

# SAMPLER

*Includes Teacher Edition table of contents, sample lesson, and Student Edition sample lesson*



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## **WORKING WITH LITERARY AND INFORMATIONAL TEXTS** . . . . . 1

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**South Carolina Standards**

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3.OE.1, 3.OE.2, 3.OE.3, 3.OE.4, 3.OE.6,  
3.C.4.1h

3.OE.1, 3.OE.2, 3.OE.3, 3.OE.4, 3.OE.6,  
3.C.4.1b-c, 3.C.4.1h

3.OE.1, 3.OE.2, 3.OE.3, 3.OE.4, 3.OE.6,  
3.C.4.1a, 3.C.4.1h, 3.R.1.1, 3.R.1.2

3.OE.1, 3.OE.2, 3.OE.3, 3.OE.4, 3.OE.6,  
3.C.2.1a-f, 3.C.4.1c, 3.C.4.1h

3.OE.1, 3.OE.2, 3.OE.3, 3.OE.4, 3.OE.6,  
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3.OE.4, 3.OE.6, 3.C.4.1a-l, 3.C.5.1

## LESSON 2

# Poetry

Student Edition pages 14–23

### LESSON OVERVIEW

#### Objectives

Students will:

- examine the structure of poetry and how it differs from prose.
- analyze rhythm and rhyme in poetry.
- interpret literal and figurative language, including hyperbole, idiom, simile, and metaphor.
- identify a poem's point of view and the speaker's perspective.
- read and identify different kinds of poetry.

#### Discussion Questions

- Why do people read poetry?
- Why are rhythm and rhyme important in poetry?
- How is a poem different from other kinds of writing?

#### Differentiation

**Lesson Support** Students who are not familiar with poetry may have difficulty identifying its structural features. Help them understand these features by comparing a familiar fiction story with a multi-stanza poem. Provide sentence frames for students to use to compare and contrast the two: *The lines of a poem are usually \_\_\_\_ than the lines of a story.* (shorter) *A line of a poem might not be a complete \_\_\_\_.* (sentence) *A poem is divided into \_\_\_\_, but a story is divided into \_\_\_\_.* (stanzas; paragraphs)

If students have difficulty identifying the rhyme scheme of a poem, review rhyme by writing a list of words on the board vertically, such as *day, play, stay, swing, bring, thing*. Have students use different-colored chalk to circle each group of rhyming words. Then have students use different-colored markers to circle the rhyming words in a poem.

#### Key Terms

|                            |                            |
|----------------------------|----------------------------|
| figurative language        | poetry                     |
| first-person point of view | point of view              |
| idiom                      | rhyme                      |
| hyperbole                  | rhythm                     |
| line                       | simile                     |
| literal language           | speaker                    |
| metaphor                   | stanza                     |
| perspective                | third-person point of view |

**Lesson Extension** Search online for simple poems with examples of similes and metaphors, and assign each set of partners one of the poems. Have students use images from magazines or other found objects to illustrate the similes and metaphors in collage form. Students can exchange their collages and try to guess the simile or metaphor represented. Students can also include the simile or metaphor as a caption for their collages and then present their work to the class.

### 1 GETTING THE IDEA

#### Poetry

Explain to students that **poetry** is different from prose in several ways. Students will learn about the structural elements of poetry as well as how sound

devices and figurative language make it such a creative form of writing.

As you review this lesson, use the examples to put each poetic element in context.

### ► Structure

Point out the sample poem and ask students what they notice about its structure. Guide students to notice that the poem is broken into **lines** and **stanzas**. Have students count the lines (4) and stanzas (2). Point out the semicolon at the end of the first line and the period at the end of the second line. Explain that, in a poem, a sentence can extend for more than one line.

### ► The Sounds of Poetry

Read aloud “There Was an Old Man with a Beard.” Model tapping along to the poem’s **rhythm**, emphasizing the stronger syllables. Have students tap as you read the poem again. Next, have students choral read the poem and tap the rhythm at the same time.

Read the poem aloud again and have students underline the words that **rhyme** (*beard, feared, beard; Hen, Wren*). Point out that the first, second, and fifth lines rhyme and the third and fourth lines rhyme. Ask volunteers, “What is the same about each set of rhyming words?” (They have the same ending sound.)

### ► The Language of Poetry

Review the meanings of **literal language** and **figurative language**. Read aloud the excerpt from “Boats Sail on the Rivers,” and summarize how Rossetti uses literal and figurative language. (Possible response: literal language describes real boats that sail in water; figurative language describes clouds that float in the sky.) Ask students why they think the poet uses these two types of language, and why she says “clouds that sail . . . are prettier” than boats that sail. (Possible response: She may want to highlight the beauty and lightness of clouds compared to things like boats and ships.)

### ► Perspective and Point of View

Explain that every poem has a **speaker** who gives a voice to the poem (**point of view**) and reveals feelings about people, places, or events (**perspective**). Make a list on the board with **first-person** and **third-person** pronouns. (First person: *I, me, mine, my, we, us, our, ours*; third person: *he, him, his, she, her, hers, it, its, them, they, their, theirs*) Say sentences containing a pronoun. Have students identify the point of view. For example: “I lost my hat.” “She runs a mile each morning.”

Read the rhyme. Have students underline the pronouns and identify the point of view (the word *I* in lines 2 and 4; first-person point of view). You might also invite students to look for the rhyming pairs of words (*five, alive; ten, again*).

### ► Kinds of Poems

Read the chart and provide examples of each type of poem, if available. Work with students to use the information to classify the poems in the lesson. The poems “To Market, to Market” and “One, Two, Three, Four, Five” are nursery rhymes. “There Was an Old Man with a Beard” is a limerick. “Boats Sail on the Rivers” and “I Often Wonder Why ‘Tis So” in the Language Spotlight are excerpts from narrative poems.

▲ **Journal Prompt** Which poem from the lesson is your favorite? What elements of the poem make it enjoyable for you?

### Language Spotlight • Figurative Language

Review the definitions and examples of **hyperbole**, **idiom**, **simile**, and **metaphor**. Guide students to see how each example creates an image in the reader’s mind. Prompt students to generate or find additional examples of hyperbole, idiom, simile, and metaphor.

## Standards Focus

**Multimedia and Visuals** Have students listen to online poetry readings. Students can choose a favorite poem and create their own audio recording. Remind them to use what they have learned about rhythm and rhyme as they record. Encourage them to include sound effects that enhance the reading. They should also make a booklet to illustrate the poem. Have them copy one stanza of the poem on a page and then illustrate it. Put the recordings and books in the multimedia center of the classroom for students to use during free time or to check out for home use.

## 2 COACHED EXAMPLE

### Using the Poem

Students will read a dramatic poem about a big storm that comes and then goes. Encourage students to draw on what they learned in **Getting the Idea** about rhyme, rhythm, and literal and figurative language.

▲ **Common Errors** Some students may not be familiar with multi-stanza poems. Remind them to read the poem as they would read a page of text; start at the top of the page and read through to the end. Suggest that they pause for a few seconds between stanzas—point out the extra line space. They should read the poem several times before answering the questions. They may want to whisper-read if they are having difficulty getting the rhythm.



### Text Complexity Details "The Storm" by Sara Coleridge

#### Qualitative

LOW MIDDLE LOW MIDDLE HIGH HIGH

Single layer of simple meaning; chronological order of events; no shift in point of view; subtle use of figurative language; largely familiar, contemporary language that is explicit and literal, rarely unfamiliar or archaic; experiences portrayed are common to many readers

**Quantitative** N/A

**Reader-Text-Task** The poetic structure may be unfamiliar to some students. Students will be asked to analyze how structure, figurative language, and imagery convey the poet's message.

### Answers

1. Students should identify the poetic element shown by the two underlined words.  
C  
The placement of the words *flashing* and *crashing* (at the ends of lines) serves as a visual clue.
2. Students should analyze the poem's three stanzas to identify which ones focus on lightning and thunder.  
A  
The first two stanzas describe the storm in its full fury. Only stanza 3 describes the sun coming out.
3. Students should identify how stanza 3 builds on the ideas presented in stanzas 1 and 2.  
B  
Stanza 1 describes the approaching storm, and stanza 2 describes the storm as it is happening. Stanza 3 builds on stanzas 1 and 2 because it describes the storm after it passes.
4. This item has two parts. Students should identify the example of figurative language in Part A, and then use context clues and their own prior knowledge to identify the literal meaning of the phrase.  
**Part A** A  
**Part B** C  
In Part B, choices A, B, and D describe an image in plain terms, while the correct choice uses personification to say the thunder is growling—even though it is not literally doing so.

### 3 LESSON PRACTICE

#### Using the Poem

Students will complete the **Lesson Practice** independently. The **Reading Guide** helps students monitor their comprehension while they read and apply the skills and strategies they learned in this lesson. Students can take notes in the margins, mark up the text, or think about key ideas.



#### **Text Complexity Details** "The Land of Nod" by Robert Louis Stevenson

#### Qualitative

LOW MIDDLE LOW MIDDLE HIGH HIGH

Multiple levels/layers of complex meaning; no shifts in point of view; contains abstract and/or figurative language; somewhat complex language that is occasionally unfamiliar; explores a single complex theme; experiences portrayed are common to many readers; requires some cultural/literary knowledge

#### Quantitative N/A

**Reader-Text-Task** Students may not be familiar with the reference to the Land of Nod as a way to describe sleep. They may find the somewhat old-fashioned language and imagery challenging. Students will analyze the structure, rhyme scheme, and central metaphor of the poem.

#### Answers

1. B (DOK 2)
2. C (DOK 1)
3. B (DOK 2)
4. A (DOK 2)
5. **Part A** C  
**Part B** D (DOK 3)
6. Responses will vary. Refer to the Short Answer scoring rubric at the back of the Teacher Edition. Top-scoring student responses should:
  - identify the speaker's perspective.
  - compare and contrast the speaker's perspective with the student's own perspective.
  - use details from the poem to support the answer.
  - follow a distinct and logical pattern of organization.
  - express ideas clearly and concisely.
  - use correct spelling, grammar, capitalization, and punctuation. (DOK 4)

# Poetry

## 1 GETTING THE IDEA

**Poetry** is a special type of writing. A poem uses language creatively to describe things or to express feelings. Poems are usually about one topic and may or may not have a theme.

### Structure

Poems are different from stories, which have sentences and paragraphs. A poem is usually made up of rows of text called **lines**. They do not have to be full sentences. The lines may be broken into groups called **stanzas**. Most poems have stanzas, not paragraphs. The stanzas fit together to provide a poem's overall structure. How many lines does this poem have? How many stanzas?

To market, to market, to buy a fat pig;  
Home again, home again, jiggety-jig.

To market, to market, to buy a fat hog;  
Home again, home again, jiggety-jog.

### The Sounds of Poetry

Poems are meant to be read aloud. They are fun to say and listen to. Poets choose words carefully for their sounds. The sounds of a poet's words work together to create rhythm and rhyme.

Rhythm creates the "beat" of a poem. **Rhythm** is the pattern of stressed and unstressed syllables in lines of poetry. Read aloud "There Was an Old Man with a Beard," by Edward Lear, on the following page. Use your finger to tap along to the rhythm. You tend to tap on the stressed, or stronger, syllables.



There was an Old Man with a beard,  
Who said, "It is just as I feared!—  
Two Owls and a Hen,  
Four Larks and a Wren,  
Have all built their nests in my beard."

Words that **rhyme** have the same ending sound. Many poems have lines that end with rhyming words. Reread the poem. Underline the rhyming words.

### **The Language of Poetry**

Poets choose words to create word pictures in the reader's mind. They use both literal and figurative language. **Literal language** means exactly what the words say. **Figurative language** does not mean what the words say. Read these lines from "Boats Sail on the Rivers" by Christina Rossetti.

Boats sail on the rivers,  
And ships sail on the seas;  
But clouds that sail across the sky  
Are prettier than these.

The first two lines tell about boats and ships sailing. This is literal language. Boats and ships sail. The third line tells about clouds sailing. This is figurative language. Here, the poet chose the word *sail* to make a word picture to show how clouds move.

### **Perspective and Point of View**

The **speaker** in a poem is like the narrator of a story. As a reader, you may agree or disagree with the speaker's **perspective**, or opinion.

**Point of view** is the voice the speaker uses to tell a story or observe something. Poems may be written in different points of view.

- **First-person** is written as if the poet were the speaker. It uses *I*, *me*, *mine*, and other first-person pronouns.
- **Third-person** is written as if an outsider were the speaker. It uses *he*, *they*, *her*, and other third-person pronouns.

Read the rhyme. Who is the speaker? What is the point of view? Underline the words that tell you.

One, two, three, four, five,  
Once I caught a fish alive.  
Six, seven, eight, nine, ten,  
Then I let it go again.

### Kinds of Poems

The chart below shows some kinds of poetry.

| Kind of Poem   | Definition                                  |
|----------------|---|
| nursery rhyme  | a poem that has been retold over many years |
| narrative poem | a poem that tells a story                   |
| limerick       | a humorous five-line poem that rhymes       |
| free verse     | a poem that does not use rhythm or rhyme    |

### Language Spotlight • Figurative Language

Poets use **figurative language** to create an image in the reader's or listener's mind. Figurative language is words and phrases that mean something different from their usual dictionary meanings. Here are some examples.

- **Hyperbole** is an overstatement or exaggeration that is used to make a point. For example, *My backpack weighs a ton.*
- An **idiom** is a common phrase whose words mean something different from the individual words, such as *Give me a hand.*
- A **simile** is a comparison that uses the word *like* or *as*, such as *The dew drops sparkled like diamonds.*
- A **metaphor** is a comparison that does not use the word *like* or *as*. It says that one thing *is* another. For example, *I can always depend on Patel. He is a rock.*

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## 2 COACHED EXAMPLE

Read the poem.

# The Storm

*by Sara Coleridge*

See lightning is flashing,  
The forest is crashing,  
The rain will come dashing,  
A flood will be rising anon.<sup>1</sup>

5 The heavens are scowling,  
The thunder is growling,  
The loud winds are howling,  
The storm has come suddenly on!

But now the sky clears,  
10 The bright sun appears,  
Now nobody fears,  
But soon every cloud will be gone.

<sup>1</sup> **anon:** soon

**Answer the following questions.**

- 1 Read the lines from the poem and the question that follows.

**See lightning is flashing,**

**The forest is crashing,**

What are the words flashing and crashing examples of in this poem?

- A. rhythm
- B. stanzas
- C. rhyming words
- D. related words with similar meanings

**Hint** Remember that poems are meant to be read aloud. Think about what each answer choice means. Which choice best describes *flashing* and *crashing*?

- 2 Which parts of the poem tell about lightning and thunder?

- A. Stanzas 1 and 2
- B. Stanzas 2 and 3
- C. Stanzas 1 and 3
- D. Stanzas 1, 2, and 3

**Hint** Picture what the words describe. What is each stanza about?

- 3 How does stanza 3 build on the ideas in stanzas 1 and 2?
- A. Stanza 3 uses the same rhyme patterns and verb endings.
  - B. Stanza 3 tells what happens after the storm in stanzas 1 and 2.
  - C. Stanza 3 tells what happens before the storm in stanzas 1 and 2.
  - D. Stanza 3 uses literal language to describe the day.

**Hint** Picture what the words describe. What are the stanzas about?

- 4 This question has two parts. Answer Part A and then answer Part B.

**Part A**

Which line from the poem is an example of figurative language?

- A. The thunder is growling,
- B. The storm has come suddenly on!
- C. The bright sun appears,
- D. But soon every cloud will be gone.

**Part B**

Which sentence explains the meaning of the answer to Part A?

- A. The sun shines brightly in the sky.
- B. The storm comes and goes quickly.
- C. The thunder sounds like an angry animal.
- D. The thunder is suddenly quiet.

**Hint** Think about which answer choice in Part A describes something that could not actually happen. What is the poet trying to say creatively?

### 3 LESSON PRACTICE

Use the Reading Guide to help you understand the poem.

## The Land of Nod

*by Robert Louis Stevenson*

### Reading Guide

Which words rhyme? What is the rhyming pattern?

What kind of poem is "The Land of Nod"? How do you know?

How does the organization of the stanzas help you understand "The Land of Nod"?

From breakfast on through all the day  
At home among my friends I stay,  
But every night I go abroad  
Afar into the Land of Nod.

5 All by myself I have to go,  
With none to tell me what to do—  
All alone beside the streams  
And up the mountain-sides of dreams.

The strangest things are there for me,  
10 Both things to eat and things to see,  
And many frightening sights abroad  
Till morning in the Land of Nod.

Try as I like to find the way,  
I never can get back by day,  
15 Nor can remember plain and clear  
The curious music that I hear.

**Answer the following questions.**

- 1 Read the following statement.

**The Land of Nod is where the speaker goes in his dreams at night.**

Which lines best support the statement?

- A. From breakfast on through all the day / At home among my friends I stay,
- B. But every night I go abroad / Afar into the Land of Nod.
- C. All alone beside the streams / And up the mountain-sides of dreams.
- D. Try as I like to find the way, / I never can get back by day,

- 2 Read the lines from the poem.

**And many frightening sights abroad**

**Till morning in the Land of Nod.**

Which word below is closest in meaning to the word frightening as it is used in the poem?

- A. simple
- B. sneaky
- C. scary
- D. quiet

- 3 When the speaker says, "I go abroad" in line 3, what does the speaker really do?

- A. The speaker takes a walk.
- B. The speaker falls asleep and dreams.
- C. The speaker imagines going somewhere.
- D. The speaker goes on a boat ride.

- 4 Which sentence best summarizes the ideas in stanza 3?
- A. The speaker sees many odd things in his dreams.
  - B. During the day the speaker does ordinary things.
  - C. The speaker cannot visit the Land of Nod during the day.
  - D. At night the speaker goes alone to the Land of Nod.

- 5 This question has two parts. Answer Part A and then answer Part B.

**Part A**

Which of the following **best** expresses the speaker's feelings about the Land of Nod?

- A. The Land of Nod is a scary place that the speaker does not like to visit.
- B. The speaker would rather live in the Land of Nod than in the real world.
- C. The speaker would like to visit the Land of Nod during the day.
- D. The speaker wants to bring some friends to the Land of Nod.

**Part B**

Which lines from the poem support your answer to Part A?

- A. From breakfast on through the day / At home among my friends I stay,
- B. All alone beside the streams / And up the mountain-sides of dreams.
- C. The strangest things are there for me, / Both things to eat and things to see,
- D. Try as I like to find the way, / I never can get back by day,



- 6 In the poem “The Land of Nod,” the speaker expresses his feelings about the Land of Nod. Do you agree or disagree with the speaker’s perspective? Why? Use details from the poem to support your explanation.

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GRADES  
**3-8**

