Lesson 3: Writing Narrative Texts: Planning a Pourquoi Tale

CCS Standards

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RF.3.4a:** Read grade-level text with purpose and understanding.
- **RF.3.4b:** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.3.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.3.3a:** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.3.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.

Daily Learning Targets

- I can fluently read a poem aloud. (RF.3.4a, RF.3.4b, RF.3.4c)
- I can refer explicitly to the text when answering questions about the text. (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.4a)
- I can plan the characters, setting, and a clear sequence of events for a pourquoi tale. (W.3.3a, W.3.4, W.3.5)

Ongoing Assessment

- Choral reading of "The Poison-Dart Frogs" (RF.3.4a, RF.3.4b, RF.3.4c)
- Close Reading: "The Poison-Dart Frogs" note-catcher (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.4a)
- Participation in creation of Narrative Planning Graphic Organizer: "Why Do Polliwogs Wiggle?" (W.3.3a, W.3.4, W.3.5)

Agenda

1. **Opening**

    A. Engaging the Reader (5 minutes)

    B. Reviewing Learning Targets (5 minutes)

2. **Work Time**

    A. Close Reading: "The Poison-Dart Frogs" (15 minutes)

    B. Shared Writing: Planning a Pourquoi Tale (30 minutes)

3. **Closing and Assessment**

    A. Debrief (5 minutes)

4. **Homework**

    A. Reread "Why the Poison Dart Frog Is So Colorful" for gist.

    B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

▪ In this lesson, students begin by fluently reading the poem "The Poison-Dart Frogs" (RF.3.4). Then they participate in a teacher-led close read of the poem. This close read guides students through the text's challenging vocabulary and helps them to understand the meaning of the poem (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.4a).

▪ During the close read, students participate in a Language Dive that guides them through the meaning of a stanza from the anchor poem, "The Poison-Dart Frogs" (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.4a). This stanza is compelling because it uses the multiple-meaning word tip as a verb and it uses figurative language. Invite students to discuss each chunk briefly, but slow down to focus on the structure can tip a dart. Students will apply their understanding of the structure of this sentence when completing their poetry analysis during the mid-unit assessment in Lesson 7.

▪ In Work Time B, the teacher and students plan a narrative text together, both contributing their thoughts and ideas to the process, while the teacher acts as scribe (W.3.3a, W.3.4, W.3.5). Shared writing enables teachers to make the writing process concrete and visible to students. This allows students to focus exclusively on the thinking involved in writing, not the process.

▪ Shared writing is also a powerful way to model and guide key skills and concepts related to the writing process (e.g., organizing, drafting, revision, mechanics, and conventions). Students gain competence and confidence in their writing skills as the teacher models and guides the thinking process writers go through. Consider modeling, revising, or editing the completed narrative to "Why Do Polliwogs Wiggle?" based on students' identified areas for improvement.

▪ An example of a completed Narrative Planning Graphic Organizer: "Why Do Polliwogs Wiggle?" is included in the supporting materials and is meant to be just that: an example of what the class may come up with. Students will likely come up with different characters, a different problem, and a different resolution for their class story. Because of the creative

nature of this writing piece, allow any reasonable responses when planning and writing the class story.

- In this unit, the habit of character focus is working to contributing to a better world. Students continue to 'collect' characteristics of this aspect on a Working to Contribute to a Better World anchor chart. The characteristic they collect in this lesson as they work as a class to plan the class pourquoi tale is: use my strengths.

- The research reading students complete for homework helps to build both their vocabulary and knowledge pertaining to frogs and specifically frog adaptations. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

- Students practice their fluency in Opening A and Closing A by following along and reading silently as the teacher reads "The Poison-Dart Frogs" and "Why the Poison Dart Frog Is So Colorful" aloud, as well as choral reading.

How it builds on previous work:

- Students have read and analyzed the structure of "Why the Frog Has a Long Tongue" in Lessons 1 and 2 and use this analysis to plan a class narrative in this lesson.

- Continue to use Goals 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas where students may need additional support:

- Throughout Lessons 2–4 and Lesson 6, students should work with a reading partner. Consider how to strategically partner students so they can support one another well as they read this complex text.

Assessment Guidance:

- Throughout the teacher-led close read, call on students to share their responses with the whole group to build knowledge collectively and clarify any misconceptions. As students are writing, circulate to clarify misunderstandings and use these as teaching points for the whole group.

- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students' partner discussions in Work Time A.

- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to assess students' reading of the poem in Opening A.

- Consider using the Writing: Writing Informal Assessment: Observational Checklist for Writing and Language Skills to gather baseline data from students' writing abilities in Work Time B.

- Invite students to share the pourquoi or written tales homework from Lesson 2.

Down the road:

- In the next lesson, students will use the narrative plan developed in this lesson to begin drafting a class narrative.

- After closely reading the poem "The Poison-Dart Frogs," students add questions to the Why? anchor chart. Students will continue to generate "why" questions to add to this anchor chart throughout the unit, and these questions will guide their research in Unit 2. The question(s)

specified in the body of the lesson must be added to the chart, as several of these questions will be what students read and write about in Unit 2. Adding them in this unit gives purpose for reading and writing in the next unit.

In advance:

- Read the Close Reading Guide: "The Poison-Dart Frogs" to familiarize yourself with what will be required of students.

- Prepare and display the Narrative Texts, Why?, and Working to Contribute to a Better World anchor charts.

- Prepare the sentence strip chunks for use during the close read (see supporting materials).

- Create a "Language Chunk Wall"—an area in the classroom where students can display and categorize the academic phrases discussed in the Language Dive. During the Language Dive, students are invited to place the Language Dive sentence strip chunks on the Language Chunk Wall into corresponding categories, such as "Nouns and noun phrases" or "Language to talk about purpose." Students can then refer to the wall after the Language Dive and during subsequent lessons. For this lesson, the categories are "Language to connect words, phrases and clauses," "Verbs and verb phrases," and "Nouns and noun phrases."

- Strategically pair students for partner work in Work Time A.

- Post: Learning targets.

Technology & Multimedia

- Opening A: For students who will benefit from hearing the text read aloud multiple times, consider using a text-to-speech tool like Natural Reader (http://www.naturalreaders.com), SpeakIt! for Google Chrome or the Safari reader. Note that to use a web-based text-to-speech tool like SpeakIt! or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.

- Work Time A: Use a search engine like Google Images or Flickr to find images or videos of poison dart frogs at the end of the close read. Consider that YouTube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. Although some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links and/or use a filter service, such as www.safeshare.tv, for viewing these links in the classroom.

- Work Times A and B: Students complete their note-catchers and graphic organizers in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (https://dictation.io/speech)

- Work Time B: Digital narrative plan: Instead of using chart paper, record shared writing on a class Google Doc for students to refer to when working on their writing outside of class.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.B.6, 3.I.B.8, 3.I.C.11, 3.III.

Important points in the lesson itself

▪ The basic design of this lesson supports ELLs with an opportunity to focus on one stanza of the anchor poem, "The Poison-Dart Frog" during the Language Dive. This conversation allows students to develop the habits of mind and character they need to approach other complex texts and to develop their own academic writing skills. In addition, students have the opportunity to test their oral language skills, confirming their successful communication or "repairing" communication that is not understood by other students. These oral processing sessions are critical for language development.

▪ ELLs may find reading two different genres in the same lesson challenging. Some students unfamiliar with either the narrative or poetry formats—or both—may become confused. Make clear when transitioning between Work Times A and B that the class will be discussing a different kind of text. Compare and contrast each genre occasionally. Example: "How are poems different from narratives? Does this poem have a setting or a resolution? No, because poetry does not need settings or resolutions."

Levels of support

For lighter support:

▪ As students complete the Narrative Planning Graphic Organizer: "Why Do Polliwogs Wiggle?", prompt them to make a list of the different ways they can talk about the evidence in the text that supports their ideas. Examples:

> *"If you look on page _____, the author writes _____."*

> *"I think this is true because the text says _____ in the _____ paragraph."*

▪ During the Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: "What questions can we ask about this sentence? Let's see if we can answer them together."

For heavier support:

▪ Before the shared writing experience, consider briefly mapping another pourquoi tale using the graphic organizer. During the shared reading, students will have a deeper understanding of the structure and will be more likely to participate.

▪ The concept of sequence in narratives might still be challenging for some students. To visually reinforce the concept of sequence, display three pictures with a clear order. Call on students to put them in the correct order. Explain that just like the pictures, narratives need to have an order.

▪ Review key vocabulary and invite students to use their Vocabulary Logs to record and review any words they have not yet mastered.

Universal Design for Learning

▪ **Multiple Means of Representation (MMR):** For students who may need additional support with reading fluency: Encourage students to point to each word as it is read aloud in Opening A. Also consider allowing students to mark words or sketch on the poem to help them remember what certain words are when they come to them during the next reading.

- **Multiple Means of Action and Expression (MMAE):** Provide sentence frames to scaffold their ability to participate in the conversation during Work Time A. Consider working with students in a small group in advance to discuss how to generate questions about a topic. Provide models and share examples and non-examples.

- **Multiple Means of Engagement (MME):** Students who may have needed additional support with reading and writing in the past may lack engagement during this unit. Encourage students by reminding them that everyone has reading goals that they are working toward. Emphasize that all students will grow and improve in their reading and writing development throughout this unit.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- fluently, characters, setting, events, clear sequence, strengths, establish the situation (L)
- strand, though (T)

Materials

- ☑ *Lizards, Frogs, and Polliwogs* (one to display; for teacher read-aloud)
- ☑ Close Reading: "The Poison-Dart Frogs" note-catcher (one per student)
- ☑ Close Readers Do These Things anchor chart (begun in Module 1)
- ☑ Close Reading Guide: "The Poison-Dart Frogs" (for teacher reference)
- ☑ Language Dive Sentence Strip Chunks: "The Poison-Dart Frogs" (one to display)
- ☑ Language Dive Note-catcher: "The Poison Dart Frogs" (one per student and one to display)
- ☑ Vocabulary logs (from Module 1; one per student)
- ☑ Academic Word Wall (started in Module 1)
- ☑ Domain-Specific Word Wall (started in Lesson 1)
- ☑ Why? anchor chart (begun in Lesson 2; added to during Work Time A)
- ☑ Working to Contribute to a Better World anchor chart (from Lesson 1; added to during Work Time B)
- ☑ Working to Contribute to a Better World anchor chart (example, for teacher reference)
- ☑ Narrative Texts handout (from Lesson 2; one per student and one to display)
- ☑ Narrative Planning Graphic Organizer: "Why Do Polliwogs Wiggle?" (one per student and one to display)
- ☑ "Why the Frog Has a Long Tongue" (from Lesson 1; one for display)
- ☑ Narrative Planning Graphic Organizer: "Why Do Polliwogs Wiggle?" (example, for teacher reference)
- ☑ "Why the Poison Dart Frog Is So Colorful" (one per student and one to display)

Opening

A. Engaging the Reader (5 minutes)

- Remind students that they have been learning about how to read aloud *fluently*. Ask:

  "What does it mean to read aloud fluently?" (to read aloud with expression and at an appropriate rate—not too fast and not too slow; changing your voice to match the meaning of the text; correcting and rereading words when mistakes are made)

- Display **"The Poison-Dart Frogs"** from *Lizards, Frogs, and Polliwogs* and read the poem aloud, inviting students to follow along in their heads as you read.

- Use a total participation technique to invite responses from the group:

  "What is this poem about?" (Responses will vary but may include that it is about poison-dart frogs.)

- Divide the class into 7 groups and explain that they will have a turn reading the poem aloud. Tell students that when they read this aloud, each group will read a line and then the entire class will read the last two lines together.

- Invite students to chorally read "The Poison-Dart Frogs" aloud, with each group reading a line and the entire class reading the last two lines. Remind students to read with expression and with an appropriate rate and to change their voices to match the meaning of the text.

- Tell students they will closely reread this poem later in the lesson and will practice reading fluently throughout the unit.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading fluently: Model reading with expression and without expression. To reinforce the contrast of reading with fluency and reading without fluency, tell students to signal when they hear fluent reading and when they hear reading that is not fluent. Alternate between reading with fluency and without fluency. Check to see whether students notice the changes. (MMR)

Opening

B. Reviewing Learning Targets (5 minutes)

- Read the first learning target aloud to students:

  "I can fluently read a poem aloud."

- Remind them that they just did this when reading "The Poison-Dart Frogs" aloud.

- Ask for a student volunteer to read the remaining learning targets:

  "I can refer explicitly to the text when answering questions about the text."

  "I can plan the characters, setting, and a clear sequence of events for a pourquoi tale."

- Explain that as in Lesson 2, today they will read and analyze a poem about frogs. Then they will begin planning a class pourquoi tale. Underline the words *characters*, *setting*, and *events* and ask:

  "Who are the characters in a narrative?" (the people or animals in a story)

  "What do we mean by setting in a narrative?" (where and when a story takes place)

"What are the events in a narrative?" (what happens in a story; the problem, and how the problem is solved or resolved)

- Circle the words *clear sequence* and explain that the events in a story must make sense and be easy to understand.

- Have students give a quick thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they understand today's learning targets.

Meeting Students' Needs

- For ELLs and students who may benefit from visual supports: Provide the opportunity to draw or sketch definitions, act them out, or list synonyms for key terms in learning targets, such as *refer*, *explicitly*, *characters*, *setting*, *clear sequence of events*, and *pourquoi tale*. (MMR)

- For ELLs and students who may need additional support with comprehension: To further illustrate the meaning of *clear sequence*, ask students to describe what they did to get ready for school that day. Rephrase their answers to emphasize the *sequence*. Explain that just like having an order for getting ready in the morning, stories must have a *sequence* or order of events. Example: "So first, Fiona woke up. Next, she brushed her teeth. Last, she got dressed. Just like when Fiona got ready, narratives need to have a clear *sequence*." (MMR)

Work Time

A. Close Reading: "The Poison-Dart Frogs" (15 minutes)

- Pair students.

- Display "The Poison-Dart Frogs" and distribute the **Close Reading: "The Poison-Dart Frogs" note-catcher**.

- Point out the **Close Readers Do These Things anchor chart** and review the criteria.

- Tell students you are going to guide them through this close read. Some of the questions will be discussed as a whole group, and others will be discussed with a partner.

- Guide students through the close read using the **Close Reading Guide: "The Poison-Dart Frogs" (for teacher reference)**.

- Invite students to record new vocabulary in their **vocabulary logs**. Add new words to the **academic word wall** and **domain-specific word wall** and invite students to add translations in native languages.

- Display the **Why? anchor chart**. Using a total participation technique, invite students to share "why" questions they have about frogs after reading the poem "The Poison-Dart Frogs." Record them on the anchor chart.

- If productive, cue students to clarify the conversation by confirming what they mean:

- "So, do you mean ____?" (Responses will vary.)

- Be sure to add the questions "Why are poison dart frogs brightly colored?" and "Why do poison dart frogs have poison?" if students do not ask these questions themselves.

Meeting Students' Needs

■ For students who may need additional support with writing fluency: Provide a partially filled-in Close Reading: "The Poison Dart Frogs" note-catcher, leaving blank the portions that require students to continue to hone necessary skills. Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for those with lower levels of language proficiency and/or learning. (MMAE)

■ For ELLs: Display a "why" question. Point out and label the function of each word and the order it appears in the sentence. Also rewrite the question in the form of a statement. Ask how the word order is different in a question than in a statement. Example:

"Why are poison dart frogs brightly colored?"

"The why question word comes first. It helps us ask for a reason. Are is a verb. It comes second. It helps us describe what the frog looks like. Poison dart frogs is a noun, or thing. It comes third.

"Statements are different. In a statement, the noun comes first, and the verb comes second. There is no question word."

■ For ELLs and students who may need additional support with motivation: Remind students that asking why is necessary for learning because that is how we know what to study. Example: "Scientists ask why when they are learning about the world, so we need to ask why too!" (MME)

Work Time

B. Shared Writing: Planning a Pourquoi Tale (30 minutes)

■ Remind students that as part of the final performance task for the module, they will create a book that includes a pourquoi tale about frogs. Ask:

"What is a pourquoi tale?" (It is a story that answers a "why" question.)

"Do you know a pourquoi tale in your home language? What does it explain?" Invite students to share with an elbow partner the tales they gathered for homework.

Direct students' attention to the Why? anchor chart and remind them that they have been asking "why" questions about frogs. Explain that they will choose one of these questions when writing their pourquoi tale.

■ Point to the question "Why do polliwogs wiggle?" and tell students that they will write a class pourquoi tale that answers this question. Explain that later in the unit, they will choose a new question and write a pourquoi tale on their own.

■ Focus students on the **Working to Contribute to a Better World anchor chart**.

■ Read aloud the habit of character recorded.

■ Invite students to tell an elbow partner what using your *strengths* means in their own words using the anchor chart as a guide.

- Invite students to discuss with an elbow partner and cold call students to share their responses with the whole group:

  "What does using your strengths to help someone grow look like? What might you see when someone is using his or her strengths?" (see **Working to Contribute to a Better World anchor chart (example, for teacher reference).**

  "What does using your strengths to help someone grow sound like? What might you hear when someone is using his or her strengths?" (see **Working to Contribute to a Better World anchor chart (example, for teacher reference)).**

- Record student responses in the appropriate column on the Working to Contribute to a Better World anchor chart.

- Record strengths on the academic word wall. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary.

- Once again, remind students of the habit of character of focus: using your strengths to help someone grow.

- Explain to students that since they will be planning and writing this story as a class, they can rely on one another's strengths to make it the most effective and engaging narrative as they can. Point out that, for example, one student might be very good at coming up with creative and interesting ideas for the story while another student might be very good at using descriptive language to tell about the characters and setting. Together, they can learn from each other and use both of their strengths to write a great narrative.

- Display and invite students to retrieve their **Narrative Texts handout.** Select a volunteer to read the following bullet point:

  "Narrative texts can be about real or imagined experiences."

- Ask:

  "Are pourquoi tales real or imagined stories?" (imagined, made-up)

- Point to the second bullet and its three sub-bullets. Tell students that similar to "Why the Frog Has a Long Tongue," their narratives will include a beginning, a middle, and an end.

- Display and distribute the **Narrative Planning Graphic Organizer: "Why Do Polliwogs Wiggle?"** and explain that students will use this graphic organizer to plan their narratives.

- Select a volunteer to read the headings and questions in each box of the graphic organizer. Point out that they identified these structures of a narrative when they read "Why the Frog Has a Long Tongue" in Lesson 2.

- Direct students' attention to the box labeled Beginning at the top of the graphic organizer. Remind them that the story they will write as a class will answer the question "Why do polliwogs wiggle?"

- Display **"Why the Frog Has a Long Tongue"** and ask:

  "How did the author establish the situation in this narrative? What is happening, where, and when?" (what is happening: there is going to be a fly-eating contest; when: long, long ago; and where: a sparkling blue mountain lake)

■ Model establishing a situation by answering the questions "What is happening?" "Where?" and "When?" Refer to the **Narrative Planning Graphic Organizer: "Why Do Polliwogs Wiggle?" (example, for teacher reference)**. Using a total participation technique, invite responses from the group:

"What might be happening in the beginning of our story? Where and when should it take place?" (Responses will vary. Possible responses include: a stream in the rain forest, a pond in Africa.)

■ Drawing from the ideas the students shared, complete the Establish the Situation section of the Beginning box on the graphic organizer. Refer to the Narrative Planning Graphic Organizer: "Why Do Polliwogs Wiggle?" (example, for teacher reference) and the domain-specific word wall.

■ Continue this process to plan the rest of the narrative, being sure to point out the examples of each structure in "Why the Frog Has a Long Tongue" before students plan the "Why Do Polliwogs Wiggle?" narrative. Refer to the Narrative Planning Graphic Organizer: "Why Do Polliwogs Wiggle?" (example, for teacher reference).

■ Focus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding protocol for students to reflect on their comfort level with or show how close they are to meeting each target. Make note of students who may need additional support with each of the learning targets moving forward.

■ Repeat, inviting students to self-assess against how well they used their strengths in this lesson.

Meeting Students' Needs

■ For students who may need additional support with comprehension: Color-code "Why the Frog Has a Long Tongue" and the Narrative Planning graphic organizer. Example: Underline or highlight where the author establishes the situation in yellow on student copies of "Why the Frog Has a Long Tongue" and also mark the box for establishing the situation on the Narrative Planning graphic organizer in yellow. This will help students focus on smaller sections rather than scanning the whole text for answers. (MMR)

■ For ELLs and students who may need additional support with planning for writing: To reinforce writing a clear sequence of events, suggest writing something that is out of order and discuss why it is out of place. Example: "Okay, now it's time to plan the middle. How about writing, 'And then Polly the polliwog wiggled happily away. The end.' No? Why not?" (because it needs to be in order and have a clear *sequence*) (MMAE)

Closing and Assessment

A. Debrief (5 minutes)

■ Display and distribute **"Why the Poison Dart Frog Is So Colorful."**

■ Explain that this is a model narrative.

- Explain that today students will read it to understand the gist. Tell them you will read the story aloud twice. The first time, they should just listen as you read. The second time, they should think about the gist of the story.

- Read the narrative, inviting students to follow along and read silently in their heads.

- Read the narrative aloud a second time, inviting students to chorally read with you, stopping after each paragraph and asking students to explain the gist of each paragraph.

- Tell students they will read and analyze this model over the next several lessons to learn more about narrative writing.

Meeting Students' Needs

- For students who are overwhelmed by too much print on a page: Consider copying the text so that there is only one paragraph on each page, with an organized space for recording the gist on that page. (MME)

- For ELLs: To practice active listening and promote motivation, give students key words to listen for. Ask them to signal when they hear it. Example: "Every time you hear a color word, point to your narrative!"

Homework

A. Reread "Why the Poison Dart Frog Is So Colorful" for gist.

B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)