expression of sadness and frustration. What is it called when feelings are communicated in words? (When you communicate in words, you express yourself.) Can feelings be *expressed* through song? (Yes, blues music expressed sadness.)
- Events can be held in a park, with a lot of people and entertainment. What word describes an event that is friendly and involves a lot of people? (A friendly event is called social.) Were the *social* events lonely times? (No, the social events were friendly and filled with people.)
- What is a great need for something called? (A great need is called a demand.) Musicians who would play for ballroom dances were in *demand*. Did they have too many musicians? (No, musicians were in demand.)
- When you join two things, what are you doing? (You are combining things.) Free and enslaved Black musicians *combined* the music they made with that of the slave owners. Would this dance music become jazz, or would dance music be *combined* with other music? (Dance music would be combined with other music to create jazz.)
- Musicians showed sadness in blues songs by *lowering* notes in the tunes. What is moving down in sound or tone? (When musicians move down in sound or tone, they lower the notes.) Why did blues music use *lower* notes? (The lower notes made the music feel more sad.)

Vocabulary	Knowledge Rating	Definition	Picture
plantation	0 1 2 3	a large farm where enslaved people harvested its crops	
steady	0 1 2 3	not subject to change; constant	
simple	0 1 2 3	having few parts; easy to understand	
express	0 1 2 3	to communicate in words	
social	0 1 2 3	friendly; involving several people	
demand	0 1 2 3	requirement; need	
combine	0 1 2 3	to put together; to join	
lower	0 1 2 3	to move down in sound or tone	

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Vocabulary Concept: Nonexamples

Understanding how words connect to each other improves our vocabulary and comprehension.

Write *example* on the board. We have learned about examples—or things that fit with the word. An example of an animal is *elephant*. Write *non* in front of *example* and underline the prefix. Ask students what the prefix means. If necessary, remind them of the word *nonfiction*. A *nonexample* is the opposite of an example. It is something that does not fit with the word. A nonexample of the word *animal* is *apple*. Just as knowing examples of a word can help us make associations and remember the word, knowing nonexamples can help us in the same way. If I know what something is not, it can help me understand what it is.

Draw a two-column chart on the board and label the left side *Example* and the right side *Nonexample*. Read the following list of things and have students provide examples and nonexamples. Write accurate responses in the appropriate places on the chart. Some of these are subjective, so ask students for explanations if you question their response.

- scary
- fun
- cold
- bird
- exciting
- hot
- wet
- subject in school

Direct students to page 126 in their Student Books.

Model

I will read a category, then a set of items that could possibly fit in the category. One of them does not fit; it is the nonexample. Choose the nonexample and circle it.

Complete the first set as a model.

Guided Practice

Complete the second set together.

Independent Practice

Have students finish the activity as you read the categories and sets of items. When finished, review the answers as a class.

Lesson 3 | Vocabulary

Nonexamples
Read the category. Then, read the list of words under the category. All of the words are examples, except for one. This word is a nonexample. Circle the nonexample in each set of words.

<p>mammals</p> <p>bat</p> <p><u>lizard</u></p> <p>tiger</p> <p>dog</p>	<p>constellation</p> <p><u>Big Dipper</u></p> <p>Orion</p> <p>Ursa Major</p> <p>Ursa Minor</p>
<p>fragile</p> <p>porcelain doll</p> <p>glass house</p> <p>coffee mug</p> <p><u>plastic cup</u></p>	<p>pattern</p> <p>quilt</p> <p>constellation</p> <p>songs</p> <p><u>circle</u></p>
<p>ancient</p> <p>dinosaur bones</p> <p><u>smartphone</u></p> <p>fossils</p> <p>mummies</p>	<p>star</p> <p>LeBron James</p> <p><u>your teacher</u></p> <p>America Ferrera</p> <p>Tom Cruise</p>
<p>brilliant</p> <p><u>cave</u></p> <p>star</p> <p>lamp</p> <p>flashlight</p>	<p>expert</p> <p>doctor</p> <p>lawyer</p> <p><u>baby</u></p> <p>professional athlete</p>
<p>sturdy</p> <p>brick house</p> <p>steel house</p> <p>wood house</p> <p><u>straw house</u></p>	<p>mortal</p> <p>teacher</p> <p>mom</p> <p><u>Zeus</u></p> <p>dad</p>

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Grammar

Objectives

- Demonstrate an understanding of how to use a comma with prepositional phrases.
- Identify prepositional phrases.

Commas and Prepositional Phrases

In the preceding lesson, you sorted adverbs and prepositional phrases according to the questions they answered. Many prepositional phrases function like adverbs. They add meaning to the verb by answering *how*, *when*, or *where* questions. When sentences begin with adverbs or prepositional phrases, we have to use punctuation to separate them from the subject part of the sentence. We use a comma. Write the following sentences on the board:

- *Unfortunately, they didn't play jazz music at the party.*
- *In 2002, Norah Jones released her first album.*

Read the sentences. Underline the adverb or prepositional phrase that begins each sentence, and then circle the comma. Notice that both the adverb and prepositional phrase are at the beginning of the sentence. Changing sentence structure is one way to keep your writing interesting. One of the easiest changes you can make is to move the *when*, the *where*, or the *how* to the beginning of your sentence. You have to make sure you punctuate it correctly. Explain that it is acceptable to put these phrases at the end, but moving them to the beginning adds interest and often sounds better.

Direct students to page 127 in their Student Books. Read the instructions aloud.

Model

Complete the first one as a model.

Guided Practice

Complete the next two together as a class.

Independent Practice

Have students finish the activity independently or as you read the sentences aloud. When students have finished, review the answers as a class.

Note: Base the number of modeled and guided examples on student ability and progress. Challenge students with independent practice when appropriate.

Commas and Prepositional Phrases

When a sentence begins with an introductory element that answers when or where, a comma is used to separate the element from the rest of the sentence. Read each sentence. If the sentence begins with an introductory prepositional phrase, underline the phrase and circle the comma. Every sentence has a comma in it, but not every sentence begins with an introductory element. Write the prepositions from the underlined phrases on the line at the bottom of the page.

1. From the beginning of jazz, artists and photographers have tried to capture its spirit in art.
2. In the 1920s, there was a new spirit.
3. They did the Charleston, the most popular jazz dance.
4. By the 1940s, photography had improved.
5. Film was faster, and the flash became portable.
6. Over the years, artists and photographers have tried many ways to capture the look and feel of jazz.
7. The paintings and photographs are strong, alive, and free.
8. On August 4, 1901, Louis was born in New Orleans.
9. Within a year, he proudly led the band through his old neighborhood.
10. For the first time, he had enough food to eat.

Prepositions: from, in, by, over, on, within, for

Reading

Objective

- Demonstrate an understanding of how to respond to various types of questions.

Review Question Words

As a reader or listener, you need to constantly monitor your understanding of text. You are constantly updating what you know about the text and making predictions about what the text will say next. You ask yourself questions and determine if your questions have been answered. This ongoing process must be automatic. If you have to stop to think about it, you have to stop reading the text.

We have focused on question words to help us answer questions. Today, we will pay close attention to the other words in the question as well. The other words are very important to the question and will help you determine the correct answers. For instance, if I ask, Do you go to school?, the answer might be very different from the answer to the question, Do you like to go to school? Notice that the question word is the same, but two additional words (*like* and *to*) totally change the question.

Listen to the following questions. Determine what needs to be included in the answer. Read each pair of questions, pausing in between for students to respond. Correct any errors.

- Why do you like jazz? Why don't you like jazz?
- Where are you going? Where did you go?
- When will she arrive? When will she leave?
- Who won the game? Who played in the game?
- How do you feel? How does it feel?
- What is on the counter? What is under the counter?

Question Words:
Basic poster

Direct students to page 128 in their Student Books and read the instructions aloud.

Model

Complete the first question as a model.

Guided Practice

Complete the next question together as a class.

Independent Practice

Read the remaining questions and possible answers aloud. Have students choose the answers independently. When students have finished, review the answers as a class.

Lesson 3 | Reading

What's in a Question?

Read each question. Circle the correct answer. Pay close attention to what the question is asking.

1. What time does class begin?
 - a. Class begins with a warm-up exercise.
 - b. The class is very difficult.
 - c. Class begins at 9:00 a.m.
 - d. That is my last class of the day.
2. Where did they find the dinosaur bones?
 - a. It took a long time for them to find the bones.
 - b. They had to dig very carefully to preserve the bones.
 - c. The Touareg tribe helped them find the bones.
 - d. They found the bones in the desert.
3. Are you going on the field trip?
 - a. No, I have not been on a field trip.
 - b. Yes, I like going on field trips.
 - c. Yes, I am going on the field trip.
 - d. No, I do not want to go on the field trip.
4. What is tonight's homework assignment?
 - a. The assignment is written on the board.
 - b. Tonight's assignment is to read pages 99–121.
 - c. Tonight's assignment is going to be very time-consuming.
 - d. I have so much homework tonight!
5. Who won the contest?
 - a. Seventeen people entered the contest.
 - b. Sarah did not enter the contest.
 - c. Beth and Stan wanted Melissa to win the contest.
 - d. Jill won the contest and Hank came in second place.
6. How do I look?
 - a. It looks scary.
 - b. You look sleepy.
 - c. They look sad.
 - d. We look carefully at the paper.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write three sentences about jazz. Include a prepositional phrase in each sentence that answers how, when, or where.
- Write three sentences to describe the way you dance and sing. Include adverbs or prepositional phrases in each sentence.
- Dress your avatar as though he or she is going to a jazz concert at which the audience will be dancing.

Reading

Objective

- Read phrases to develop fluency.

Phrase Fluency

Follow the Fluency Procedure below. If it is necessary, begin the fluency drill with a choral read of all phrases. Direct students to page 129 in their Student Books and complete the process.

Fluency Procedure

- Partners switch books, so the recorder will be marking errors in the reader's book.
- A timer is set for one minute.
- Readers and recorders move left to right, tracking each word with a pencil.
- As readers read the words aloud, recorders mark errors with a small x above the misread words.
- When the minute ends, recorders place a star to the right of the last word read.
- If the reader is able to read all the words before the minute ends, he or she needs to start over at the beginning. Then, when the minute ends, the recorder must indicate the stopping point by placing two stars to the right of the last word read.
- After both students have read, partners switch books.
- Students calculate the total words read, then subtract errors and record.
- Students record information on the progress chart in back of the Student Books.

Lesson 4 | Reading

Phrase Fluency

Read each phrase fluently.

Correct	Errors	at dusk	2	a buzz cut	83
		as well as she can	7	a tan bell	86
Correct	Errors	to the back pen	11	by the tall men	90
		Dad's full cup	14	for your mom	93
1st Try	2nd Try	from the west	17	his wet socks	96
		in my desk	20	into my spot	99
Correct	Errors	into the well	23	Jeff's pet cat	102
		kicked well	25	less mess	104
Correct	Errors	off the deck	28	on his cell	107
		one speck	30	onto his back	110
Correct	Errors	on top of the hill	35	not on his leg	114
		not telling yet	38	past the nets	117
Correct	Errors	ran fast	40	Russ's big dog	120
		Sam's best vest	43	she is not	123
Correct	Errors	sick of the smell	47	on six tests	126
		still spilled	49	Tess's best stuff	129
Correct	Errors	ten tasks	51	the dim well	132
		the duck's back	54	the big hogs	135
Correct	Errors	the hot rocks	57	on the red steps	139
		with the sad doll	61	the sick gal said	143
Correct	Errors	the fat duck's leg	65	to get a pen	147
		to our sled	68	up your leg	150
Correct	Errors	up to the wet jet	73	was packing last	153
		was spilling less	76	the wet pet's smell	157
Correct	Errors	with your fun pal	80	on the big hog's back	162

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Unit 4 129

Timer

Grammar

Objectives

- Accurately write dictated oral phrases.
- Demonstrate an understanding of the purpose and function of prepositional phrases in sentences.
- Follow multistep directions.

Prepositional Phrases

We will work with the phrases you just read and change the focus from fluency to function.

Direct students to Part A on page 130 in their Student Books. Read the instructions and remind students of the procedure for phrase dictation. Have students repeat the steps of the procedure.

Dictation Procedure

- Teacher reads the phrase.
- Students repeat the phrase.
- Students write the phrase.
- Teacher reads the phrase a second time as students check their work.

1. to our sled
2. up your leg
3. on the red steps
4. at dusk
5. as well as she can

After students have completed the dictation, have them mark the question each phrase answers.

Model

Direct students to Part B. Complete the first sentence as a model. Listen as I read the first sentence frame and try to figure out which phrase will make sense. *Jill put the cat.* I'm going to try each phrase to see which one makes the most sense. *Jill put the cat to our sled.* That certainly doesn't make sense. *Jill put the cat up your leg.* That doesn't work. *Jill put the cat on the red steps.* That could work. *Jill put the cat at dusk.* That certainly doesn't make sense and neither does *Jill put the cat as well as she can.* I'm going to write "on the red steps" to finish the first sentence.

Guided Practice

Complete the next sentence together as a class.

Lesson 4 | Grammar

Phrase Dictation: Prepositional Phrases

Part A

Listen to each phrase and repeat it. Write it on the line. Place an X to show which question the phrase answers.

Phrase	When	Where	How
1. to our sled		X	
2. up your leg		X	
3. on the red steps		X	
4. at dusk	X		
5. as well as she can			X

Part B

Use the phrases to complete the following sentences:

1. Jill put the cat on the red steps.
2. Sam left the park at dusk.
3. We ran to our sled.
4. The bug hopped up your leg.
5. Jan is packing her bag as well as she can.

Independent Practice

Have students finish the activity independently. When students have finished, review the answers as a class.

Note: Base the number of modeled and guided examples on student ability and progress. Challenge students with independent practice when appropriate.

Reading

Objectives

- Read phrases with fluency to support comprehension.
- Generate questions using *who*, *what*, *when*, *where*, *how*, and *why*.
- Answer questions accurately.

Sentence Morphs

Prosody is a term that means the phrasing, the expression, and the way the voice is used when reading. You can tell if people understand what they are reading by the way they read. Do they chunk the words into phrases? Do they stop at periods and pause at commas? Do they raise their voice with a question? Guide students to recognize that people do all these things when they understand what they read.

Reading fluently helps with comprehension. Reading in phrases is a part of prosody. A phrase is a group of words with meaning. In English, we typically see a subject phrase and then a predicate phrase. With this predictable order, we know what is coming. It helps with comprehension.

Read the following phrases, pausing in between for students to create a mental picture.

The tall man . . . sat on the ball.

The tall man is the subject, and *sat on the ball* is the predicate.

Write the following sentence on the board:

The red van moved slowly up the hill.

Read the sentence aloud one phrase at a time. Ask students about the image in their mind after each phrase.

When we read text, it is helpful to group the words into meaningful chunks or phrases. This helps provide rhythm to what we read and helps us understand what we read. The goal is to group words into phrases while reading, just as we do when speaking. We group words based on their meanings or what questions they answer. For Sentence Morphs, we scoop phrase chunks using our pencil. When we scoop a phrase, we form an image in our heads. The next phrase we read may add to or change the image. That is comprehension.

Direct students to page 131 in their Student Books.

We will practice reading sentences that have been broken into phrases. Our goal is to read chunks instead of individual words. This will help us read more fluently.

Let's look at the first sentence. I will read each phrase, and I want you to repeat it. As you read the phrase, I want you to "scoop it" by joining the beginning dot and end dot with your pencil. Then, we will read all of the phrases together as a complete sentence, scooping as we read.

Jim's stuff (Jim's stuff) *was spilling* (was spilling) *onto the steps* (onto the steps).
Together: *Jim's stuff was spilling onto the steps.*

Continue reading each set of phrases and complete sentences in this way. Have students scoop and read all of the sentence morphs with you.

Lesson 4 | Reading

Sentence Morphs

Read the phrases. Scoop them in the complete sentences.

<ul style="list-style-type: none"> • Jim's stuff • • was spilling • • onto the steps • <p>Jim's stuff was spilling onto the steps.</p>	<ul style="list-style-type: none"> • The big hogs • • will nap • • in the slop • <p>The big hogs will nap in the slop.</p>	<ul style="list-style-type: none"> • He kicked • • his wet socks • • onto the bed • <p>He kicked his wet socks onto the bed.</p>
<ul style="list-style-type: none"> • As she fell • • off the deck • • Bess yelled • <p>As she fell off the deck, Bess yelled.</p>	<ul style="list-style-type: none"> • The red van • • did laps • • in the wet mud • <p>The red van did laps in the wet mud.</p>	<ul style="list-style-type: none"> • Ned and Ted • • sped by • • in the sled • <p>Ned and Ted sped by in the sled.</p>
<ul style="list-style-type: none"> • When he fell • • Jeff checked his leg • • for cuts • <p>When he fell, Jeff checked his leg for cuts.</p>	<ul style="list-style-type: none"> • The ten chicks • • were kicking up • • specks of dust • <p>The ten chicks were kicking up specks of dust.</p>	<ul style="list-style-type: none"> • The six kids • • were packing • • and missed the bus • <p>The six kids were packing and missed the bus.</p>

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Generating Questions

It's important to constantly monitor what you know about the subject or the story as you read. Ask yourself questions such as:

- Do I know what's happening?
- Do I know when or where it's happening?
- Why did the author include this detail?

These questions need to come up automatically as you read or listen to text. They clarify what you know and what you still need to find out. To make these questions become an automatic response to text, let's practice generating possible questions and answers by looking at pictures.

Direct students to page 132 in their Student Books.

Model

Use the first picture to model the process of asking and answering the basic questions *who*, *what*, *when*, *where*, *how*, and *why*?


Guided and Independent Practice


Have partners generate six questions for the second picture using any of the question words in the example. Have students write the questions under the picture. Then, have partners answer the questions using information from the picture. Have students share their questions and plausible answers.

Lesson 4 | Reading

Questions and Answers

Use the picture to ask questions using *who*, *what*, *when*, *where*, *how*, and *why*. Answer the questions.
Answers will vary.





1. Who is involved in the recycling project? Students from Mrs. Jones's class are involved in the project.
2. What are they recycling? The students are recycling the newspapers they use in class.
3. When did they begin the project? They began the project when school started.
4. How are they collecting the newspapers? Each class has a special recycling bin and a representative to monitor the recycling.
5. Where do they take the paper? They take the paper to the local recycling center.
6. Why are they doing this project? The students wanted to help reduce waste and earn money at the same time.

1. Who is working in the garden? Jan, Vick, Niki, and Sam are working in the garden.
2. What is Vick doing? Vick is digging a hole.
3. When did they plant the garden? They planted the garden in early spring.
4. Where is the garden located? The garden is in their neighborhood park.
5. How did the kids learn how to garden? The elderly neighbors taught them how to garden.
6. Why did they plant a garden? They wanted to grow fresh vegetables.

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Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Fill in the blanks by answering the when question.
I take a shower _____.
_____ I celebrate my birthday.
_____ I go shopping.
_____ I watch movies.
I play video games _____.
- Choose five of the following words and write a nonexample for the word:
cold, hot, large, small, shy, happy, sad, bug, lady, baby, hear, jog, shout.
- What are the advantages of singing while you work? Include information from the text as well as your own ideas.

Vocabulary

Objective

- Acquire and use new vocabulary accurately.

Recontextualize Passage Vocabulary

Direct students to page 118 in their Student Books. Review the vocabulary words from “Jazz: The Journey.”

- Where am I if I visit a large historical farm? (on a plantation) What is a large farm where enslaved people harvested crops? (a plantation)
- If something is constant and doesn’t change, it is said to be what? (steady) When the breeze blows without stopping, what kind of breeze is that? (steady)
- Is a space shuttle *simple*? (no) What do you call something that has few parts and is easy to understand? (simple)
- If I communicated through words, what did I do? (expressed) Can I *express* myself in a song? (yes) Can I *express* myself in a story? (yes)
- Which one is *social*, a dance or detention? (a dance) A dance is what kind of event? (social)
- What is it called when something is in great need? (demand) Are fax machines in *demand*? (no) Are smartphones in *demand*? (yes)
- What do you do when you join classes together? (combine) When several things are joined together, they are what? (combined)
- If I sing a song and move down in tone, what do I do? (lower the notes)

Vocabulary	Knowledge Rating	Definition	Picture
plantation	0 1 2 3	a large farm where enslaved people harvested its crops	
steady	0 1 2 3	not subject to change; constant	
simple	0 1 2 3	having few parts; easy to understand	
express	0 1 2 3	to communicate in words	
social	0 1 2 3	friendly; involving several people	
demand	0 1 2 3	requirement; need	
combine	0 1 2 3	to put together; to join	
lower	0 1 2 3	to move down in sound or tone	

Reading

Objectives

- Write questions about a text to deepen comprehension.
- Respond to questions orally.
- Refer to details and examples in a text when answering specific questions about the text.
- Cite text evidence in support of what the text says explicitly.
- Determine the meaning of metaphors.

Guided Reading of “Jazz: The Journey”: Ask and Answer Questions

Question Words:
Basic poster

We will continue asking and answering questions with question words, such as *what* or *why*. These questions are considered “right there” questions that can be answered directly from the text. We need to keep practicing these “right there” questions before we can move on to more advanced questions.

It is critical to understand what a question is asking and how to answer it. We will become automatic with these question words and learn exactly how to answer these types of questions at a mastery level.

Direct students to page 14 in their Student Books or the Question Words poster.

Review the Chart Reading Procedure with students and have partners read the chart.

Chart Reading Procedure

- Group students with partners or in triads.
- Have students count off as 1s or 2s. The 1s will become the student leaders. If working with triads, the third student becomes a 2.
- The student leaders will read the left column (Question Words) in addition to managing the time and turn-taking if working with a triad.
- The 2s will explain the right column of the chart (How to Answer). If working in triads, 2s take turns explaining the right column.
- All students should follow along with their pencil eraser while others are explaining the chart.

This time, when we read “Jazz: The Journey,” we will ask questions about the text. Doing this helps us understand what is important. We will also answer the questions that we ask, which should clear up misunderstandings about confusing vocabulary and ideas.

Lesson 3 | Reading

Question Words

How to Answer Questions

Use these steps to answer a short-answer question with a complete sentence:

- Look for a question word to know what the question is asking.
- Find information in the text to answer the question.
- Plan and write the answer.
- Check the answer.

Example question:
What things do growing questions look like?

Some growing questions:
Look like flowers.
Blossom.

Find the answer in the text.

Question words help you know how to answer the question.

Question Words	How to Answer
If the question asks...	Your answer must include...
Who	information about a person or group
What	an action or name of a thing
When	a specific time, date, or event
Where	a general location or specific place
Question Words	How to Answer
If the question asks...	Your answer must include...
Is/Are	a "yes" or a "no" answer plus explanation
Do/Does	a "yes" or a "no" answer plus explanation
Question Words	How to Answer
If the question asks...	Your answer must include...
Who	a reason or explanation
How	the way something is done

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Direct students to page 119 in their Student Books or have them tear out the extra copy of “Jazz: The Journey” from the back of their books.

Note: To minimize flipping back and forth between the pages, a copy of each text has been included in the back of the Student Books. Encourage students to tear this out and use it when working on activities that require the use of the text.



Let’s reread “Jazz: The Journey” and ask good questions. Remember what you do when you read. Follow the words in your book. Focus on the words and use your pencil eraser while I read the text aloud. This will help your brain detect patterns.

Note: Although the lessons are written for a teacher read-aloud, it is important that your students read as much and as often as they can. Assign readings that meet the needs of your students, based on your observations or data. This is a good opportunity to stretch students, but if they become frustrated, return to the read-aloud method.

Read the first paragraph.

Jazz: The Journey

Many people agree that the music we now call jazz began in New Orleans, Louisiana. Jazz grew from other music and cultures that came before it. In fact, the growth of jazz has been like a journey with several stops. Each stop added something new along the way.

SE p. 119,
paragraph 1

Direct students to page 133 in their Student Books. **Think about the text. What questions to you have? What should your peers have learned in the first paragraph?**

- Consider starting your question with *what* or *where*.
- Write the question on the page. Be prepared to answer your question orally.

Direct students back to the passage. **Now, we will listen to the next paragraph.**

Read the next paragraph.

SE p. 119,
paragraph 2

The jazz journey began in the 1800s. It started with the work songs of enslaved Black Africans who had been brought to America from western Africa. The songs rose up from the fields of the southern **plantations**. There, men, women, and children toiled under the constant watch of overseers and slave owners. The songs had a **steady**, or unchanging, beat. They also had patterns of call and response. One singer called out a line and the rest responded with a line. The songs were more than work songs. They were a form of relief. They also were a form of rebellion. The enslaved people sang secret messages to tell what they could not talk about out loud.

Direct students to page 133 in their Student Books to repeat the process for paragraph 2.

- Choose a different question word. Try using *who* or *when*.
- Write the question on the page. Be prepared to answer your question orally.

Lesson 5 | Reading

Ask and Answer Questions

Reread "Jazz: The Journey." After each section, write a question for your partner to answer using question words that you have learned so far. Use the chart on page 14 to help you. Try not to use the same question word twice. Be prepared to answer your question orally.

Paragraph 1 What? Where?
1. _____

Paragraph 2 Who? When?
2. _____

Paragraph 3 What? Who?
3. _____

Paragraph 4 Is? Do?
4. _____

Paragraph 5 How? What?
5. _____

Paragraph 6 How? What?
6. _____

Paragraph 7 When? Who?
7. _____

Paragraphs 8–9 What? Where?
8. _____

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Direct students back to the passage. **It's time to continue reading.**

Read the next paragraph.

SE p. 120,
paragraph 1

From the fields, the enslaved people carried their musical styles into their worship. In the churches of their masters, they were taught to do as they were told. They did not trust this message. They held secret church services. They changed the plain, **simple** hymns they had learned from their masters. The words, rhythms, and tunes were changed to **express** their faith in their own way. As in the work songs, patterns of call and response were common.

Direct students to page 133 in their Student Books to repeat the process for paragraph 3.

- Choose a different question word. Try using *what* or *who*.
- Write the question on the page. Be prepared to answer your question orally.

Direct students back to the passage. **Let's continue.** Read the next paragraph.

SE p. 120,
paragraph 2

As the journey continued, there was more change. The music became **social**. A **demand** grew for musicians to play for ballroom dances and other entertainment. Many free and enslaved Black musicians played fiddles and flutes. They also began to make and play banjos, which were like instruments they had in Africa. Again, they combined their own sounds with those of the slave owners to change the music.

Direct students to page 133 in their Student Books to repeat the process for paragraph 4.

- Choose a different question word. Try using *is* or *do*.
- Write the question on the page. Be prepared to answer your question orally.

Direct students back to the passage. **Let's continue.** Read the next paragraph.

SE p. 120,
paragraph 3

Another stop on the jazz journey was ragtime. It was piano music. It was lively with jumpy rhythms over the beat. It was composed, or written down for players to read.

Direct students to page 133 in their Student Books to repeat the process for paragraph 5.

- Choose a different question word. Try using *how* or *what*.
- Write the question on the page. Be prepared to answer your question orally.

Direct students back to the passage. **Let's continue.** Read the next paragraph.

SE p. 120,
paragraph 4

The next stop was the blues. It was about sadness, hard times, and lost love. Performers showed this by lowering some notes in the tune of the songs. Unlike ragtime, blues songs were often not written down. The performers felt free to sing or play however they wanted. This freedom came to be important in jazz.

Direct students to page 133 in their Student Books to repeat the process for paragraph 6.

- Choose a different question word. Try using *how* or *what*.
- Write the question on the page. Be prepared to answer your question orally.

Direct students back to the passage. *Let's continue.* Read the next paragraph.

SE p. 120,
paragraph 5

The early 1900s marked the start of jazz as we know it. Among the people who began playing in New Orleans were players who had been classically trained in European styles of music; it was a mix of what are called “readers” and those who play “by ear.” Players formed small jazz bands. Each player had a special part. At the time, Black jazz bands often had less success than White bands who copied their music. Still, they played. They played with a freedom that they could not find in everyday life.

Direct students to page 133 in their Student Books to repeat the process for paragraph 7.

- Choose a different question word. Try using *when* or *who*.
- Write the question on the page. Be prepared to answer your question orally.

Direct students back to the passage. *It's time to finish the text.* Read the last paragraph.

SE p. 120,
paragraphs 6 and 7

Jazz spread to other cities around the country. It kept changing. There were big jazz orchestras. Solo players became more common. They played piano, trumpet, and guitar. They played the saxophone too. Jazz singers also became part of the ever-changing landscape.

The journey of jazz music is like a trip with no end in sight. It has always been a changing art form, and it still is.

Direct students to page 133 in their Student Books to repeat the process for paragraph 8.

- Write your last question on the page. Try to create a question using words from the heading. You can also try using *what* or *where* for this question.
- Be prepared to answer your question orally.

Share Questions

Have partners read their questions to each other and answer them orally. Have students correct each other if needed. Have volunteers share their questions and answers with the class.

Passage Comprehension

Direct students to pages 134 and 135 in their Student Books. Now, we will answer other questions about “Jazz: The Journey” for more practice. Some of the questions may be similar to the questions you already asked and answered.

- Read each question. Identify and underline the question word.
- Use the Question Words poster or the chart on page 14 to review the type of information required to respond to the question.
- Reread the section to retrieve exact information for text evidence. Use the question word to formulate a response.

Note: For the sake of time, students can write the line numbers of the text evidence instead of the actual words from the text. However, if you feel your students need practice with the concept, continue having them cite the evidence.

Model

Read the first question aloud.

1. Where did enslaved people sing work songs?

If the question asks *where*, the answer must include a place.

- What is the question word in this sentence? (Where)
- How do we answer a question that begins with *where*? (with a place)

Before I model this, attempt to answer this question with a complete sentence on your own. Provide wait time. Write the following sentence frame on the board for students to use if needed.

Enslaved people sang work songs _____.
(prepositional phrases that answer where)

Before we look at the text for evidence, note two things about the sentence frame. Notice that we changed *sing* to the past tense *sang*. Today they *sing*; yesterday they *sang*. Next, we need to use the text to find evidence that answers *where*. This answer will be written as a prepositional phrase. Ready? What line numbers should we review? (6 through 14)

Passage Comprehension

Underline the question word in each question. Then, answer each question using a complete sentence. Write the evidence from the text.

1. Where did enslaved people sing work songs?

Enslaved Black Africans sang work songs in the fields of southern plantations.

Text Evidence: It started with the work songs of enslaved Black Africans who had been brought to America from western Africa. The songs rose up from the fields of the southern plantations.

2. What did enslaved people do to change church music?

Enslaved people changed church music by changing the words, the rhythm, and the tunes.

Text Evidence: Enslaved people held secret church services. They changed the simple hymns of their masters by using new words, rhythms, and tunes to express their faith in their own way.

3. What was ragtime?

Ragtime was lively piano music that was written down for players.

Text Evidence: Ragtime was piano music. It was lively with jumpy rhythms. It was composed for players to read.

4. What are some characteristics of blues music?

Some characteristics of blues music are that it was about sadness and hard times, and the songs were often not written down, so musicians felt free to sing or play as they wanted.

Text Evidence: It was about sadness, hard times, and lost love. The songs were often not written down. The performers felt free to sing or play however they wanted.

The text says, “It started with the work songs of enslaved Black Africans.” The words *enslaved Black Africans* refers to the workers. It also says, “The songs rose up from the fields of the southern plantations.” This is my text evidence. Now, I will write my answer. I want to make sure that my answer is enough for me to look at and learn from, so I need to include part of the question in my answer.

Write on the line on the board as you formulate the answer. (Enslaved Black Africans sang work songs in the fields of southern plantations.)

As you learned earlier in this unit, you can move the prepositional phrase to the beginning of the sentence. Let’s try that together with a similar sentence frame.

Write the following sentence frame on the board:

_____, *enslaved Black Africans sang work songs.*
(*prepositional phrases that answer where*)

Write on the line on the board as you formulate the answer. (In fields on southern plantations, enslaved Black Africans sang work songs.)

Guided Practice

Read the next question aloud.

2. What did enslaved people do to change church music?

- What is the question word in this sentence? (What)
- How do we answer a question that begins with *what*? (an action or name of a thing)

Answer this question on your own. Provide wait time. Write the following sentence frame on the board for students to use if needed:

Enslaved people changed _____ *of church music.*
(*an action or name of a thing*)

Let’s use the text to find the answer. On page 120, there are several ways that enslaved people changed church music. This is my text evidence. What did they change? (words, rhythms, tunes) Now, I will write my answer. I want to make sure that my answer is enough for me to look at and learn from, so I need to include part of the question in my answer.

Write on the line on the board as you formulate the answer. (Enslaved people changed church music by changing the words, the rhythm, and the tunes.)

Independent Practice

Read the remaining questions aloud. Have partners answer the remaining questions and provide text evidence for their answers. Have volunteers answer the questions orally. Remind students to compare their answers and make corrections, if necessary.

Note: Base the number of modeled and guided examples on student ability and progress. Challenge students with independent practice when appropriate.

Passage Comprehension (cont.)

5. What happened in the early 1900s in New Orleans?

In New Orleans in the early 1900s, people formed small jazz bands made up of a mixture of "readers," or classically trained musicians, and those who play "by ear."

Text Evidence: The early 1900s marked the start of jazz as we know it. People began playing in New Orleans; there were "readers" and those who play "by ear."

6. What were the stops along the jazz journey?

The stops along the jazz journey included work songs, church music, dance music, ragtime, and blues.

Text Evidence: It started with the work songs of enslaved Black Africans who had been brought to America from western Africa. They sang these work songs as they worked on the southern plantations. Then, enslaved people carried their musical styles to their churches. Dance music was another stop on the jazz journey when Black musicians played for ballroom dances and other entertainment. Another stop on the jazz journey was ragtime. The last stop was the blues. It was about sadness, hard times, and lost love.

7. What happened when jazz spread to other cities around the country?

Jazz kept changing.

Text Evidence: When jazz spread to other cities around the country, it kept changing. There were big jazz orchestras and there were solo players. Musicians played piano, trumpet, guitar, and the saxophone. There were jazz singers too. Jazz music will always be a changing art form.



Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Turn to your Key Passage Vocabulary chart. Complete your drawings and add information to definitions as needed.
- Create three prepositional phrases that answer each question: Where? When? How?
- Use the word steady in a sentence about something you do.

Writing

Objectives

- Know spelling rules for words with double consonants.
- Know spelling rules for past tense verbs.
- Know spelling rules for inflectional ending -s.
- Demonstrate proficiency in handwriting.

Spelling Words

Use this spelling activity to practice or assess the unit's spelling patterns students have learned online.

Direct students to page 136 in their Student Books. Read the instructions and explain the Spelling Words Procedure. Use the spelling reminders to help struggling students.

Spelling Words Procedure

- Teacher reads the word.
- Students repeat the word.
- Teacher reads the sentence.
- Students write the word.
- Teacher reads the word a second time as students check their work.

1. spill; Try not to spill your drink.
2. stuffed; I stuffed my books into my backpack.
3. socks; I wear thick socks with my boots.
4. mess; Please clean up the mess you made.
5. petted; She petted the dog carefully.
6. tells; My sister tells funny jokes.

Lesson 6 | Writing

Spelling

Write the words your teacher dictates.

1. spill _____
2. stuffed _____
3. socks _____
4. mess _____
5. petted _____
6. tells _____
7. ringing _____
8. fussed _____
9. stacked _____
10. vests _____
11. hangs _____
12. desk _____

7. ringing; Your phone is ringing.
8. fussed; The family fussed over the baby.
9. stacked; She stacked the plates in the cabinet.
10. vests; The singers wear matching vests when they perform.
11. hangs; The monkey hangs from the tree.
12. desk; Put your papers in your desk.

Spelling Reminders

FLOSS Rule

When a short vowel is followed immediately by the sounds /f/, /l/, /s/, or sometimes /z/, we double the last consonant. The graphemes that use this rule are *ff*, *ll*, *ss*, and *zz*.

Past tense *-ed*

We add *-ed* to a verb to describe something that happened in the past. When *-ed* follows a voiceless consonant, the *-ed* sounds like /t/. But, when *-ed* follows a voiced consonant, the *-ed* sounds like /d/.

Digraphs

Remember, some words have graphemes with two or more letters representing one sound. These graphemes include *ck*, *ng*, and the FLOSS consonants.

Inflections

Remember, to make a noun plural, or mean more than one, we usually add *-s* at the end. The *-s* can sound like /s/, as in *backpacks*, or /z/, as in *book bags*.

Student Handwriting: Handwriting lessons are provided in manuscript and cursive. These explicit lessons, found online, can be taught systematically during Spelling to strengthen legibility and fluency.

Vocabulary

Objectives

- Sort words into categories.
- Define words using a category and one or more attributes.
- Use context to determine the meanings of words.
- Consult reference materials to clarify the precise meanings of words.

Define It

Direct students to page 137 in their Student Books.

To define words, we need to understand the words' categories and attributes. Categories are the broad groups. Attributes are things like size, shape, color, texture, and function.

Model

The category of a word is the broad group that it fits into. The broad category for *jazz* is "music." The attributes of a word are what make it different or unique from other words within the category. Attributes are things like size, shape, color, texture, and function. An attribute of jazz is that it was created in America. Another attribute is that it was a combination of many styles of music. So we can define *jazz* this way: "music that was created in America from a combination of many types of music with many different influences."

Guided Practice

Direct students to the word *blues* in the sixth paragraph of "Jazz: The Journey." The passage "Jazz: The Journey" describes another stop on the journey of jazz, which was a type of music called the *blues*. Did the blues express happiness? (no) Did the *blues* tell sadness and hard times? (yes)

If we put *blues* into a broad category, what would it be? (music) *The blues* is a genre of music. What attributes make a *the blues* different from other music? (about sadness, hard times, and lost love; lowered notes; not written down) Use the category and attributes to write a definition in your Student Books. (The blues is a type of music, often unwritten, about sadness, hard times, and lost love.) Write the definition on the board. Have students write the definition in their Student Books.

Lesson 6 | Vocabulary

Define It
Determine the category and attributes of each word. Then, write the definition.

Word		Category		Attributes
blues	=	music	+	about sadness, hard times, lost love; lowered notes; not written down

Definition:
The blues is a type of music, often unwritten, about sadness, hard times, and lost love.

Word		Category		Attributes
musician	=	person	+	artist; plays music; plays an instrument

Definition:
A musician is a person who writes music or plays a musical instrument.

Word		Category		Attributes
banjo	=	instrument	+	made by free and enslaved Black musicians; like instruments they had in Africa

Definition:
A banjo is a small guitar-like, stringed instrument invented by Black musicians.

Word		Category		Attributes
dance	=	movement	+	artistic; rhythmic; done to music

Definition:
Dance is an artistic, rhythmic movement often done in response to music.

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Independent Practice

Repeat the process for the second word, allowing students to provide the category, attributes, and definition. Then have partners complete the activity. Review the answers as a class. Have partners verify their definitions in a dictionary and make corrections as needed.

Writing

Objectives

- Demonstrate an understanding of how to write detailed sentences.
- Choose words to convey ideas precisely.
- Restate ideas to write concluding sentences.

Masterpiece Sentences: Stage 3

Write the following sentences on the board:

Kelly ate.

Jeff drew.

Sam wrote.

These simple sentences have a subject and a predicate. They answer the questions *Who did it?* and *What did they do?* But, they aren't complete. They leave us with too many questions. We want our sentences to say more than this, so we will work on additions to these sentences.

Lead the class to answer the question *What did they do it to?* for each sentence. Add to the sentences.

Examples

Kelly ate a piece of pie.

Jeff drew a monster.

Sam wrote a story.

Now, we need to answer the questions *when*, *where*, and *how* for each sentence.

Lead the class in answering each of the questions. Write a new sentence after each question. Then, add them together to create one complete sentence.

Examples


- When: *Kelly ate a piece of pie on Tuesday.*
 Where: *Kelly ate a piece of pie in the cafeteria.*
 How: *Kelly ate a piece of pie reluctantly.*
 Sentence: *On Tuesday, Kelly reluctantly ate a piece of pie in the cafeteria.*
- When: *Jeff drew a monster during the storm.*
 Where: *Jeff drew a monster on the page.*
 How: *Jeff drew a monster frightfully.*
 Sentence: *Frightfully, Jeff drew a monster on the page during the storm.*
- When: *Sam wrote a story when he was a child.*
 Where: *Sam wrote a story in his journal.*
 How: *Sam wrote a story happily.*
 Sentence: *When he was a child, Sam happily wrote a story in his journal.*

Direct students to page 138 in their Student Books. Look at the picture and develop a sentence that contains a subject, a predicate, and an adverb or prepositional phrase. In other words, we will answer the *who* or *what* question. Then, we will answer the *what did they do* question. We will then answer the *what did they do it to* question. Finally, we will answer the *how*, the *when*, and the *where* questions. Once we have all of our answers, we will move the painters until we find the word order we like the best. Fill in the blanks as we work through the stages and make sure your final version has the correct punctuation.

Complete the chart with students. Write the finished sentence on the board to illustrate capitalization and punctuation.

Lesson 6 | Writing

Masterpiece Sentences: Stage 3
 Use the picture to answer the questions. Then, write a sentence that uses all the answers. *Answers will vary.*



Who or What did it?	What did they (he/she/it) do?	What did they (he/she/it) do it to?
The musician	played	the horn
	When?	
	on Tuesday nights	
	Where?	
	at the club	
	How?	
	expertly	

Final Sentence
On Tuesday nights, the musician expertly played the horn at the club.

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Concluding Sentences

One of the skills we will work on in this unit is writing concluding sentences. Because they are often similar to the topic sentence, it is a good idea to practice writing a variety of sentences with a common idea.

Put students in groups of four and have them count off from one to four. Direct them to page 139 in their Student Books.

One square contains a topic sentence. Your job is to write three more sentences that express the same idea. The sentences should work as either a topic sentence or a concluding sentence. Make sure your sentences have varying structure and word order. Brainstorm synonyms to express similar ideas without being repetitive.

- Ones through threes in each group will be responsible for writing one of the new sentences.
- Using a thesaurus, fours are responsible for generating a list of synonyms and alternate ways of saying the same thing. Fours will also help as needed to think of different sentences.

*Thesauruses or
online dictionaries*

Provide sufficient time for student groups to complete the activity. Review the sentences and correct as needed.

Lesson 6 | Writing

Sentence Four-Square

Determine synonyms for the words in the sentence. Then, write three sentences that restate the ideas in the model sentence.

Everyone in our class likes listening to music. Synonyms everyone: <u>all, everybody, entire group</u> likes: <u>enjoys, fancies</u> listening: <u>hearing</u> music: <u>songs, melodies</u>	Sentence 1 <u>The entire class gets enjoyment from music.</u> Sentence 2 <u>The sounds of music are enjoyed by all members of the class.</u> Sentence 3 <u>Songs are heard and enjoyed by everybody.</u>
Many varieties of music inspire teens. Synonyms many: <u>numerous, various, a bunch, a number</u> varieties: <u>types, genres, styles</u> inspire: <u>strengthen, excite, enliven, encourage, enrich</u> teens: <u>youth, young adults, younger generation</u>	Sentence 1 <u>Youth find inspiration in numerous types of music.</u> Sentence 2 <u>The younger generation is excited by a bunch of musical genres.</u> Sentence 3 <u>Various musical styles enliven young adults.</u>

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Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- *Brainstorm alternate titles for your favorite song. Make a list and choose your favorite.*
- *Ask five why questions about jazz.*
- *Write two sentences with the words demand and star. Use each word as a noun and as a verb.*

Reading

Objectives

- Review key passage vocabulary.
- Read with purpose and understanding.
- Determine the main ideas of a text.
- Identify explicit details in a text.
- Use context to determine the meaning of words and phrases.
- Acquire academic vocabulary that signals spatial and temporal relationships.
- Demonstrate understanding of a word by relating it to synonyms and antonyms.

Close Reading: Guided Highlighting of “Jazz: The Journey”

Always preview the text for features such as headings and graphics. Then, reread text slowly and carefully to gain understanding. As you read, monitor your thinking to be sure that each sentence and paragraph makes sense. Also, look for answers to Big Idea questions. In this unit, we are answering these questions: Where did jazz music come from? Why do people make music?

Let’s reread “Jazz: The Journey.”

Have students get out a colored pencil or highlighter. Direct students to page 140 in their Student Books. Please use your writing utensil to mark your answer according to my instructions.

- Draw a rectangle around the title, “Jazz: The Journey.”

Next, mark each bold vocabulary word as I read it aloud.

- **plantation**—A *plantation* is a large farm that used enslaved people to harvest its crops. Say *plantation*. (plantation) The enslaved people sang work songs in the fields on the *plantation*.
- **steady**—*Steady* means “not subject to change; constant.” Say *steady*. (steady) The workers worked to a *steady* beat.
- **simple**—*Simple* means “having few parts; easy to understand.” Say *simple*. (simple) Europeans sang *simple* hymns.
- **express**—*Express* means “to communicate.” Say *express*. (express) Enslaved Black Africans *expressed* their feelings through song.
- **social**—*Social* means “friendly; involving several people.” Say *social*. (social) Ballroom dances were *social* parties.

Green, yellow, and pink highlighters or colored pencils

- demand—*Demand* means “requirement or need.” Say *demand*. (demand) Ballroom dances created a *demand* for flute players.
- combined—*Combined* means “joined together.” Say *combined*. (combined) Dance music *combined* African and European music.
- lower—*Lower* means “to move down in sound or tone.” Say *lower*. (lower) Singers *lowered* some notes in blues songs.

Talk with a partner about any vocabulary word that is still confusing for you to read or understand. Share your ratings from the first lesson. Were you honest about your word knowledge?

You will read the text, “Jazz: The Journey,” one paragraph at a time. After each paragraph, you will monitor your understanding by circling the check marks or the question marks. Remember to be honest about what you don’t know and do something about it. Draw a question mark over confusing words, phrases, or sentences. I will provide specific instruction on how to mark the text that will help you with your comprehension and writing.

Note: If you feel your students are capable, instruct them to highlight the main idea of each paragraph or section in green and the supporting details in yellow. Then make all additional marks in another color.

Let’s read the first paragraph. Read the paragraph.

Note: Although the lessons are written for a teacher read-aloud, it is important that your students read as much and as often as they can. Assign readings that meet the needs of your students, based on your observations or data. This is a good opportunity to stretch students, but if they become frustrated, return to the read-aloud method.

Jazz: The Journey

Many people agree that the music we now call jazz began in New Orleans, Louisiana. Jazz grew from other music and cultures that came before it. In fact, the growth of jazz has been like a journey with several stops. Each stop added something new along the way.

Close Reading

Read the text and complete the tasks.

Jazz: The Journey

Ragtime	Neverending Journey	Music as Entertainment	Growth of Jazz
Fields to the Church	Freedom of the Blues	Jazz Comes of Age	Work Songs

Growth of Jazz

✓ **7** Many people agree that the music we now call jazz began in New Orleans, Louisiana. Jazz grew from other music and cultures that came before it. In fact, the growth of jazz has been like a journey with several stops. Each stop added something new along the way.

Work Songs

✓ **5** The jazz journey began in the 1800s. It started with the work songs of enslaved Black Africans who had been brought to America from western Africa. The songs rose up from the fields of the southern **plantations**. There, men, women, and children toiled under the constant watch of overseers and slave owners. The songs had a **steady**, or unchanging, beat. **10** They also had patterns of call and response. One singer called out a line and the rest responded with a line. The songs were more than work songs. They were a form of relief. They also were a form of rebellion. The enslaved people sang secret messages to tell what they could not talk about out loud.

Fields to the Church

✓ **15** From the fields, the enslaved people carried their musical styles into their worship. In the churches of their masters, they were taught to do as they were told. They did not trust this message. They held secret church services. They changed the plain, **simple** hymns they had learned from their masters. The words, rhythms, and tunes were changed to **express** their faith in their own way. As in the work songs, patterns of call and response were common.

Music as Entertainment

✓ **20** As the journey continued, there was more change. The music became **social**. A **demand** grew for musicians to play for ballroom dances and other entertainment. Many free and enslaved Black musicians played fiddles and

Close Reading (cont.)*continued*

flutes. They also began to make and play banjos, which were like instruments they had in Africa. Again, they **combined** their own sounds with those of the **25** slave owners to change the music.

Ragtime

✓ **30** Another stop on the jazz journey was ragtime. It was piano music. It was lively with jumpy rhythms over the beat. It was composed, or written down for players to read.

Freedom of the Blues

✓ **30** The next stop was the blues. It was about sadness, hard times, and lost love. Performers showed this by **lowering** some notes in the tune of the songs. Unlike ragtime, blues songs were often not written down. The performers felt free to sing or play however they wanted. This freedom came to be important in jazz.

Jazz Comes of Age

✓ **35** The early 1900s marked the start of jazz as we know it. Among the people who began playing in New Orleans were players who had been classically trained in European styles of music; it was a mix of what are called "readers" and those who play "by ear." Players formed small jazz bands. Each player had a special part. At the time, Black jazz bands often had less success than White bands who copied their music. Still, they played. **40** They played with a freedom that they could not find in everyday life.

Neverending Journey

✓ **45** Jazz spread to other cities around the country. It kept changing. There were big jazz orchestras. Solo players became more common. They played piano, trumpet, and guitar. They played the saxophone too. Jazz singers also became part of the ever-changing landscape.

✓ **45** The journey of jazz music is like a trip with no end in sight. It has always been a changing art form, and it still is.

- Circle the check mark or question mark for this paragraph. Draw a question mark over words that confuse you.
- Review line 1. Mark where jazz began. (New Orleans)
- Review line 2. Mark what jazz "grew" from. (other music and cultures that came before it)
- Review line 3. Mark what the growth of jazz has been like. (a journey with several stops)
- Choose a heading for this section from the headings chart. Write the heading on the line above this section. (Growth of Jazz)

Let's read the next paragraph. Read the paragraph.

The jazz journey began in the 1800s. It started with the work songs of enslaved Black Africans who had been brought to America from western Africa. The songs rose up from the fields of the southern **plantations**. There, men, women, and children toiled under the constant watch of overseers and slave owners. The songs had a **steady**, or unchanging, beat. They also had patterns of call and response. One singer called out a line and the rest responded with a line. The songs were more than work songs. They were a form of relief. They also were a form of rebellion. The enslaved people sang secret messages to tell what they could not talk about out loud.

- Circle the check mark or question mark for this paragraph. Draw a question mark over words that confuse you.
- Mark the prepositional phrase that tells when the jazz journey began. (in the 1800s) Circle the preposition. (in)
- Mark the type of music jazz started with. (work songs)
- Mark the verb that tells what enslaved men, women, and children did under the watch of overseers. (toiled)
- On lines 9 and 10, mark what the songs had. (steady beat, patterns of call and response)
- Go to line 12. Mark how songs helped enslaved people. (were a form of relief and rebellion)
- On the next line, mark how enslaved people used the songs. (to sing secret messages)
- Circle the type of music described in this part of the jazz journey. (work songs)
- Choose a heading for this section from the headings chart. Write the heading on the line above this section. (Work Songs)

Let's read the next paragraph. Read the paragraph.

From the fields, the enslaved people carried their musical styles into their worship. In the churches of their masters, they were taught to do as they were told. They did not trust this message. They held secret church services. They changed the plain, **simple** hymns they had learned from their masters. The words, rhythms, and tunes were changed to **express** their faith in their own way. As in the work songs, patterns of call and response were common.

- Circle the check mark or question mark for this paragraph. Draw a question mark over words that confuse you.
- On line 17 circle another type of music that influenced jazz. (hymns)
- Mark the phrase that describes the hymns enslaved people learned from their masters. (simple)
- Mark the parts of songs that they changed. (words, rhythms, tunes)
- Go to line 19. Mark the phrase that means "say and repeat." (call and response)
- Choose a heading for this section from the headings chart. Write the heading on the line above this section. (Fields to the Church)

Let's read the next paragraph. Read the paragraph.

As the journey continued, there was more change. The music became **social**. A **demand** grew for musicians to play for ballroom dances and other entertainment. Many free and enslaved Black musicians played fiddles and flutes. They also began to make and play banjos, which were like instruments they had in Africa. Again, they **combined** their own sounds with those of the slave owners to change the music.

- Circle the check mark or question mark for this paragraph. Draw a question mark over words that confuse you.
- Go to line 21. Mark the the next stop along the journey. (The music became social; played for dances and other entertainment)
- Review lines 22 and 23. Mark three instruments they played. (fiddles, flutes, banjos)
- Go to lines 24 and 25. Circle how free and enslaved Black musicians changed the music and influenced jazz. (combined their own sounds with those of the slave owners)
- Choose a heading for this section from the headings chart. Write the heading on the line above this section. (Music as Entertainment)

Let's read the next paragraph. Read the paragraph.

Another stop on the jazz journey was ragtime. It was piano music. It was lively with jumpy rhythms over the beat. It was composed, or written down for players to read.

- Circle the check mark or question mark for this paragraph. Draw a question mark over words that confuse you.
- Review line 27. Mark the prepositional phrases that tell how ragtime sounded. (lively with jumpy rhythms over the beat) Circle the prepositions. (with, over)
- Mark the prepositional phrases that tell who the music was composed for and why. (for players; to read) Circle the prepositions. (for; to)
- Circle the type of music for this stop on the jazz journey. (ragtime)
- Choose a heading for this section from the headings chart. Write the heading on the line above this section. (Ragtime)

Let's read the next paragraph. Read the paragraph.

The next stop was the blues. It was about sadness, hard times, and lost love. Performers showed this by **lowering** some notes in the tune of the songs. Unlike ragtime, blues songs were often not written down. The performers felt free to sing or play however they wanted. This freedom came to be important in jazz.

- Circle the check mark or question mark for this paragraph. Draw a question mark over words that confuse you.
- Mark the words that describe what the blues was about. (sadness, hard times, lost love)
- Mark how blues songs were different from ragtime. (They were not written down.)
- Mark how not writing the music down affected the performers. (They felt free to sing or play however they wanted.)
- Circle the name of this stop on the jazz journey. (the blues)

- Choose a heading for this section from the headings chart. Write the heading on the line above this section. (Freedom of the Blues)

Let's read the next paragraph. Read the paragraph.

The early 1900s marked the start of jazz as we know it. Among the people who began playing in New Orleans were players who had been classically trained in European styles of music; it was a mix of what are called “readers” and those who play “by ear.” Players formed small jazz bands. Each player had a special part. At the time, Black jazz bands often had less success than White bands who copied their music. Still, they played. They played with a freedom that they could not find in everyday life.

- Circle the check mark or question mark for this paragraph. Draw a question mark over words that confuse you.
- Mark when was the start of jazz as we know it. (the early 1900s)
- Mark the prepositional phrase that tells where people were playing jazz. (in New Orleans) Circle the preposition. (in)
- On lines 35–37, mark the words that describe the players. (players who had been classically trained in European styles of music; “readers”; those who play “by ear”)
- On line 40, mark the prepositional phrases that tell how Black jazz bands played. (with a freedom they could not find in everyday life) Circle the prepositions. (with; in)

Expanding Instruction:

The logical connection between particular sentences in a paragraph may seem easy to understand. However, for struggling readers, it is important to point out the connections between the sentences. Drawing students' attention to transition words and prepositional phrases can help them become aware of the links between ideas: comparison, cause/effect, and sequence.

- Choose a heading for this section from the headings chart. Write the heading on the line above this section. (Jazz Comes of Age)

Let's read the last paragraphs. Read the paragraphs.

Jazz spread to other cities around the country. It kept changing. There were big jazz orchestras. Solo players became more common. They played piano, trumpet, and guitar. They played the saxophone too. Jazz singers also became part of the ever-changing landscape too.

The journey of jazz music is like a trip with no end in sight. It has always been a changing art form, and it still is.

- Circle the check mark or question mark for these paragraphs. Draw a question mark over words that confuse you.

- Go to line 41. Mark the sentence that tells what happened to jazz next. (It kept changing.)
- Mark the word *It* two times in these paragraphs. Draw a line from each one back to what “It” is referring to. (jazz)
- Mark the sentence that tells why jazz “is like a trip with no end in sight.” (It has always been a changing art form, and it still is.)
- Choose a heading for this section from the headings chart. Write the heading on the line above this section. (Neverending Journey)

Have partners compare text markings and correct any errors.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- List as many foods as you can think of for a culture other than your own.
- Write three sentences about music that contain adverbs or prepositional phrases that answer each question: *Where? When? How?*
- Write ten questions you would ask your favorite musician if you were allowed to interview him or her.

Reading

Objective

- Read words to develop fluency.

Word Fluency: Second Read

Follow the Fluency Procedure below. If it is necessary, begin the fluency drill with a choral read of the words as you provide a rhythm (snap your fingers, tap your foot, tap your pencil). Direct students to page 142 in their Student Books and complete the process.

Timer

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	Correct	Errors
1st Try		
2nd Try		

Word Fluency
Read the words fluently.

socks	fuzz	stuff	fast	yell	puffs	missing	spilled	pass	desk	10
stuff	fast	yell	puffs	missing	spilled	pass	desk	fixed	pulled	20
yell	puffs	missing	spilled	pass	desk	fixed	pulled	telling	off	30
missing	spilled	pass	desk	fixed	pulled	telling	off	gasp	snack	40
pass	desk	fixed	pulled	telling	off	gasp	snack	slots	quick	50
fixed	pulled	telling	off	gasp	snack	slots	quick	deck	boxing	60
telling	off	gasp	snack	slots	quick	deck	boxing	fuzz	socks	70
gasp	snack	slots	quick	deck	boxing	fuzz	socks	fast	stuff	80
slots	quick	deck	boxing	fuzz	socks	fast	stuff	puffs	yell	90
deck	boxing	fuzz	socks	fast	stuff	puffs	yell	spilled	missing	100

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Lesson 8 | Reading

Fluency Procedure

- Partners switch books, so the recorder will be marking errors in the reader's book.
- A timer is set for one minute.
- Readers and recorders move left to right, tracking each word with a pencil.
- As readers read the words aloud, recorders mark errors with a small x above the misread words.
- When the minute ends, recorders place a star to the right of the last word read.
- If the reader is able to read all the words before the minute ends, he or she needs to start over at the beginning. Then, when the minute ends, the recorder must indicate the stopping point by placing two stars to the right of the last word read.
- After both students have read, partners switch books.
- Students calculate the total words read, then subtract errors and record.
- Students record information on the progress chart in back of the Student Books.

Vocabulary

Objectives

- Make semantic connections among words to increase understanding.
- Acquire and use domain-specific vocabulary.

Making Connections: *culture*

Direct students to page 143 in their Student Books. Draw the semantic map on the board. In “Jazz: The Journey,” we read how people from different people and cultures contributed to jazz music. What is the set of ideas for a specific group of people called? (culture)

Point to the word *culture* in the middle circle. A *culture* is a set of ideas, or a way of life for a specific group of people during a specific time. Do we all come from the same culture? (no) We are diverse because we all have different backgrounds. Let's think about what is different about our backgrounds while we fill in the connected circles.

- Write *languages* in a connected circle. What are some different languages spoken by people in this classroom?
- Fill in branches based on student responses. Have students do the same. Point out that this semantic map doesn't have branches printed on it, so students will need to draw their own.

Lesson 8 | Vocabulary

Making Connections
Make connections to the word *culture* by mapping other words related to the word. *Answers will vary.*

```
graph TD; culture((culture)) --- food((food)); culture --- languages((languages)); culture --- religions((religions)); culture --- artmusic((art/music)); culture --- customs((customs));
```

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Our cultures also include different religions.

- Write *religions* in a circle connected to *culture*. What are some different religions practiced in your homes?
- Fill in branches based on student responses. Have students do the same.

Our cultures also include different customs.

- Write *customs* in a circle connected to *culture*. What are some different customs practiced in your homes related to holidays or seasons?
- Fill in branches based on student responses. Have students do the same.

Our cultures also include different art and music.

- Write *art and music* in a circle connected to *culture*. What art and/or music are appreciated in your culture?
- Fill in branches based on student responses. Have students do the same.

Our cultures also include different food.

- Write *food* in a circle connected to *culture*. What are some foods that are unique to your culture?
- Fill in branches based on student responses. Have students do the same.

Have students complete the semantic map. If time permits, ask students if they can make any other connections to *culture*.

Grammar

Objectives

- Demonstrate an understanding of the purpose and function of adverbs and prepositional phrases in sentences.
- Form and use present, past, and future tenses of verbs in sentences.

Adverbs and Prepositional Phrases

Predicate painters answer the questions *where*, *when*, and *how*. They can be adverbs or prepositional phrases. They can be found in different parts of a sentence—from beginning to end. We will practice moving our predicate painters. Changing the way your sentences start is a simple strategy that can make a dramatic difference in the flow of your writing. It prevents you from writing sentences that sound the same.

Direct students to page 144 in their Student Books and read the instructions aloud.

Model and Guided Practice

Read the first sentence starter and have students complete the sentence orally. Use one student response to create the first predicate painter. Have students write it on the page. Then, write the sentence on the board with the predicate painter at the beginning of the sentence. Have students rewrite their sentence on their page in a similar fashion. Remind students to include capitals, end punctuation, and commas for the sentences.

Repeat the process with the second sentence starter. Use this sentence to show students that it doesn't always sound better to move the painter to the front of the sentence.

Independent Practice

Read the remaining sentences, and have partners complete the sentences and rearrange them. When students have finished, review the answers as a class.

Note: Base the number of modeled and guided examples on student ability and progress. Challenge students with independent practice when appropriate.

Lesson 8 | Grammar

Adverbs and Prepositional Phrases

Read the base sentence and add a predicate painter that answers the *how*, *when*, or *where* question. Move the predicate painter and rewrite the sentence.

Answers will vary.

- The band played last Friday (when).
Last Friday, the band played.
- The twins jog over the bridge (where).
Over the bridge, the twins jog.
- The clock ticks loudly (how).
Loudly, the clock ticks.
- The fans clapped at the end of the show (when).
At the end of the show, the fans clapped.
- Jazz, rock, and hip-hop were classics in 2012 (when).
In 2012, jazz, rock, and hip-hop were classics.

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Print the Tense Timeline poster found online and display it where students can easily see it.

Tense Timeline

We have learned how endings can alter the meaning of nouns. What does it mean if I add an *-s* to some nouns? (It makes the noun plural, or means more than one.) What does it mean if I add an apostrophe *-s* to a noun? (It makes the noun show possession, or ownership.) Endings can have an impact on verbs as well. Just like nouns, there are many different kinds of verbs, and you can impact their meaning by adding certain endings.

Direct students to page 145 in their Student Books. Read the information on the page.

Verbs tell us whether the sentence is about the present, the past, or the future.

Present

Write the following sentence on the board:

I jump.

Read the sentence aloud. When do I jump? (now; today) I jump today—in the present tense.

Change the *I* to *She*. Have students read the sentence aloud and ask them what needs to be added to *jump* to make it correct: *She jumps*.

When the verb is an action verb, we often add an ending to signal the time. What ending can be added to show present tense? (*-s*) What does *present tense* mean? (today) Adding an *-s* to some verbs is one way of showing time.

Past

What do we do when we want to talk about something that already happened? Direct students back to the sentence on the board. Today, she jumps. Yesterday, she jumped. Write the following sentence on the board:

She jumped.

Look on page 145 at the box under Yesterday/Past. Let's complete the sentences by making the verbs show an action that has already happened. What would we do to the verb *bats* if he already took a turn at bat? (He batted.) Explain the doubling rule for consonants if necessary. What ending can be added to show past tense? (*-ed*) What does *past tense* mean? (yesterday) Adding an *-ed* to some verbs is another way to show time.

Repeat the process for the remaining past tense verbs. (jogged, rested)

Lesson 8 | Grammar

Verb Forms
Verbs signal time, and some verbs show action.

Tense Timeline
A **tense timeline** shows three points in time—past, present, and future.

Yesterday	Today	Tomorrow
Past	Present	Future

Rewrite each present tense sentence to show that it happened in the past. Then, rewrite each sentence to show that it will happen in the future.

Yesterday	Today	Tomorrow
Past	Present	Future
He batted _____.	-s He bats.	He will bat _____.
She jogged _____.	She jogs.	She will jog _____.
It rested _____.	It rests.	It will rest _____.

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Future

What do we do when we want to talk about something that will happen? Direct students back to the sentences on the board. *Today, she jumps. Yesterday, she jumped. Tomorrow, she will jump.* Write the following sentence on the board:

She will jump.

Look on your page at the box under Tomorrow/Future. Let's complete the sentences by making the verbs show an action that will happen. What would we do to the verb *bats* if he hasn't stepped up to the plate yet? (He will bat.) What can be added to show future tense? (*Will* can be added to a singular verb.) What does *future tense* mean? (tomorrow) Adding *will* to the singular form of a verb is one way of showing time. Repeat the process for the remaining future tense verbs. (will jog, will rest)

Emphasize that these are just *some of the ways* to make verbs show present, past, and future tense.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write three sentences with the word fill. Use it in the present tense, past tense, and future tense. Share your sentences with your partner.
- Write three sentences about jazz using a subject, predicate, and direct object. Then, add to the sentences by answering the where, when, or how questions.
- Write sentences with adverbs or prepositional phrases to answer the following questions:
Where is your next class?
How do you like to spend your free time?
When do you talk with your friends?
When do you like to be outside?
Where do you want to go on vacation?
How do you get to school in the mornings?

Vocabulary

Objectives

- Clarify the meaning of key passage vocabulary.
- Demonstrate understanding of a word by relating it to examples, nonexamples, synonyms, and antonyms.

Review

Direct students to page 118 in their Student Books.

Remind them of the review procedure. Have partners review the Key Passage Vocabulary.

Review Procedure

- Student A reads the word.
- Student B tells the meaning.
- Students swap roles for each word.

Have students revisit their rating of the words. If they cannot change all ratings to a 3, pull them aside to discuss the vocabulary words they do not know.

Four-Square: Nonexamples

Let's talk about a word we are now familiar with—*steady*.

Steady means “constant” or “not changing.” At school, you have a *steady* schedule, meaning it is predictable and doesn't change. If a sound or vibration is *steady*, it doesn't shake or waver. These are examples of things that are *steady*. However, we have been talking about nonexamples. What are some nonexamples of *steady*? What are some things that are irregular? The temperature outside is not *steady* because it gets warmer and colder; a boat in rough water is not *steady* because it rocks back and forth in the waves.

Vocabulary	Knowledge Rating	Definition	Picture
plantation	0 1 2 3	a large farm where enslaved people harvested its crops.	
steady	0 1 2 3	not subject to change; constant	
simple	0 1 2 3	having few parts; easy to understand	
express	0 1 2 3	to communicate in words	
social	0 1 2 3	friendly; involving several people	
demand	0 1 2 3	requirement; need	
combine	0 1 2 3	to put together; to join	
lower	0 1 2 3	to move down in sound or tone	

The word *steady* was used in the passage “Jazz: The Journey.” How was it used? (The songs had a steady beat.) How did their singing relate to their work? (They worked to the steady beat of the music.) Can you think of a nonexample of *steady* used in the text? Provide wait time. Think about the beat of ragtime compared with the beat of work songs. The beat of ragtime was jumpy or unsteady. The jumpy ragtime beat is a nonexample of *steady*.

Turn to your partner and share something that is *steady* or that you wish were *steady*. Remember to use complete sentences. Then, generate a list of examples and nonexamples.

Have partners discuss examples and nonexamples.

Example Words

grades, homework, tests, bell schedule, girlfriend, boyfriend, rain, wind, ocean waves, body temperature, beat of work songs

Nonexample Words

technology, grades, fire drills, beat of ragtime music, stock market, gas prices, traffic lights

Direct students to page 146 in their Student Books. Display a Four-Square template for modeling or draw one on the board.

We have been using different components from the Four-Square template to help us develop deeper word knowledge.

In Unit 1, we worked on the Four-Square template with examples using the word *interfere*. We talked about interference in football and ant colonies.

In Unit 2, we introduced antonyms, or opposites. We used the word *fragile* and talked about antonyms such as *unbreakable* and *sturdy*.

In Unit 3, we learned about synonyms, or words that mean the same or nearly the same. We said that synonyms for *mortal* include words like *human* and *fatal*.

Write or point to the word *simple* in the middle of the Four-Square template. Have students write the definition of *simple* on their pages. (having few parts; easy to understand)

Lesson 9 | Vocabulary

Four-Square
Write the definition of *simple*. Then, write synonyms, antonyms, examples, and nonexamples of the word in the appropriate boxes.

<p>Synonyms:</p> <p>easy uncomplicated plain</p>	<p>Antonyms:</p> <p>complex difficult</p>
<p>simple Definition: having few parts; easy to understand</p>	
<p>Examples:</p> <p>Possible answers: addition picture books pulleys levers walking</p>	<p>Nonexamples:</p> <p>Possible answers: long division computers final exams ragtime music</p>

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Let's begin with synonyms. Synonyms are words that mean the same or nearly the same. With your partner, brainstorm possible synonyms for *simple*. (easy; uncomplicated, plain) Have students share their ideas and write correct synonyms in the square. Have partners discuss the slight differences, or connotations, of the synonyms they have listed. For instance, *easy* often has a negative connotation, *uncomplicated* has a technical connotation, and *plain* implies ugliness.

Let's fill in the Examples square with things that are simple, or easy and uncomplicated. Think of possible examples for *simple*. Have students share their ideas and write examples in the square. Because this is subjective, make sure students are writing their own ideas of things that are simple. (addition, picture books, pulleys, levers, walking)

Let's fill in the antonym square. An antonym means the opposite. What is the opposite of *simple*? (complex, difficult) Have students complete the square.

Now, let's list nonexamples of *simple*. Nonexamples are words or ideas that don't fit. The nonexamples will be things that aren't *simple*. They are complicated or difficult. Have volunteers share their nonexamples, and have students add them to the square if they agree. Again, this is subjective, so make sure students are writing their own ideas of things that are complicated or difficult. (Possible responses: long division, computers, final exams, ragtime music)

Grammar

Objective

- Demonstrate an understanding of the purpose and function of past, present, and future tense verbs in sentences.



Assign online practice. Be sure to select the correct class from the drop-down menu.

Create sentence index cards.

Tense Timeline

Draw a large tense timeline on the board with enough space between tenses to allow students to line up at each one. Distribute index cards to students with the following sentences on them. Do not include the verb tenses.

The twins **walked** on the track. (past)

The twig **snaps** in the wind. (present)

The critics **will pick** jazz. (future)

The stars **shine** at night. (present)

The cast **performed** on Saturday. (past)

Casey **hits** last. (present)

They **will cross** the pond on a raft. (future)

The fans **clapped** for the band. (past)

Sam **will give** a gift. (future)

She **blocks** him. (present)

The ship **will dock** here. (future)

He **spotted** the bug in the grass. (past)

We have talked about the tense timeline in this unit. If something is happening right now, what tense is that? (present tense) If something hasn't happened yet, what tense

is that? (future tense) If something has already happened, what tense is that? (past tense)

I will give everyone a card with a sentence written on it. Read the sentence, and decide what tense it is. I'll give you a few minutes to read your sentences and make a decision. Move to the proper place on the tense timeline and stand. After sufficient time, review the answers to make sure all students are where they belong.

Writing

Objective

- Identify the main idea and key details in a text in preparation for writing.

Two-Column Notes

Our writing assignment in this unit is to write an explanatory paragraph about the origins of jazz. To help us with this, we are going to take notes using our Close Reading on pages 140 and 141. Direct students to page 147 in their Student Books, and discuss how both graphic organizers can be used.

Direct students to page 148 in their Student Books. Before you begin taking notes, you need to have a clear understanding of your writing topic and focus. This will help you organize your thoughts. Write the prompt on the board and read it aloud. Circle the topic and underline the instructions.

How many types of music will you identify? (three) What else are you supposed to include? (tell about them) How long is your response supposed to be? (one paragraph) How can we use part of the prompt in developing our topic sentence? Encourage discussion and ideas for topic sentences. Then, write the following topic sentence frame on the board:

Three "stops" along the jazz journey were _____, _____, and _____.

Have students write the topic sentence on the lines under Part B.

Lesson 9 | Writing

Using Two-Column Notes

Both graphic organizers can organize the same information.

Informal (Two-Column) Notes

Topic: Foundation	
★ Wall: Supporting Detail	—Window: Elaboration
	—Window: Elaboration
	—Window: Elaboration
★ Wall: Supporting Detail	—Window: Elaboration
	—Window: Elaboration
	—Window: Elaboration
★ Wall: Supporting Detail	—Window: Elaboration
	—Window: Elaboration
	—Window: Elaboration

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Lesson 9 | Writing

Prepare to Write: From Prompt to Two-Column Notes

Part A

Read the prompt. Circle the topic. Underline the directions.

Identify three "stops," or types of music, along the jazz journey. Tell about them in a paragraph.

Part B

Turn the prompt into the topic sentence for a paragraph. Write the topic sentence.

Possible answer: Three "stops" along the jazz journey were work songs, church music, and the blues.

Part C Answers will vary.

As you read, take notes on the "stops" along the jazz journey.

Topic: <u>Musical stops on jazz journey</u>	
★ work songs	— sang by enslaved Black Africans — steady beat; "call and response" — form of relief and rebellion
★ church music	— changed words, rhythms, tunes of masters' hymns — changed songs to express their faith — used "call and response"
★ dance music	— for ballroom dances and other entertainment — free and enslaved Black musicians played fiddles, flutes, banjos — combination of African and slave owners' music
★ ragtime	— played on pianos — lively, with jumpy rhythms — written down
★ blues	— about sadness, hard times, lost love — notes lowered in tunes — not written down; players free to sing and play as they wanted

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Direct students to Part C. In previous units, we used the Blueprint for Writing as a tool for note-taking and for organizing our response to the writing prompt. The topic was the foundation, and the walls were the supporting details. Elaborations went in the windows. We'll simplify the organizer by using a two-column outline. Look at the chart in your Student Books.

- Tell me where you will write the topic on a two-column outline. (across the top)
- Where will you write the supporting details? (in the column on the left side) Think about our prompt and what it is asking. What do you think the supporting details will be? (types of music that jazz came from) When you look at the Close Reading, these should be easy to find because we circled them.
- Where will you write the elaborations? (in the right column) Again, think about our prompt and what it is asking. What do you think the elaborations will be? (descriptions of the various types of music)

Keep in mind that note-taking should not be limited by the prompt. Just because the prompt is asking for only three stops, or types of music, it doesn't mean you don't take notes on all the types of music and other details. When you finish, you can look at your notes to determine which ones have enough information for you to use. If necessary, you can go back and change your topic sentence.

Direct students to the Close Reading on pages 140 and 141 in their Student Books.

Lesson 7 | Reading

Close Reading
Read the text and complete the tasks.

Jazz: The Journey

Ragtime	Neverending Journey	Music as Entertainment	Growth of Jazz
Fields to the Church	Freedom of the Blues	Jazz Comes of Age	Work Songs

Growth of Jazz

7 Many people agree that the music we now call jazz began in New Orleans, Louisiana. Jazz grew from other music and cultures that came before it. In fact, the growth of jazz has been like a journey with several stops. Each stop added something new along the way.

Work Songs

5 The jazz journey began in the 1800s. It started with the work songs of enslaved Black Africans who had been brought to America from western Africa. The songs rose up from the fields of the southern **plantations**. There, men, women, and children toiled under the constant watch of overseers and slave owners. The songs had a **steady**, or unchanging, beat. 10 They also had patterns of call and response. One singer called out a line and the rest responded with a line. The songs were more than work songs. They were a form of relief. They also were a form of rebellion. The enslaved people sang secret messages to tell what they could not talk about out loud.

Fields to the Church

15 From the fields, the enslaved people carried their musical styles into their worship. In the churches of their masters, they were taught to do as they were told. They did not trust this message. They held secret church services. They changed the plain, **simple** hymns they had learned from their masters. The words, rhythms, and tunes were changed to **express** their faith in their own way. As in the work songs, patterns of call and response were common.

Music as Entertainment

20 As the journey continued, there was more change. The music became **social**. A **demand** grew for musicians to play for ballroom dances and other entertainment. Many free and enslaved Black musicians played fiddles and

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Lesson 7 | Reading

Close Reading (cont.)

continued

flutes. They also began to make and play banjos, which were like instruments they had in Africa. Again, they **combined** their own sounds with those of the 25 slave owners to change the music.

Ragtime

30 Another stop on the jazz journey was ragtime. It was piano music. It was lively with jumpy rhythms over the beat. It was composed, or written down for players to read.

Freedom of the Blues

35 The next stop was the blues. It was about sadness, hard times, and lost love. Performers showed this by **lowering** some notes in the tune of the songs. Unlike ragtime, blues songs were often not written down. The performers felt free to sing or play however they wanted. This freedom came to be important in jazz.

Jazz Comes of Age

40 The early 1900s marked the start of jazz as we know it. Among the people who began playing in New Orleans were players who had been classically trained in European styles of music; it was a mix of what are called "readers" and those who play "by ear." Players formed small jazz bands. Each player had a special part. At the time, Black jazz bands often had less success than White bands who copied their music. Still, they played. 45 They played with a freedom that they could not find in everyday life.

Neverending Journey

50 Jazz spread to other cities around the country. It kept changing. There were big jazz orchestras. Solo players became more common. They played piano, trumpet, and guitar. They played the saxophone too. Jazz singers also became part of the ever-changing landscape.

55 The journey of jazz music is like a trip with no end in sight. It has always been a changing art form, and it still is.

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Draw a Two-Column Notes template on the board and guide students through looking at the Close Reading and writing notes in the chart.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- List the “stops” that were part of the jazz music journey.
- What is your favorite song? Explain the main idea of the song.
- Write four sentences with at least two vocabulary words in each. Show you know the meanings. (*plantation, steady, simple, express, social, demand, combine, lower*)

Writing

Objectives

- Orally retell key information from an informational text.
- Write topic and concluding sentences.
- Write an explanatory paragraph, including supporting details, transitions, and elaborations.
- Demonstrate proficiency in handwriting.

Passage Retell

Direct students to page 148 in their Student Books. *Before we begin writing in response to the text “Jazz: The Journey,” please review your notes. This will help you write your paragraph. Take turns with your partner and talk about the kinds of music that contributed to the creation of jazz. As you describe the different kinds of music, decide which three you will use in your paragraph. Number them on your outline one through three.*

Lesson 9 | Writing

Prepare to Write: From Prompt to Two-Column Notes

Part A

Read the prompt. Circle the topic. Underline the directions.

Identify three “stops,” or (types of music, along the jazz journey). Tell about them in a paragraph.

Part B

Turn the prompt into the topic sentence for a paragraph. Write the topic sentence.

Possible answer: Three “stops” along the jazz journey were work songs, church music, and the blues.

Part C Answers will vary.

As you read, take notes on the “stops” along the jazz journey.

Topic: <u>Musical stops on jazz journey</u>	
★ work songs	— sang by enslaved Black Africans — steady beat; “call and response” — form of relief and rebellion
★ church music	— changed words, rhythms, tunes of masters’ hymns — changed songs to express their faith — used “call and response”
★ dance music	— for ballroom dances and other entertainment — free and enslaved Black musicians played fiddles, flutes, banjos — combination of African and slave owners’ music
★ ragtime	— played on pianos — lively, with jumpy rhythms — written down
★ blues	— about sadness, hard times, lost love — notes lowered in tunes — not written down; players free to sing and play as they wanted

Topic Sentence: Turn Prompt into Sentence

The Turn Prompt topic sentence is a strategy for writing a well-focused topic sentence. Write the following sentence frame on the board:

Three “stops” along the jazz journey were _____, _____, and _____.

The prompt we answered included a specific reference to a number, so our topic sentence naturally included a number word. We turned our prompt into a sentence. Use the three kinds of music you have chosen, and complete your topic sentence on page 148.

Write Concluding Sentences

We will use our topic sentence to write our concluding sentence. We don’t want the sentence to be exactly the same, but it needs to convey the same message. Synonyms allow us to use different words while keeping the meaning intact. Changing the order of words also makes a big difference in the way the sentence sounds. Let’s practice before writing the concluding sentence for our paragraph.

Direct students to page 149 in their Student Books. Read the instructions aloud. Assign partners one or more topic sentences from the list. Have partners discuss ways to restate the sentence, then have each pair share its concluding sentence(s). Have students complete their pages.

Now let’s go back to page 148 and focus on the topic sentence of our paragraph. Have a volunteer read his or her topic sentence. Let’s make some changes to the sentence to make it a concluding sentence.

We can name the “stops” on the jazz journey at the beginning of the sentence instead of the end. That’s an easy change. What about using synonyms for some of the words in the sentence? What do we mean by “stops”? (styles of music) Let’s use *styles of music* instead of *stops* in the sentence.

Write the following sentence frame on the board:

_____, _____, and _____ were three styles of music that contributed to the birth of jazz.

Use this sentence frame to write your concluding sentence.

Lesson 10 | Writing

Concluding Sentences

Read each topic sentence. Circle the topic in each sentence. Then, use synonyms and changes in word order to create a concluding sentence. Write your new sentence on the lines below the topic sentence.

- Topic Sentence:**
A library is a great place to find new things to enjoy.
Possible Concluding Sentence: Many enjoyable things can be found at the library.
- Topic Sentence:**
A dancer creates moves to express a song’s rhythm and feeling.
Possible Concluding Sentence: The moves of a dancer are the expression of the rhythm and feeling in music.
- Topic Sentence:**
Riding a bike is a healthy, money-saving way to travel.
Possible Concluding Sentence: When traveling from here to there, save money and stay healthy by riding a bike.
- Topic Sentence:**
If someone gets hurt or lost, a cell phone can be a lifesaver.
Possible Concluding Sentence: In an emergency, a cell phone may save a life.
- Topic Sentence:**
A good breakfast can make the whole day better.
Possible Concluding Sentence: To start the day off right, choose a nutritious breakfast.

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Write an Explanatory Paragraph

Notebook paper

Copies of Blueprint
for Writing template if
necessary

We have the beginning and ending of the paragraph written. Now, we need to pull the information from our notes to write the body of the paragraph. Transition words will help us move from one “stop” to the next. On a clean sheet of notebook paper, begin by writing your topic sentence. Don’t forget to indent the first word. Your second sentence will name a stop on the journey musical style.

- Write the following sentence frame on the board: ____ *was one stop.* You can use this frame to name the “stop.”
- Write two sentences that provide details about this musical style. Use your notes to help you. Provide writing time.
- Your next sentence will name the next musical style, so use this frame: *Another stop was ____.* Write the sentence frame on the board.
- Write two sentences that provide details about this musical style. Provide writing time.
- Your next sentence will name another musical style, so use this frame: *A third stop was ____.* Write the sentence frame on the board.
- Write two sentences that provide details about this musical style. Then write your concluding sentence. Provide writing time.

Exemplar Writing: Explanatory Paragraph

Three “stops” in the jazz journey were work songs, hymns, and the blues. Work songs were one stop. Enslaved Black Africans sang call and response work songs. These work songs combined relief and rebellion. Another stop was hymns. They changed the simple hymns and sang them in secret church services. The third stop was the blues. They wrote and performed songs about sadness and hard times. Work songs, hymns, and the blues were all stops on the jazz journey. These three types of music all contributed to the growth of jazz.

Student Handwriting: Handwriting lessons are provided in manuscript and cursive. These explicit lessons, found online, can be taught systematically during Writing lessons to strengthen legibility and fluency.







Six Traits of Writing

You have written more of this paragraph than any of the other paragraphs we have written in this class. In previous units, I directed all of the content for our class paragraphs. As you begin to write more independently, you need to be aware of the traits, or habits, of good writers. We talk frequently about what good readers do, so now let's talk about what good writers do.

Direct students to page 150 in their Student Books. Use the chart to discuss each trait briefly. If time permits, have students reread their paragraphs and look for evidence of these six traits.

Lesson 10 | Writing

Six Traits of Effective Writing

Trait	What does this mean?
 Ideas and Content	<ul style="list-style-type: none"> The writing meets the expectations of the assignment and answers the prompt. The writing starts and ends in an interesting way. Important ideas are fully developed, with enough elaborations and relevant details. The content is strong, accurate, detailed, interesting, and appropriate to the audience.
 Organization	<ul style="list-style-type: none"> The purpose of the writing is clearly stated in the introduction. Ideas are presented in a clear order (which aligns with the plan), with varied transitions to connect them. For narrative writing: There is a clear beginning, middle, and end. For informational and argumentative writing: There is a clear introduction, body, and conclusion. Varied transitions connect ideas, facilitating the flow.
 Voice and Audience Awareness	<ul style="list-style-type: none"> The voice and style are appropriate to the purpose and audience. The information is presented in the right tone and mood for the purpose and audience.
 Word Choice	<ul style="list-style-type: none"> Rich, interesting, and precise words are used. Word choice is appropriate for the topic and audience.
 Sentence Fluency	<ul style="list-style-type: none"> Sentences are varied in structure and length. There are no sentence fragments or run-on sentences.
 Conventions	<ul style="list-style-type: none"> The text doesn't contain errors in capitalization, usage, punctuation, or spelling. Paragraphs are properly formatted.

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Reading

Objective

- Answer questions about a text to ensure comprehension.

Big Idea

Direct students back to page 117 in their Student Books.

Before we began reading “Jazz: The Journey,” we answered two Big Idea questions. Take a minute to look over your answers. Now that we have read the passage thoroughly and have developed a deeper understanding of the topic, have your answers changed? Have you learned additional facts that support or challenge your answers?

Discuss the questions and answers with the class. Refer to the Class Discussion Rules poster and have students use the Collegial Discussion sentence frames on page 272 of their Student Books.

Now that you have worked deeply with the early influences on jazz music, I want you to consider the impact that jazz had on our society. Think of the time period that jazz was born and what was happening in our society. How did jazz impact our society?

Discuss the broader question with the class. Look for responses that include contributions by many different cultures to create an entirely American music.

Review the author’s purpose for writing this passage. Ask students what they think the author’s point of view is. Ask students to provide proof for their answers.

Unit 4
Lesson 1 | Reading

Let's Focus: "Jazz: The Journey"

Content Focus
jazz music

Type of Text
informational

Author's Purpose
to inform

Big Ideas
Consider the following Big Idea questions. Write your answer for each question.

Where did jazz music come from?

Why do people make music?

Informational Preview Checklist: "Jazz: The Journey" on pages 119 and 120.

- Title: What clue does it provide about the passage?
- Pictures and Captions: What additional information is added here?
- Headings: What topics will this text include?
- Margin Information: What vocabulary is important to understand this text?
- Maps, Charts, Graphs: Are additional visuals present that will help me understand?

Reading for a Purpose

1. Where did enslaved people sing work songs?
2. What did enslaved people do to change church music?
3. What was ragtime?
4. What are some characteristics of blues music?
5. What happened in the early 1900s in New Orleans?
6. What were the stops along the journey of jazz?
7. What happened when jazz spread to other cities around the country?

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Progress Monitoring



End-of-Unit Online Assessments

Monitor students' progress in the unit by utilizing online assessments. Students should prioritize these assessments over successive Word Training units.

- Assign Unit 4 Form A Formative Assessment to assess skills taught in this unit.

All assignments can be made online from the *LANGUAGE! Live* teacher dashboard.

Reteach

Based on students' performance extra practice may be needed.

Comprehension Building

Background knowledge is a key component of reading comprehension. It is important for students to develop knowledge of a topic prior to class discussion and reading of complex text.

Print Unit 5 Background Information from the online materials and assign as homework for students to read. Encourage students to come to class prepared for discussion.



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