Dear teachers,

This summer, as I was chatting with teacher friends, reading through my favorite teacher blogs, and generally being nosy about you, I sensed a change in the air. It seems that teachers are tired of generic reading “content”—bland or meaningless articles that simply help kids hone skills. Teachers are hungrier than ever for rich and important stories that build knowledge, spark curiosity, open hearts, and inspire kids to take action.

Of course, those are exactly the kinds of stories we create for Storyworks.

Whenever I write a story for Storyworks, I ask myself a series of questions:

• Will this story fascinate all of your students (even the ones who refuse to open a book)?
• Is this a story you can’t find anywhere else?
• Will kids want to talk about this story with their parents?
• Will the story inspire kids to act (raise money for a cause, write a letter to someone mentioned in the article, do more research)?

I asked myself these questions as I wrote the feature nonfiction article in this issue, “Our World Turned to Water,” about the Louisiana floods of 2016. I’m eager for you to tell me how I did.

Warmest wishes,
Lauren
LTarshis@scholastic.com

OUR FAVES!

• Rebecca is thrilled with our new family engagement letter, offering simple ways for families to read Storyworks with their kids. Find it online.
• Allison outdid herself producing the “Behind the Scenes” video to accompany the Louisiana flood story.
• We are all bonkers for our paired texts about the history of dogs!

Questions about your subscription?
Call us! 1-800-SCHOLASTIC (1-800-724-6527
Our World Turned to Water
How a school community came together to survive a “thousand-year flood”

About the Article

Levels
Lexile Level: 860L
Guided Reading Level: S
DRA Level: 40

Learning Objectives
Students will read a narrative nonfiction article and identify the main idea: how a terrible flood brought out the best in people.

Content-Area Connections
Science: Natural disasters

Key Skills
Main idea and supporting details, vocabulary, inference, summarizing, compare and contrast, author’s craft, explanatory writing

Standards Correlations
This article and lesson support the following Common Core anchor standards: R.1, R.2, R.4, R.7, W.2, SL.1, L.6

Check our website for more standards information.

Your Teaching Support Package
Here’s your full suite of materials, all of which you’ll find at storyworks.scholastic.com:

Video: “Behind the Scenes: Our World Turned to Water”

Audio:
• On-level version • Lower-Lexile version

Differentiated article:
• Lower-Lexile version (printable)

Activities to print or project:
• Vocabulary
• Video Activity
• Close-Reading and Critical-Thinking Questions*
• Core Skills Workout: Main Idea and Supporting Details,* Text Features, Summarizing,* Inference*
• Comprehension Quiz*
Plus! Questions for English Language Learners

Vocabulary Slideshow Great visual support!
*Available on two levels
inside Episcopal School contrast with what was happening outside? What impression does this section give you of the students and teachers there? (inference) Inside the school, people felt “sunny,” while outside rain poured down. Everyone was happy to see each other and excited to start school. This gives the impression that students and teachers have positive attitudes and enjoy being part of the school community.

Why were weather forecasters “growing increasingly alarmed”? (supporting details) There was a large amount of moisture in the air, causing heavy rain. Plus, the storm was moving slowly, so it would dump rain on Baton Rouge for days.

Reread “A Disaster Taking Shape.” Summarize what happened to Skyler, Dell, and Addisyn. (summarizing) Skyler’s house was flooded and everything inside was destroyed; Dell’s neighborhood had water rushing through the streets; Addisyn and her family got trapped inside their truck.

In “A Volunteer Navy,” the text says people “began to mobilize to help each other.” Which details support this statement? (supporting details) Details include: Hundreds of people went into the flooded streets in their own boats to try to rescue others stranded in the disaster; they climbed through windows to help elderly and disabled people, and they comforted children and pets. One of these boats rescued the Botos family.

What is the main idea of the section “What Can I Do?” (main idea) The main idea is that after the flood, teachers and students of Episcopal reached out to help flood victims clean up their damaged homes and deal with all the destruction the flood caused.

Based on “That’s Just Stuff,” how were
people in the Episcopal community luckier than many others in Baton Rouge? (compare and contrast) Episcopal School reopened a week after the flood, and over the following months, students could return to their usual activities. Nine schools in the city remained closed all year, and many people are still struggling with losses.

**Critical-Thinking Question**

- **Why do you think the author includes the stories of three different students—Addisyn, Skyler, and Dell—in this article?** (author's craft) The author probably includes the stories of three students to make the article more personal for readers, and to show that there are many individual stories within the disaster. Many thousands of people in Baton Rouge were in danger and lost everything. Knowing what Addisyn, Skyler, and Dell experienced helps readers understand what being in Baton Rouge was like. It also emphasizes that all three, and many others, discovered how caring people can be.

**3. Skill Building**

**Featured Skill: Main Idea and Supporting Details**

- Distribute our main idea and supporting details activity and have students complete it in groups.
- Invite students to respond to the writing prompt on page 9. We will forward letters we receive to Mrs. Boudreaux and her students.

**Ideas to Engage and Inspire**

- **Collaborate for Peer Editing** Guide students to each set up a Google doc to respond to the writing prompt. After writing a first draft, have them share their letters with a partner using the “Share” button. Each pair can then edit each other’s work, using the “Suggesting” mode. (Click “Editing” and choose “Suggesting” from the dropdown menu.) This option allows them to discuss the edits and choose to accept them or not. Afterward, they can share their edited work with you.

**Differentiate and Customize**

**For Struggling Readers**

Read the lower-Lexile version of this article together with your struggling readers. At the end of each section, ask students to highlight one sentence they think was important in it. Ask them to share and discuss their choices.

**For ELL Students**

Most of the vocabulary words in this article could be used to describe the accompanying photos. Ask students to point out a photo that fits with each word and, if students are ready, use the word to talk about the picture.

**For Advanced Readers**

Have students highlight facts in the article about the Louisiana flood; as a hint, tell them to look in the section “That’s Just Stuff.” Prompt them to do research to find more facts about the flood, then present their findings in an infographic.

**For Guided Reading**

Discuss this article with guided-reading groups. For discussion prompts, select questions from the close-reading or lower-level questions, depending on the group. Guide students to answer them using evidence from the text.
Freddie in the Shade
Change is tough—but a new friend helps Freddie realize it’s not all bad

About the Story

Levels
Lexile Level: 660L
Guided Reading Level: S
DRA Level: 40

Learning Objectives
After reading a thought-provoking story by Pam Muñoz Ryan, students will explain what helps Freddie, the main character, adjust to a new home, school, and baby sister over the course of the story.

Key Skills
Character, vocabulary, close reading, plot, word choice, foreshadowing, setting, explanatory writing

Standards Correlations
This article and lesson support the following Common Core anchor standards: R.1, R.3, R.10, W.2, W.3, SL.1, L.4

For more standards information, go to our website.

Your Teaching Support Package
Here’s your full suite of materials, all of which you’ll find at storyworks.scholastic.com:

Audio: Use our audio version of this story to provide support for struggling readers or as a read-aloud for your whole class.

Activities to print or project:
• Vocabulary
• Critical-Thinking Questions
• Core Skills Workout: Character, Plot, Author’s Craft
• Comprehension Quiz*

*Available on two levels
**Answers to Close-Reading Questions**

- **Plot** (p. 11) Freddie’s life has been disrupted because his dad recently remarried and a new baby is on the way. Freddie has moved from San Diego to Minneapolis and must start at a new school and make new friends.

- **Character** (p. 11) Freddie decides to wear sunglasses to “protect him from anything else that might disrupt his life.” This suggests that he doesn’t like things to change. Moving to a new town and having a new brother or sister isn’t exciting to him; it is upsetting. As a result, he wants to keep to himself.

- **Word Choice** (p. 12) The author says that Freddie was hibernating to show that he is like a bear sleeping in a cave—he has gone off by himself and isn’t interacting with anyone.

- **Character** (p. 12) This line means that Freddie likes things to be simple and not challenge the way he’s used to doing them. Freddie’s reaction to moving to Minneapolis also tells you this about him: Making new friends and going to a new school can be complicated, and Freddie is unhappy about it.

- **How Characters Interact** (p. 13) Amy has a positive attitude about babies, saying they’re cute and they love you. Freddie hasn’t been excited about having a baby sibling, but Amy’s comments make him realize that it might be better than he thought.

- **Foreshadowing Clue** (p. 13) Amy says that Freddie is lucky his family is together all the time. This is a hint that her family is not together, which Freddie finds out later in the story.

- **Setting** (p. 13) Freddie feels at home and protected in the bakery. It smells good, and Amy and her dad are friendly and welcoming. He becomes less unhappy about connecting with people and even tells Amy why he wears sunglasses all the time.
Differentiate and Customize

- **Comparing Characters** (p. 14) Amy is similar to Freddie because change is difficult for her; going back and forth between her mom’s and her dad’s houses is disruptive. She is different because she has a more positive attitude. She makes the best of the time she has in each home.

- **Character’s Motivation** (p. 14) Freddie takes off his sunglasses because he realizes that they haven’t stopped things from changing. Plus, he didn’t need them to. Change isn’t so bad; he has made a new friend, Amy. He also realizes he’s not the only one dealing with changes.

- **Character** (p. 14) Freddie has learned to accept that life is sometimes complicated, but he can handle it. He no longer wants to stop things from disrupting his life, because the disruptions can bring happiness.

Critical-Thinking Question

- **What people and events help Freddie to adjust to change through the story? Which do you think most affects him? Why?** (character)

Students will likely say making friends with Amy affects him most. She makes him think differently about meeting new people and having a baby sibling; plus, he realizes he’s not the only one facing disruptions. He also changes because he works in the bakery, a place where he feels comfortable, and he meets Mark, who is in his grade.

3. Skill Building

**Featured Skill: Character**

- **Have students complete the character activity to describe what Freddie learns at the beginning, middle, and end of the story.**
- **Assign the writing prompt on page 14 for students to complete in class or for homework.**

**For Struggling Readers**

Be sure to take advantage of the audio version of the story to support struggling readers. Have them listen to the story as they read along in the magazine. Then invite them to choose three of the questions in the margins to answer.

**For Advanced Readers**

Pair this story with another text about a character learning to accept changes. Try One Crazy Summer by Rita Williams-Garcia or Real Friends by Shannon Hale and LeUyen Pham.

**For ELL Students**

Have students locate San Diego and Minneapolis on a map, and use the legend to figure out how far Freddie moved. If students have moved from another country to your area, ask them to figure out how far they moved as a comparison.

**For Independent Reading**

Offer this story as a choice for students to read on their own. Confer with them to check comprehension, using the close-reading questions in the margins as a guide, or have them complete the character activity independently.
The Amazing History of Dogs

Two texts tell the fascinating story of our age-old friendship with dogs

About the Article

Levels
Lexile Level: 860L
Guided Reading Level: T
DRA Level: 50

Learning Objectives
Students will synthesize information from two texts about the history of dogs and their relationship with humans.

Content-Area Connections
Science: animals, biology, early humans

Key Skills
Synthesizing, vocabulary, text evidence, main idea, key details, tone, compare and contrast, cause and effect, text structure, explanatory writing

Standards Correlations
This article and lesson support the following Common Core anchor standards: R.1, R.2, R.4, R.5, R.9, W.2, SL.1, L.4, L.6. For more standards information, see our website.

Your Teaching Support Package
Here’s your full suite of materials, all of which you’ll find at storyworks.scholastic.com:

Audio:
• On-level version • Lower-Lexile version

Differentiated article:
• Lower-Lexile version (printable)

Activities to print or project:
• Vocabulary
• Close-Reading and Critical-Thinking Questions*
• Core Skills Workout: Analyzing Two Texts: Synthesizing, Summarizing,* Text Evidence,* Text Structure
• Comprehension Quiz*

Plus! Questions for English Language Learners

*Available on two levels
Step-by-Step Lesson Plan
Close Reading, Critical Thinking, and Skill Building

1. Preparing to Read
Preview Text Features and Vocabulary
(20 minutes, activity sheet online)
- Have students look at the photos and captions in both articles. Ask: What difference do you notice between the dogs featured in the first article and those in the second? (The dogs in the first article have important jobs: hunting, fighting, delivering medicine. The ones in the second article seem to be adored pets.)
- Distribute the vocabulary activity to introduce challenging terms in the text. Highlighted terms: ancestors, mastodons, morphed, speculate, aggressive, domesticated
- Call on a student to read aloud the Up Close box on page 16 for the class.

2. Close Reading
Read and Unpack the Text
(45 minutes, activity sheet online)
- Read the articles as a class. Then put students in groups to answer the close-reading questions.
- Discuss the critical-thinking question as a class.

“How the Wolf Became the Dog”
Close-Reading Questions
- In the first section, the authors write that “life was a daily struggle for survival” during the Ice Age. What evidence do they give to support this statement? (text evidence) The authors explain that many early humans lived in shelters made of animal bones, hunted using simple tools, suffered from diseases with no cures, and faced threats from fierce animals like saber-toothed tigers.
- According to “From Wolf to Dog,” what do scientists know for sure about the history of dogs? (main idea) Scientists know that all dogs have the same animal ancestor, the gray wolf, and that it took thousands of years for wolves to turn into the creatures we know as dogs.
- What is one theory about how humans and wolves first teamed up? How did this help both species? (key details) One theory is that a group of less aggressive wolves began sneaking into human campsites to eat food scraps. This helped keep the humans safe from other dangerous predators, and helped the wolves live longer than most other wolves.
- Based on “Hunters, Napkins,” what is a domesticated animal? What details in this section help you understand what makes dogs domesticated animals? (vocabulary/key details) A domesticated animal is one that has developed to live among humans, often to serve a useful purpose. The section shows that dogs are domesticated by noting that they are “eager to please humans” and that humans have used them to perform jobs like hunting, herding, and even foot-warming.

“How America Went DOG Crazy”
Close-Reading Questions
- In the first section, what is the authors’ tone, or attitude, toward Scout? Why do you think they describe Scout in this way? (tone) The authors’ tone is annoyed and disapproving; they describe Scout as “a spoiled, badly behaved little beast.” This description shows that his owners’ love for him is strong enough to make up for the annoyance.
- Reread the section “Too Dirty and Smelly.” How is the way dogs are treated today different from the way they were treated in the past? (compare and contrast) Today, dogs are treated as important members of the family; they’re pampered with treats and rushed to the veterinarian when they’re sick. But in the past, dogs were seen simply as workers. They were kept outside and not considered
valuable enough to be taken for medical care.

• Based on “From Workers to Pets,” how was America changing in the late 1800s? How did this affect our relationship with dogs? (cause and effect) In the late 1800s, America was becoming wealthier. More people could afford to feed and care for dogs, so dogs became more popular as pets.

• Why might the authors have included the section “A Surprising Discovery”? (text structure) The authors likely included this section to help explain one of the article’s main ideas—that humans and dogs have “a uniquely powerful relationship.” Understanding the scientific basis for this relationship helps readers see why dogs are such popular pets.

Critical-Thinking Question
• What is the biggest difference between why people own dogs today and why people owned dogs in the past? Use details from both articles in your answer. (synthesizing) Today, most people keep dogs as companions; 96 percent of owners even consider their pet dogs to be members of the family. But in the past, people kept dogs mainly to perform jobs like hunting, herding, and fighting.

3. Skill Building
Featured Skill: Synthesizing
• Distribute our synthesizing activity. It will help students prepare to respond to the writing prompt on page 19.

Ideas to Engage and Inspire
• Make a Digital Timeline Have students work in groups to make a chronological list of events in the history of dogs, using information from both articles. They can then turn their list into a digital picture timeline. Guide students to go to ReadWriteThink.org and search “timeline” to access an interactive timeline program, or have them download the free app RWT Timeline. They can add the events they listed, along with a short description and a picture for each one.

Differentiate and Customize

For Struggling Readers
Have students create a two-column chart. On one side, they should write facts about dogs in the past, and on the other, facts about dogs today. Then have them use their charts to write a compare-and-contrast paragraph.

For Advanced Readers
Ask students to visit our online Video Archive page and watch the video “Into the World of Military Working Dogs.” They should use five details from the video in their response to the feature’s writing prompt.

For ELL Students
Gather students in a small group to listen to the lower-Lexile audio version of the article. Pause to show them pictures online of dogs performing the jobs described in the article—for example, herding or leading a hunt.

For Partner Reading
Have students read these articles aloud with partners, helping each other with comprehension and pausing to discuss points they find interesting.
**The Fight for What’s Right**

When a Hispanic family encounters segregation, they fight back—and win

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**About the Article**

**Levels**
Guided Reading Level: T  
DRA Level: 50

**Learning Objectives**
Students will read and determine the theme of a play based on real events about a family that overcame injustice and helped integrate California schools.

**Key Skills**
Theme, fluency, domain-specific vocabulary, drawing conclusions, text evidence, inference, key idea, analyzing, explanatory writing

**Content-Area Connections**
Social studies: Civil rights

**Standards Correlations**
This article and lesson support the following Common Core anchor standards: R.1, R.2, R.3, R.5, W.2, SL.1, SL.2, L.6

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**Your Teaching Support Package**

Here’s your full suite of materials, all of which you’ll find at storyworks.scholastic.com:

**Activities to print or project:**
- Domain-Specific Vocabulary
- Close-Reading and Critical-Thinking Questions*
- Core Skills Workout: Theme, Setting, Inference
- Comprehension Quiz*

*Available on two levels
While the white children get dropped off in front of a big, beautiful school, the Mexican-American children have to walk many blocks to a small, run-down school with wobbly desks and no playground. They have no opportunity to learn to read books or do math like the white students do. Instead, they learn to sew and to build shelves.

- Reread Sylvia’s and Miguel’s lines in Scene 3. What do they tell you about why the Mendezes’ fight for a good education was difficult? (inference) Their disagreement shows that it was difficult to convince other Mexican-American families to join the fight. People feared getting in trouble and possibly losing their jobs.

- Reread what Mama tells Sylvia and Jerome about prejudice in Scene 5. How did the boy in the park show prejudice? (key idea) The boy treated Sylvia and Jerome meanly even though he didn’t know anything about them. He decided he didn’t like them because they looked Mexican.

- What reason does Mr. Kent give at first for sending children of Mexican descent to Hoover Elementary? What does he say next? What does this reveal about him? (text evidence/analyzing) Mr. Kent first says children attend Hoover if they need to learn English or get extra help. He acts as though he has the children’s interest in mind, even though many don’t need extra help. Then he says Mexican-American children need to learn manners and cleanliness, and finally that they are not as smart as white children. These statements reveal his prejudice.

- Based on what Mrs. Hughes says in Scene 7, how does having children learn together help everyone? (theme) By going to school together, children get to know each other as individuals. They
can learn to understand and respect other people’s backgrounds, and not judge people based on how they look.

Critical-Thinking Question
(activity sheet online)
• Why was winning the lawsuit important for the Mendez family? Why was it important for all the children of California? (theme) Winning the lawsuit was important for the Mendez family because it meant Sylvia and Jerome could go to the Westminster school and get a good education. Sylvia went on to college and became a nurse. It was important for all the children of California because it meant they would be treated equally. Non-white students would no longer be sent to schools where they didn’t learn anything, and white students would get to know kids from different backgrounds.

3. Skill Building
Featured Skill: Theme
• Have students complete the theme activity to help them respond to the writing prompt on page 25.

Ideas to Engage and Inspire
• Create a Public Awareness Campaign
Although important, Sylvia Mendez’s story is not as well known as some other civil rights victories. Invite students to design posters or put together a short video to inform others about what Sylvia and her family did.

• Listen to an Interview
Play for students a StoryCorps interview between Sylvia Mendez and her younger sister. Find it at storycorps.org/listen/sylvia-mendez-and-sandra-mendez-duran.

Differentiate and Customize

For Struggling Readers
Work with students in a small group to brainstorm words they would use to describe Sylvia. Encourage them to find text evidence to support their choices. Then have them use the words to write a paragraph describing Sylvia.

For Advanced Readers
Go to Storyworks Online to get a copy of our February 2017 play, The Unstoppable Ruby Bridges. Have students read it and then work in pairs to write an imaginary conversation between Ruby and Sylvia about their experiences in helping to integrate a school.

For ELL Students
The highlighted vocabulary may be challenging for English language learners. Before reading, spend time going over the vocabulary activity with them, practicing pronunciation and discussing the meanings. As they read, have them circle other words they don’t know, and go over them together.

For Guided Reading
Read the play with your guided reading groups, focusing on the prompt in the Up Close box on page 21. Ask students to signal when they come across a detail that shows why the family’s actions were difficult but important.
Lesson 5
Poetry, p. 29

How to Write a Poem
Poet Kwame Alexander muses about finding inspiration

About the Poem

Learning Objective
Students will explore the words and phrases in a poem to help them understand the ideas it expresses.

Key Skills
Interpreting text, paraphrasing, point of view, imagery, text features, poetry writing

Standards Correlations
This poem and lesson support the following Common Core anchor standards: R.1, R.2, R.5, R.10, W.3, SL.1, SL.2, L.5

For more standards information, go to our website.

Online Resources
Audio version of poem

Activities to print or project:
• Close-Reading and Critical-Thinking Questions
• Comprehension Quiz

Step-by-Step Lesson Plan
Close Reading, Critical Thinking, and Skill Building

1. Preparing to Read
Set a Purpose for Reading (2 minutes)
- Have students read the title of the poem and look at the image.
- Call on a volunteer to read the Up Close box for the class. Ask: What does inspiration mean here? (something that gives us ideas)

2. Reading the Poem
Read the poem aloud for the class or play our audio version. Then discuss the following questions.

Close-Reading and Critical-Thinking Questions
(15 minutes, activity sheet online)
- Reread the first six lines of the poem. Restate in your own words what the poet tells the reader to do. (paraphrasing) The poet tells the reader to take some paper and a pencil, and let ideas flow from his or her heart.
- Who is speaking the seventh line? Why do you think it is in italics? (point of view) The reader of the poem is responding to what the poet said in the first six lines. It is in italics to show that a different person is speaking; a conversation between the poet and reader is happening.
- What does it mean to have “many voices”? (interpreting text) It means to have different ideas and even personalities to express. For example, one person might have both serious and funny sides to show.
- Reread lines 8-11. What does the poet compare “many voices” to in these lines? What do you think he means? (imagery) He compares “many voices” to best friends making their way around a maze. He probably means the reader should let many words and ideas float around in his or her mind, consider all of them, and perhaps think about how they fit together.
- Look at the words in the yellow circle and the text underneath it. What do these features show? (text features) They show that poets sometimes find their inspiration by reading the work of other poets.

3. Skill Building
Invite students to “follow the instructions” of this poem and write one of their own!
**Word Power, p. 2**
Adjectives: 1. lethal 2. fatal  
Noun: venom  
Idiom: make your blood run cold

**Debate, p. 26**  
*Answers will vary but should be similar to:*

**Yes:** Fidget spinners are too distracting to have at school. Some have blinking lights that bother others. Fights over spinners create disruptions at school. In addition, kids sometimes get hurt while trying tricks with these toys. While some say that spinners help kids focus, there are no scientific studies to back up that claim. They’re distracting, and there’s no proof they help, so fidget spinners should be banned from school.

**No:** Fidget spinners are useful tools that help some kids focus. Teachers have used them to teach science and math. In addition, they’re quiet and typically don’t bother others. Because they are inexpensive, almost anyone can own one. Nobody has to feel left out. These helpful toys should not be banned from school.

**Grammar Cop, p. 28**
1. gum  
2. New, York, Adams, batch  
3. United, States, flavors  
4. Statue, Liberty  
5. studies, mood  
6. litter, sidewalks  
7. Singapore, health, fine  
8. Chad, Fell, Alabama

**Word Nerd, p. 31**  
*Answers will vary but should be similar to:*

I laughed hard at the clown’s funny tricks.
How to Teach a Storyworks Debate
Bring our debates to life in your classroom!

The timely and thought-provoking debates you’ll find in every issue of Storyworks are great for building a variety of important ELA skills, including speaking and listening, identifying main idea and supporting details, citing text evidence, and opinion writing. Use this lesson plan to teach any of our debates!

Step-by-Step Lesson Plan
For use with any Storyworks debate!

1. Preparing to Read
• Have students preview the text features. Ask:
  * What is the topic of the debate? (Prompt students to use the debate title and the heading on the chart as clues.)
  * What do you think are the two sides of the issue?

2. Reading the Debate
• Read the debate as a class or in small groups.
• Have students read the debate a second time. Prompt 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)

3. Discussing
• 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 the most convincing?
  * For more-advanced students: Do you think the author has a preferred point of view on this issue? What is your evidence?

4. Writing
• Have students complete the chart in the magazine.
• Distribute the 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 writing tips and transition words.

Common Core State Standards
R.1, R.2, R.6, R.8, W.1, W.4, W.10, SL.1
Infographics have become an important tool for presenting facts, figures, and concepts. Kids encounter them in books and on tests—and you’ll find one in every issue of Storyworks! Follow these suggestions to teach any of our back-page infographics.

**1. Reading and Discussing**
- Project the infographic as students follow along in their magazines.
- 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? *(They provide details about the main idea.)*
- 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.

**2. Writing**
- Preview the writing prompt in the “Write to Win” box.
- Download and distribute the **guided-writing activity** that goes along with the infographic.
- Have students respond to the writing prompt. If you wish, send their responses to our infographic contest. Details are at Storyworks Online.

**Extension!**
Have students create their own infographics! Download our “Make Your Own Infographic” activity from Storyworks Online.

**Common Core State Standards**
R.1, R.2, R.7, W.1, W.2
SEPTEMBER 2017 at a Glance

Major Features | Language Arts Skills Development | Online Resources
---|---|---
Nonfiction, p. 4 | 
“Our World Turned to Water” | Vocabulary Slideshow
By Lauren Tarshis | 
**Featured Skill:** Main Idea and Supporting Details | Video: “Behind the Scenes”
**Other Key Skills:** text features, vocabulary, inference, summarizing, compare and contrast, author’s craft, explanatory writing | Video Activity
CCR Anchor Standards: R.1, R.2, R.4, R.7, W.2, SL.1, L.6

Fiction, p. 10 | 
“Freddie in the Shade” | Vocabulary
By Pam Muñoz Ryan | 
**Featured Skill:** Character | Critical Thinking
**Other Key Skills:** vocabulary, close reading, plot, word choice, foreshadowing, setting, explanatory writing | Core Skills Workout: Character, Plot, Author’s Craft
CCR Anchor Standards: R.1, R.3, R.10, W.2, W.3, SL.1, L.4

Paired Texts, p. 15 | 
“The Amazing History of Dogs” | Vocabulary
By Sarah Albee and Lauren Tarshis | 
**Featured Skill:** Synthesizing | Close Reading and Critical Thinking*
**Other Key Skills:** vocabulary, text evidence, main idea, key details, tone, compare and contrast, cause and effect, text structure, explanatory writing | Core Skills Workout: Analyzing Two Texts: Synthesizing, Summarizing,* Text Evidence,* Text Structure
CCR Anchor Standards: R.1, R.2, R.4, R.5, R.9, W.2, SL.1, L.4, L.6

Play, p. 20 | 
The Fight for What’s Right | Domain-Specific Vocabulary
By Spencer Kayden | 
**Featured Skill:** Theme | Close Reading and Critical Thinking*
**Other Key Skills:** fluency, domain-specific vocabulary, drawing conclusions, text evidence, inference, key idea, analyzing, explanatory writing | Core Skills Workout: Theme, Setting, Inference
CCR Anchor Standards: R.1, R.2, R.3, R.5, W.2, SL.1, SL.2, L.6

Poem, p. 29 | 
“How to Write a Poem” | Close Reading and Critical Thinking
By Kwame Alexander | 
**Featured Skill:** Interpreting Text | Comprehension Quiz*
**Other Key Skills:** paraphrasing, point of view, imagery, text features, poetry writing | 
See lesson for standards.

Departments and Skills Pages

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