Welcome to Storyworks!

Welcome to Storyworks, a multigenre ELA resource for upper elementary students!

This guide will help you plan your year with the resource, which includes a dazzling classroom magazine and an incredible package of support materials. You’ll discover how Storyworks can fit into your teaching calendar as you map out the year, and as you break out your plans day by day. You’ll also find the genres and skills you can expect to cover with your students, plus the differentiation, assessment, and standards information you need to create a complete, powerful, and robust schedule of lessons.

Together, this pacing guide and the Step-by-Step Lesson Plans that come with every issue are all you need for teaching Storyworks with ease and joy!

We always love to hear feedback. If you have any questions or comments, please contact Education Editor Rebecca Leon at rleon@scholastic.com.
Here’s What You’ll Find Inside:

Planning Overview for using Storyworks throughout the year .................. 4
Suggested Timetable for each issue ......................................................... 4
Scope and Sequence/Pacing Calendars by Feature:

Nonfiction ........................................................................................................ 5
Fiction .................................................................................................................. 8
Paired Texts ....................................................................................................... 11
Play .................................................................................................................... 14
Debate ............................................................................................................... 17
Poetry ............................................................................................................... 20
Word Power ..................................................................................................... 22
Grammar cop .................................................................................................. 24
Vocab Lab ........................................................................................................ 26
Infographic ...................................................................................................... 28
Planning Overview for Using Storyworks Throughout the Year

Storyworks is a flexible resource that can fit into many classroom scenarios, whether you’re using it as a core product or as a supplement to your ELA program. You’ll receive your class set of magazines about three weeks before the issue date; at the same time, you will be able to access the wealth of online support materials that accompany the issue, so you can start planning to teach specific features.

The number of days per week you teach with Storyworks is up to you. Depending on how many features you cover and learning activities your students do, you might use Storyworks one or two days per week or all five! However you fit the resource into your classroom, here is an approximate breakdown of how you can use it through the year:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Approximate Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>September 1 - October 15</td>
</tr>
<tr>
<td>October/November</td>
<td>October 16 - November 30</td>
</tr>
<tr>
<td>December/January</td>
<td>December 1 - January 31</td>
</tr>
<tr>
<td>February</td>
<td>February 1 - March 15</td>
</tr>
<tr>
<td>March/April</td>
<td>March 16 - April 30</td>
</tr>
<tr>
<td>May/June</td>
<td>May 1 - June 15</td>
</tr>
</tbody>
</table>

Suggested Timetable for Each Issue

Within the approximate six-week block of time for each issue, here is a suggested pacing schedule for how long to spend on each feature. Of course, it’s easy to tailor the amount of time to fit your own schedule, choosing the content that suits your classroom best, and assigning more or fewer activities with each feature:

<table>
<thead>
<tr>
<th>Feature</th>
<th>No. of Days (based on 45 min./day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonfiction</td>
<td>8 - 10 days</td>
</tr>
<tr>
<td>Fiction</td>
<td>4 - 5 days</td>
</tr>
<tr>
<td>Paired Texts</td>
<td>4 - 5 days</td>
</tr>
<tr>
<td>Play</td>
<td>3 - 4 days</td>
</tr>
<tr>
<td>Debate</td>
<td>2 days</td>
</tr>
<tr>
<td>Poem</td>
<td>1 day</td>
</tr>
<tr>
<td>Word Power</td>
<td>25 min.</td>
</tr>
<tr>
<td>Grammar Cop</td>
<td>25 min.</td>
</tr>
<tr>
<td>Vocab Lab</td>
<td>25 min.</td>
</tr>
<tr>
<td>Infographic</td>
<td>25 min.</td>
</tr>
</tbody>
</table>
### SCOPE AND SEQUENCE: NONFICTION

<table>
<thead>
<tr>
<th>Description of Feature</th>
<th>Skills</th>
<th>Differentiation</th>
<th>Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>
| Every issue of Storyworks offers a beautifully written and designed work of narrative nonfiction. Each six-page article delves into an important and highly engaging topic, often connected to social studies and science curriculums. Typical selections present natural disasters, significant events in history, and inspiring figures from the past or present. | The article, lesson, and support material will focus on a **featured skill** from our Nonfiction Core Skills Workout. However, the support package offers activities to introduce or reinforce all of these skills:  
  - Text features  
  - Summarizing  
  - Main idea and supporting details  
  - Inference  
  - Text evidence  
  - Text structures | Lower-Lexile version of article (usually around 600L)  
Audio versions of on-level and lower-Lexile articles  
Higher- and lower-level activity sheets and quizzes  
Questions for ELL students | **Formative or Summative:**  
Observation, conferencing, progress on activity sheets for individual skills, response to close-reading and critical-thinking questions (oral or written), quiz (higher- or lower-level) with selected-response and constructed-response questions | CCSS (and states that have similar standards)*: R.1, R.2, R.3, R.4, R.5, R.7, R.10, W.1, W.2, W.3, W.4, W.10, SL.1, SL.2, L.4, L.6 |
| **Vocabulary:** Academic and domain-specific | Writing: Narrative, explanatory/informational, or opinion | Teaching suggestions for struggling readers, advanced readers, and ELL students | **Performance Tasks:**  
Writing prompt  
Extension activities | TEKS:  
**Grade 4:** 4.2a, b, e; 4.7; 4.10; 4.11a, c, d; 4.14; 4.18a, b, c; 4.20; 4.27; 4.28; 4.29  
**Grade 5:** 5.2a, b, e; 5.7; 5.10; 5.11a, c, d; 5.14; 5.18a, b, c; 5.20; 5.27; 5.28; 5.29  
**Grade 6:** 6.2a, b, e; 6.7; 6.9; 6.10a, c, d; 6.13; 6.17a, b, c; 6.19; 6.26; 6.27; 6.28 |

*Suggested Time: 8-10 days

*The standards listed apply to AL, AZ, AK, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, RI, SD, UT, VT, WA, WV, WI, WY
PACING CALENDAR AND SUGGESTED TEACHING ACTIVITIES: NONFICTION

Suggested Time: 8-10 days (based on using Storyworks during a 45-minute literacy block per day; timing will change if you use Storyworks for a double literacy block. In addition, some tasks could be assigned as homework instead of classwork.)

Days 1-2: Preparing to Read

Day 1: Watch a Video
- Watch this issue’s nonfiction video to provide historical context, build background knowledge, highlight key vocabulary, and engage students. Each issue’s video takes students “behind the scenes” of the article, transports them to the article’s time and place, or allows students to follow the author through the research, writing, and editing process.
- Have students complete the video discussion activity. These discussion questions pertain to main idea and details; author’s purpose; and consideration of the narration, visuals, and music in the video.

Day 2: Preview Text Features and Vocabulary
- Invite students to look at the photos and read the headline and subhead, and discuss these features together. Ask them to describe what they see in the photos and what feelings these images create.
- Set a purpose for reading by calling on a volunteer to read aloud the Up Close box.
- Project the Vocabulary Slideshow and use its audio pronunciation guide and visuals to preview challenging academic and domain-specific terms from the article.
- Follow up with the vocabulary activity to practice using the words that will be highlighted in bold in the article.

Days 3-4: Close Reading

Day 3: Read the Text
- Read the text through shared, guided, small group, or independent reading.
- Use the audio version of the text to provide support for struggling readers or as a read-aloud for your whole class.
- Lower-Lexile text and lower-Lexile audio are provided online.

Day 4: Unpack the Text
- After reading the article, go back to the text to reread, analyze, and delve deeply into sentences and paragraphs to answer the close-reading questions. This can be completed as a whole-class, small-group, or individual activity. Questions can also be answered in reading centers or guided-reading groups. Lower-level questions, which provide more scaffolding, are available online.
- Discuss the critical-thinking questions as a class or use them as constructed-response prompts.

continued ➤
Days 5-7: Skill Building: Featured Skill and Writing Task

Day 5: Featured Skill Activity
• Distribute the featured skill activity and have students complete it in small groups.

Day 6: Respond to the explanatory, opinion, or narrative writing prompt
• Using the featured skill activity as a guide, invite students to respond to the writing prompt at the end of the article.

Day 7: Revise and edit writing
• Have students revise and edit their responses to the writing prompt, consulting with you and/or in partnerships.

Days 8-9: Skill Building: Core Skills Workout/Extension Activities (Optional)
• After completing the featured skill activity, use any or all of each issue’s nonfiction Core Skills Workout package activities to build proficiency in other key analytical reading and test-readiness skills. Note: We provide two versions—with more and less scaffolding—for some of these activities in every issue. Skills include text features, summarizing, main idea and supporting details, inference, text evidence, and text structure. One featured skill activity can be completed in one class period.
• Alternatively, use suggestions in the Teacher's Guide or online to guide students through an extension activity, such as completing a research task, reading related texts, holding a debate, creating a video, or using an educational app.

Day 10: Comprehension Quiz
• Have students take the interactive or non-interactive reading comprehension quiz. We formed these quizzes based on state assessments. Quizzes come in higher and lower levels and include six or eight selected-response questions and two constructed-response questions. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.
**SCOPE AND SEQUENCE: FICTION**

<table>
<thead>
<tr>
<th>Description of Feature</th>
<th>Skills</th>
<th>Differentiation</th>
<th>Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>
| **Storyworks** offers original fiction by renowned children’s authors in every issue. Stories often address issues relevant to upper elementary students, including friendships, fitting in, family dynamics, and school situations. | The story, lesson, and support material will focus on a **featured skill** from our Fiction Core Skills Workout. However, the support package offers activities to introduce or reinforce **all of these skills:**  
- Character  
- Plot  
- Setting  
- Inference  
- Theme  
- Author’s Craft  
- Vocabulary  
- Writing: Narrative, explanatory/informative, or opinion | Audio version of story  
Activity sheets and higher- and lower-level quizzes  
Teaching suggestions for struggling readers, advanced readers, and ELL students | **Formative or Summative:**  
Observation, conferencing, progress on activity sheets for individual skills, response to close-reading and critical-thinking questions (oral or written), quiz (higher-or lower-level) with selected-response and constructed-response questions  
**Performance Tasks:**  
Writing prompt  
Extension activities | **CCSS (and states that have similar standards)***: R.1, R.2, R.3, R.4, R.10, W.2, W.3, W.4, W.9, W.10, SL.1, SL.2, L.3, L.4, L.5, L.6  
**TEKS:**  
Grade 4: 4.2a, b, d, e; 4.3a; 4.6; 4.20; 4.27; 4.28  
Grade 5: 5.2a, b, d, e; 5.3; 5.6; 5.20; 5.27; 5.28  
Grade 6: 6.2a, b, e; 6.3a; 6.6; 6.19; 6.26; 6.27 |
PACING CALENDAR AND SUGGESTED TEACHING ACTIVITIES: FICTION

Suggested Time: 4-5 Days (based on using Storyworks during a 45-minute literacy block per day; timing will change if you use Storyworks for a double literacy block. In addition, some tasks could be assigned as homework instead of classwork.)

Day 1: Preparing to Read and Close Reading

Preparing to Read
- Preview Text Features: Have students look at the pictures, read the title and subtitle, preview questions in the margins, and make predictions.
- Set a purpose for reading by calling on a volunteer to read aloud the Up Close box.
- Preview challenging vocabulary with our vocabulary activity. Ask students to add other unfamiliar words to the activity sheet as they read the story.

First Read: Get to Know the Text
- Have students read the story independently to understand what happens in it.
- Go online to find the audio version of the text to provide support for struggling readers or as a read-aloud for your whole class.

Day 2: Close Reading

Second Read: Unpack the Text
- Have small groups read the story again, pausing to discuss the close-reading questions in the margins. They can then respond on their own paper.
- Discuss the critical-thinking questions as a class or use them as writing prompts.

We recommend that students read an article or story all the way through one time before going back to answer the Close-Reading Questions. That way, they can focus on basic comprehension before going deeper. With our text-based questions, your students will gain a deeper understanding of the text; uncover layers of meaning; make inferences; analyze the author’s purpose; and reflect on how words, sentences, and paragraphs help build the larger work. For fiction, we have a fantastic approach we call our “fiction kit.” Close-reading questions appear right on the pages of every issue’s feature short story (along with delightful pictures!), prompting students to delve deeply into specific sentences or paragraphs in the story. Our questions model close-reading questions that students can ask themselves as they read any work of fiction. The answers can be found in the Teacher’s Guide.

continued ➤
Day 3: Skill Building: Featured Skill and Writing Task

**Featured Skill Activity**
- Distribute the **featured skill activity** and have students complete it in small groups.

**Respond to the explanatory, opinion, or narrative writing prompt**
- Using the featured skill activity as a guide, invite students to respond to the writing prompt at the end of the article.
- Alternatively, write a short essay responding to the question in the Up Close box.

Day 4: Skill Building: Core Skills Workout/Extension Activities (Optional)

- Based on your students’ needs after completing the featured skill activity, use any or all of the activities in each issue’s fiction Core Skills Workout package to build your students’ proficiency in other key analytical reading and test-readiness skills. Skills include character, plot, setting, theme, inference, and author’s craft. One Core Skills Workout can be completed in one class period.
- Alternatively, use suggestions in the Teacher’s Guide or online to guide students through an extension activity, such as retelling the story from a different point of view, reading an additional work by the same author, or responding to the story in a journal or on a classroom blog.

Day 5: Comprehension Quiz

- Have students take the **interactive or non-interactive reading comprehension quiz**. We formed these quizzes based on state assessments. Quizzes come in higher and lower levels and include six or eight selected-response questions and two constructed-response questions. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.
## SCOPE AND SEQUENCE: PAIRED TEXTS

<table>
<thead>
<tr>
<th>Description of Feature</th>
<th>Skills</th>
<th>Differentiation</th>
<th>Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>
| Our popular paired-text feature offers two texts united by topic or theme; for example, two nonfiction articles, or a nonfiction text paired with a poem, fable, debate, or other genre. Topics often draw on science, social studies, current events, or social-emotional learning. | The article, lesson, and support material will usually focus on **comparing and contrasting** or **synthesizing**. However, Nonfiction Core Skills Workout offers activities to introduce or reinforce **all of these skills**:  
  - Text features  
  - Summarizing  
  - Main idea and supporting details  
  - Inference  
  - Text evidence  
  - Text structures  
  **Vocabulary:** Academic and domain-specific  
  **Writing:** Narrative, explanatory/informational, or opinion | Lower-Lexile version of article (usually around 600L)  
  Audio versions of on-level and lower-Lexile articles  
  Higher- and lower-level activity sheets and quizzes  
  Questions for ELL students  
  Teaching suggestions for struggling readers, advanced readers, and ELL students | **Formative or Summative:**  
  Observation, conferencing, progress on activity sheets for individual skills, response to close-reading and critical-thinking questions (oral or written), quiz (higher- or lower-level) with selected-response and constructed-response questions  
  **Performance Tasks:**  
  Writing prompt  
  Extension activities | CCSS (and states that have similar standards)*: R.1, R.2, R.3, R.4, R.5, R.6, R.7, R.9, R.10, W.1, W.2, W.3, W.4, W.10, SL.1, SL.2, L.4, L.6 |
| **Suggested Time:** 4-5 days | | | | TEKS:  
  **Grade 4:** 4.2a, b, e; 4.7; 4.10; 4.11a, c, d; 4.14; 4.18a, b, c; 4.20; 4.27; 4.28; 4.29  
  **Grade 5:** 5.2a, b, e; 5.7; 5.10; 5.11a, c, d; 5.14; 5.18a, b, c; 5.20; 5.27; 5.28; 5.29  
  **Grade 6:** 6.2a, b, e; 6.7; 6.9; 6.10a, c, d; 6.13; 6.17a, b, c; 6.19; 6.26; 6.27; 6.28 |
PACING CALENDAR AND SUGGESTED TEACHING ACTIVITIES: PAIRED TEXTS

Suggested Time: 4-5 days (based on using Storyworks during a 45-minute literacy block per day; timing will change if you use Storyworks for a double literacy block. In addition, some tasks could be assigned as homework instead of classwork.)

Day 1: Preparing to Read and First Read

Preparing to Read
- Explore text features: Invite students to look at the photos, read the headlines and subheads, and discuss them together.
- Set a purpose for reading by calling on a volunteer to read aloud the Up Close box.
- If provided, project the Vocabulary Slideshow and use its audio pronunciation guide and visuals to preview challenging academic and domain-specific terms from the article.
- Have students practice using the vocabulary words from the articles by completing the vocabulary activity.

Close Reading: Read the Texts
- Read the texts through shared, guided, small group, or independent reading.
- Use the audio version of the texts to provide support for struggling readers or as a read-aloud for your whole class.
- Lower-Lexile texts and lower-Lexile audio are provided online.

Day 2: Close Reading: Unpack the Texts
- After reading the articles, have students go back to the text to reread, analyze, and delve deeply into sentences and paragraphs to answer the close-reading questions. This can be completed as a whole-class, small-group, or individual activity. Questions can also be answered in reading centers or guided-reading groups. Lower-level questions, which provide more scaffolding, are available online.
- Discuss the critical-thinking questions as a class or use them as constructed-response prompts.

Day 3: Skill Building: Featured Skill and Writing Task

Featured Skill Activity
- Distribute the featured skill activity and have students complete it in small groups.

Respond to the explanatory, opinion, or narrative writing prompt
- Using the featured skill activity as a guide, invite students to respond to the writing prompt at the end of the paired-text feature.

continued ➤
Day 4: Skill Building: Core Skills Workout/Extension Activities (Optional)

- After completing the featured skill activity, use any or all of each issue’s paired texts Core Skills Workout package activities to build proficiency in other key analytical reading and test-readiness skills. Note: We provide two versions—with more and less scaffolding—for some of these activities in every issue. Skills include text features, summarizing, main idea and supporting details, inference, text evidence, and text structure.
- Alternatively, use suggestions in the Teacher’s Guide or online to guide students through an extension activity, such as completing a research task, reading related texts, holding a debate, creating a video, or using an educational app.

Day 5: Comprehension Quiz

- Have students take the interactive or non-interactive reading comprehension quiz. We formed these quizzes based on state assessments. Quizzes come in higher and lower levels and include six or eight selected-response questions and two constructed-response questions. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.
## SCOPE AND SEQUENCE: PLAY

<table>
<thead>
<tr>
<th>Description of Feature</th>
<th>Skills</th>
<th>Differentiation</th>
<th>Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>
| Every issue includes a read-aloud play, providing a perfect opportunity to practice fluency and learn about features of drama. Storyworks plays are often adapted from myths, fables, folktales, biographies, or significant historical events. | The story, lesson, and support material will focus on a **featured skill** from our Fiction Core Skills Workout. However, the support package offers activities to introduce or reinforce all of these skills:  
  - Character  
  - Plot  
  - Setting  
  - Inference  
  - Theme  
  - Author’s Craft  
  - Vocabulary  
  - Writing: Narrative, explanatory/informative, or opinion | Higher- and lower-level activity sheets and quizzes  
  - Teaching suggestions for struggling readers, advanced readers, and ELL students | **Formative or Summative:**  
  - Observation, conferencing, progress on activity sheets for individual skills, response to close-reading and critical-thinking questions (oral or written), quiz (higher- or lower-level) with selected-response and constructed-response questions  
  - Performance Tasks:  
    - Writing prompt  
    - Extension activities | **CCSS (and states that have similar standards)***: R.1, R.2, R.3, R.4, R.5, R.10, W.1, W.2, W.3, W.4, W.10, SL.1, SL.2, L.3, L.4, L.5, L.6  
  - **TEKS:**  
    - Grade 4: 4.2a, b, d, e; 4.3a, b; 4.5; 4.20; 4.27; 4.28  
    - Grade 5: 5.2a, b, d, e; 5.3; 5.5; 5.20; 5.27; 5.28  
    - Grade 6: 6.2a, b, e; 6.3a; 6.5; 6.19; 6.26; 6.27 |
PACING CALENDAR AND SUGGESTED TEACHING ACTIVITIES: PLAY

Suggested Time: 3-4 Days (based on using Storyworks during a 45-minute literacy block per day; timing will change if you use Storyworks for a double literacy block. In addition, some tasks could be assigned as homework instead of classwork.)

Day 1: Preparing to Read and Class Read-Aloud

Preparing to Read
- Preview text features by inviting students to look at the illustrations; read the title, subtitle, scene headings, and descriptions in the character box; and make predictions based on them.
- Set a purpose for reading by calling on a volunteer to read aloud the Up Close box.
- Follow up with the vocabulary activity to practice using the words that will be highlighted in bold in the play.

Class Read-Aloud
- Assign parts and read the play aloud as a class. If you have struggling readers in your class, assign parts in advance to give students a chance to preview lines and practice saying them with a partner.

Day 2: Close Reading and Skill Building

Close Reading
- After reading the play, go back to the text to reread, analyze, and delve deeply into lines and scenes to answer the close-reading questions. This can be completed as a whole-class, small-group, or individual activity. Questions can also be answered in reading centers or guided-reading groups. Lower-level questions, which provide more scaffolding, are available online.
- Discuss the critical-thinking questions as a class or use them as constructed-response prompts.

Skill Building: Featured Skill Activity
- Distribute the featured skill activity and have students complete it in small groups.

continued ➤
Day 3: Writing Task

Respond to the explanatory, opinion, or narrative writing prompt

- Using the featured skill activity as a guide, invite students to respond to the writing prompt at the end of the play.

OR

Skill Building: Core Skills Workout/Extension Activities (Optional)

- Based on your students’ needs after completing the featured skill activity, use any or all of the activities in each issue’s play Core Skills Workout package to build your students’ proficiency in other key analytical reading and test-readiness skills. Skills include character, plot, setting, theme, inference, and author’s craft.
- Alternatively, use suggestions in the Teacher’s Guide or online to guide students through an extension activity, such as writing a new scene for the play or responding to the story in a journal or on a classroom blog.

Day 4: Comprehension Quiz

- Have students take the interactive or non-interactive reading comprehension quiz.
  We formed these quizzes based on state assessments. Quizzes come in higher and lower levels and include six or eight selected-response questions and two constructed-response questions. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.
### SCOPE AND SEQUENCE: DEBATE

<table>
<thead>
<tr>
<th>Description of Feature</th>
<th>Skills</th>
<th>Differentiation</th>
<th>Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every issue of <em>Storyworks</em> includes a debate on a hot-button topic for kids; for example, “Should helium balloons be banned?” or “Should kids learn cursive writing?”</td>
<td>Reading the debate and writing a paragraph or essay in response requires students to:   - Determine main idea and supporting details   - Identify text evidence   - Evaluate arguments and claims</td>
<td>Lower-Lexile version of debate Opinion writing kit available in higher- and lower-level</td>
<td>Formative or Summative: Observation, discussion, quiz with selected-response and constructed-response questions Performance Tasks: Writing prompt</td>
<td>CCSS (and states that have similar standards)*: R.1, R.2, R.6, R.8, W.1, W.4, W.10, SL.1, SL.3</td>
</tr>
<tr>
<td>The debate comes with an online “opinion writing kit,” which guides students to write an essay supporting one side of the issue.</td>
<td><strong>Writing:</strong> Opinion/persuasive writing</td>
<td></td>
<td></td>
<td>TEKS: Grade 4: 4.12; 4.15; 4.19; 4.20; 4.27; 4.28 Grade 5: 5.12; 5.15; 5.19; 5.20; 5.24; 5.26; 5.27; 5.28 Grade 6: 6.11; 6.14; 6.18; 6.19; 6.23; 6.25; 6.26; 6.27</td>
</tr>
</tbody>
</table>

**Suggested Time:** 2 days
PACING CALENDAR AND SUGGESTED TEACHING ACTIVITIES: DEBATE

Suggested Time: 2 Days (based on using Storyworks during a 45-minute literacy block per day; timing will change if you use Storyworks for a double literacy block. In addition, some tasks could be assigned as homework instead of classwork.)

Day 1: Preparing to Read, Reading the Debate, and Discussing the Debate

Preparing to Read
• Preview text features by prompting students to look at the titles and headings to identify the topic of the debate and the two sides of the issue.

Reading the Debate
• Read the debate as a class or in small groups. Lower-Lexile text and Spanish-language text are provided online.
• Have students read the debate a second time, instructing them to mark the types of support the author presents to back up each side, including:
  * Facts and statistics (F/S)
  * Quotes from experts (Q)
  * Stories or examples (Ex)
• Have students complete the chart in the magazine as a class, in small groups, or individually.

Discussing the Debate
• As a class or in groups, have students discuss:
  * Which evidence is most effective in supporting each side?
  * Is one side stronger than the other? Why?
  * What is your opinion? What evidence do you find most convincing?
  * Do you think the author has a preferred point of view on this issue? What is your evidence?

Extension Activity: Hold a Debate (Optional)
• Have students decide which side of the debate they support and work in groups to develop arguments and rebuttals for their view. Hold a class debate in which representatives from each side present arguments and respond to the opposing side’s statements.
Day 2: Writing Task and Comprehension Quiz

Comprehension Quiz

• Have students take the reading comprehension quiz. We formed the quiz based on state assessments. Quizzes include six selected-response questions and two constructed-response questions. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.

Writing Task

• Distribute the self-guided activity Write an Opinion Essay. The lower-level version guides students to write a three-paragraph essay on the debate topic. The higher-level version prompts them to bring in additional evidence and write six paragraphs, including a rebuttal of the other side.
• With either version, hand out our Opinion Writing Toolkit, which offers students opinion-writing words, phrases, and ideas as they craft their essays.
## SCOPE AND SEQUENCE: POETRY

<table>
<thead>
<tr>
<th>Description of Feature</th>
<th>Skills</th>
<th>Differentiation</th>
<th>Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>
| Each issue has a classic or contemporary poem by an acclaimed poet, accompanied by stunning artwork. *Storyworks* poetry is complex enough for lively discussions and lessons while remaining accessible and appealing to children. | The poem, lesson, and support material will focus on a **featured skill**, such as:  
- Metaphor, simile, personification, or other literary devices  
- Rhythm and rhyme  
- Theme  
- Tone  
- Mood  
**Writing:** Poetry writing | Audio version of poem  
Resources include a variety of questions, plus an activity sheet, which can be assigned based on students’ abilities and readiness  
Reading poetry aloud helps build fluency for struggling readers and ELL students. | **Formative or Summative:** Response to close-reading and critical-thinking questions (oral or written), quiz with selected-response and constructed-response questions  
**Performance Tasks:** Extension activities | CCSS (and states that have similar standards)*: R.1, R.2, R.4, R.5, R.10, W.3, W.4, W.10, SL.1, SL.2, L.3, L.5  
**TEKS:**  
Grade 4: 4.1, 4.2, 4.4, 4.16b  
Grade 5: 5.1, 5.2, 5.4, 5.16b  
Grade 6: 6.1, 6.2, 6.4, 6.15b |

Suggested Time: 1 day
PACING CALENDAR AND SUGGESTED TEACHING ACTIVITIES: POETRY

Suggested Time: 1 Day (based on using Storyworks during a 45-minute literacy block per day)

Preparing to Read
- Preview text features by prompting students to look at the title of the poem and the illustration. Ask them to make predictions about the poem.
- Set a purpose for reading by calling on a volunteer to read aloud the Up Close box.

Reading and Discussing the Poem
- Ask a student to read the poem aloud for the class, or go online to play our audio version.
- Discuss the close-reading and critical-thinking questions as a class or in small groups. Have students respond orally or in writing, referring to specific words and lines in the poem to support their answers.

Skill-Building: Featured Skill Activity
- Distribute the featured skill activity and have students complete it individually or in small groups.
- The Featured Skill activity often prompts students to incorporate an element of poetry, such as simile, metaphor, or personification, into a poem of their own.

Comprehension Quiz
- Have students take the reading comprehension quiz. We formed the quiz based on state assessments. Quiz includes four selected-response questions and two constructed-response questions. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.
**SCOPE AND SEQUENCE: WORD POWER**

<table>
<thead>
<tr>
<th>Description of Feature</th>
<th>Skills</th>
<th>Differentiation</th>
<th>Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>
| Word Power presents a short, high-interest nonfiction article. The accompanying Word Hunt activity prompts students to find words and idioms in the article that relate to the article’s topic; for example, “Find three nouns that mean odor.” | The article and activity build the following skills:  
  • Vocabulary  
  • Synonyms  
  • Parts of speech  
  • Figurative language  
  **Writing:** Students are prompted to write a paragraph using the words and idiom they found. | Can be done as whole class, small group, or individual activity, with varied levels of teacher support | **Formative:** Observation, progress on Word Hunt activity  
**Performance Tasks:** Writing prompt | CCSS (and states that have similar standards)*: L.3, L.4, L.5, L.6  
TEKS:  
Grade 4: 4.2a, b, d, e  
Grade 5: 5.2a, b, d, e  
Grade 6: 6.2a, b, e |
PACING CALENDAR AND SUGGESTED TEACHING ACTIVITIES: WORD POWER

Suggested Time: 25 minutes

Preparing to Read

• Preview text features by prompting students to look at the headline, subhead, and image.
• Set a purpose for reading by previewing the Word Hunt box, which directs students to find words and idioms related to the topic of the article.

Reading the Article

• Read the article through shared, guided, small group, or independent reading.

Vocabulary-Building: Word Hunt and Writing Activity

• Prompt students to find the words and idiom indicated in the Word Hunt box.
• Invite students to write a paragraph using the words and idiom they found. An entry form is available online if students would like to enter the Word Power contest.
### SCOPE AND SEQUENCE: GRAMMAR COP

<table>
<thead>
<tr>
<th>Description of Feature</th>
<th>Skills</th>
<th>Differentiation</th>
<th>Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>
| This fun feature focuses on one grammar skill per issue and offers students an opportunity to correct mistakes in passages on whimsical yet knowledge-building topics, such as snacks around the world or good-luck charms. | The in-magazine activity and online support material will focus on a featured grammar skill such as:  
- Capitalization  
- Punctuation  
- Commonly confused words  
- Sentence structure | Can be done as whole class, small group, or individual activity, with varied levels of teacher support | Formative: Observation, progress on in-magazine and online activities | CCSS (and states that have similar standards)*: L.1, L.2  
TEKS:  
Grade 4: 4.20, 4.21, 4.22  
Grade 5: 5.20, 5.21, 5.22  
Grade 6: 6.19, 6.20, 6.21 |

**Suggested Time:** 1/2 day
Suggested Time: 25 minutes

Introduce and Practice Grammar Skill

- Read aloud Grammar Cop’s rules to introduce or review the specific grammar skill addressed in the activity. Go over the directions with the class.
- Have students practice the grammar skill by completing the activity as a class, in groups, or individually.

Reinforce Skill

- For extra practice, find an additional activity focusing on the same skill online.
- Have students observe the grammar skill in context by searching for examples of its use in the magazine or in other reading material.
**SCOPE AND SEQUENCE: VOCAB LAB**

<table>
<thead>
<tr>
<th>Description of Feature</th>
<th>Skills</th>
<th>Differentiation</th>
<th>Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>
| This vocabulary-building feature consists of two parts: *“One Word 3 Ways,”* which focuses on multiple-meaning words, and *“The Word Nerd,”* in which a cartoon character uses advanced vocabulary that students must decipher in context. | This feature builds the following skills:  
- Vocabulary  
- Multiple-meaning words  
- Context clues | Can be done as whole class, small group, or individual activity, with varied levels of teacher support | Formative:  
Observation, progress on activities  

Performance Tasks:  
Both “One Word, 3 Ways” and “The Word Nerd” have contests in which students come up with their own multiple-meaning words or sentences using advanced vocabulary. | CCSS (and states that have similar standards)*: L.3, L.4, L.6  
TEKS:  
Grade 4: 4.2a, b, e  
Grade 5: 5.2a, b, e  
Grade 6: 6.2a, b, e |

**Suggested Time:** 1/2 day
PACING CALENDAR AND SUGGESTED TEACHING ACTIVITIES: VOCAB LAB

Suggested Time: 25 minutes

One Word, 3 Ways
- Call on volunteers to read aloud the introductory text and the speech bubbles in the activity.
- Discuss the meaning of the “word of the issue” in each speech bubble. Prompt students to write and share their own example sentences for each meaning of the word.
- Invite students to think of other multiple-meaning words and write sentences with them. An entry form is available online if students would like to enter the Wild Word contest.

The Word Nerd
- Call on volunteers to read aloud the introductory text, directions, and the Word Nerd’s speech bubble.
- As a whole class, in small groups, or in partnerships, have students use context clues or a dictionary to rewrite the Word Nerd’s expression. Encourage students to use the picture as well to help them decipher the sentence.
- Invite students to write their own Word Nerd sentences. An entry form is available online if students would like to enter the Word Nerd contest.
### SCOPE AND SEQUENCE: INFOGRAPHIC

<table>
<thead>
<tr>
<th>Description of Feature</th>
<th>Skills</th>
<th>Differentiation</th>
<th>Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>
| The infographic conveys facts and data about a kid-friendly topic, using photos, graphs, charts, and other images. Topics often include animals, sports, food, or the environment. Students use the information to respond to a writing prompt. | This feature builds the following skills:  
- Main idea and supporting details  
- Interpreting graphs and charts  
- Understanding content in diverse formats  
**Writing:** Informational or opinion | Can be done as whole class, small group, or individual activity, with varied levels of teacher support | **Formative:**  
Observation, progress on activities  
**Performance Tasks:**  
Writing prompt  
Make-Your-Own-Infographic activity | CCSS (and states that have similar standards)*: R.1, R.2, R.5, R.7, W.1, W.2  
TEKS:  
Grade 4: 4.13b; 4.18a, b; 4.19  
Grade 5: 5.13b; 5.18a, b; 5.19  
Grade 6: 6.12b; 6.17; 6.18 |

**Suggested Time:** 25 min.
PACING CALENDAR AND SUGGESTED TEACHING ACTIVITIES: INFOGRAPHIC

Suggested Time: 25 min.

Preparing to Read, Reading the Infographic, and Discussing the Infographic

Preparing to Read
- Prompt students to use the headline, subhead, and central image to identify the topic of the infographic.
- Ask: Is the purpose of the infographic to:
  * explain something to you?
  * convince you of something?
  * tell you how to do something?
- Have students look over the labels and images surrounding the central image. Ask: How are they related to the central image?

Reading and Discussing the Infographic
- Break students into groups to read each section of the infographic and discuss what they find interesting, surprising, or convincing.
- Come back together as a class and ask volunteers to summarize the main idea and supporting details from the infographic.

Writing Task
- Preview the writing prompt in the Write to Win box, which asks students to craft an opinion or informative/explanatory piece using details from the infographic.
- Distribute the guided-writing activity, available online, which provides scaffolded support for students to respond to the writing prompt.

Extension Activity (Optional)
- Students may use the Make Your Own Infographic activity, available online, to research, plan, and create an infographic on a topic of their choosing.