Hello to our Storyworks family,

It’s been only about seven weeks since we sent our May/June issue off to the printer.

Since then, all of our lives have been transformed. During this dizzying time, I can’t tell you what a source of strength and comfort it has been for me—and our whole team—to focus us on Storyworks and all of you. No matter where you and your students are, we want you to know we are right there with you.

I’ve spent hours on Zoom chatting with Storyworks teachers around the country, listening and exchanging ideas and inspiration. Our new “Storyworks at Home” hub lists new and important features to make your virtual teaching simpler, easier, and more joyful. We’re especially excited about our new videos for your students and new learning journeys embedded at the ends of this month’s online articles.

We would love to connect or pop into your virtual classroom via Zoom or Google Hangouts. So please get in touch any time. In the meantime, I send you love and hope that you and your families are safe and well.

Warmly,
Lauren
LTarshis@scholastic.com

For Your Virtual Classroom

• Empower your students to document their experiences in this historic moment with Scholastic’s My History project. See the “Storyworks at Home” page for details.

It’s Time to Renew!

Don’t forget to lock in your Storyworks subscription for 2020/2021. Go to: scholastic.com/buy-storyworks
Or call 1-800-SCHOLASTIC (1-800-724-6527)

To Activate Your Digital Resources: Use Access Code PHQ56GL

Need help? Give us a call: 1-800-SCHOLASTIC (1-800-724-6527)
The Children Who Escaped the Nazis

On the eve of war, 10,000 Jewish children were saved by the Kindertransport

About the Article

**Levels**
Lexile Range: **800L-900L**
Guided Reading Level: **V**
DRA Level: **50**

**Learning Objectives**
Students will read an article about a remarkable effort to save Jewish children from the Nazis before World War II. They will learn about the rise of antisemitism and its consequences.

**Content-Area Connections**
Social studies: World War II, the Holocaust
Social-Emotional Learning: resilience, appreciating diversity

**Key Skills**
Vocabulary, key details, descriptive details, key ideas, cause and effect, inference, analyzing theme, explanatory writing/presentation

**Standards Correlations**
This article and lesson support the following Common Core anchor standards: **R.1, R.2, R.3, W.2, SL.1, SL.2, SL.4, 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:** “Fighting Hatred”

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

**Differentiated article:**
• Lower-Lexile version (printable)

**Skill Builders:**
• Vocabulary
• Close-Reading and Critical-Thinking Questions*
• Core Skills Workout: Main Idea and Supporting Details,* Inference,* Text Structure
• Synthesizing Nonfiction and Video
• Comprehension Quiz*
• Questions for English Language Learners

*Available on two levels
help you understand how Lore felt? (descriptive details) They describe Lore sitting “alone” in an “enormous train station,” unable to understand the language around her. They say “her mind swirled with worry and fear” and “she fought back tears.” These details help readers understand how scary it was for Lore to go to a new country where she knew no one.

• Reread “A Storm of Hatred.” What is antisemitism? How did it become worse in the 1930s in Germany? (key idea) Antisemitism is prejudice against Jewish people. In the 1930s, Germany was suffering from many problems. Adolf Hitler told terrible lies, blaming all the problems on Jewish people, which stirred up hatred against them. Jewish people’s rights were taken away, and others turned against them, sometimes with violence.

• What happened on the night of November 9, 1938? How was it a turning point? (cause and effect) Jewish homes, schools, synagogues, and businesses were attacked and burned down. This night, known as Kristallnacht, was a turning point because Jewish people, like Lore’s parents, realized they could no longer be safe in Germany.

• Reread “The Children.” Who was involved in making the Kindertransport happen? What do you think motivated them to help? (inference) Jewish and non-Jewish British citizens convinced the British government to let Jewish kids under age 17 come to England. Hundreds of people volunteered to take in the young refugees. Most probably helped because they were good people who wanted to keep kids safe.

• What can you infer about why Lore’s parents, and other Jewish adults, couldn’t leave Germany? (inference) The article says that “few countries were willing to open their doors to refugees.”

1. Preparing to Read
   Teaching Difficult Topics
   • We realize that an article related to the Holocaust might feel difficult to approach. For some children, it might be their first exposure to this topic. To help you, we’ve provided Strategies for Teaching the Holocaust online.

   Watch a Video; Preview Text Features and Vocabulary (40 minutes, Skill Builders online)
   • Show students the “Fighting Hatred” video to build background about what was happening in Germany and the rise of antisemitism.
   • Preview the photos, captions, and map with students. Have a student read aloud the Up Close box on page 5.
   • Distribute the vocabulary Skill Builder to introduce challenging words related to this topic. Highlighted words: minority, intolerance, prejudice, humiliating, synagogues, refugees, agonizing, marks, occupied, feat

2. Close Reading
   Read and Unpack the Text
   (45 minutes, Skill Builder online)
   • Read the article as a class or play the audio version. Have students read it again, answering the close-reading questions. Regroup to discuss the critical-thinking questions.

   Close-Reading Questions
   • In the first section, on page 5, what do you learn about why Lore Sulzbacher needed to leave Germany? Where did she go? (key details) Lore needed to leave Germany because it had become too dangerous for Jewish people like her family. Her parents sent her to England to be safe.
   • What details do the authors include to
Many people had nowhere to go to escape from Hitler.

• What helped Lore feel accepted in her new home in England? What was difficult for her? (key details) The Schreibers were kind to Lore, and their 17-year-old son accepted her like a sister. Kids at school invited her to play cricket. But the unfamiliar food and language made her homesick, and most of all, she missed her parents.

• Based on the last section, what do you learn about Lore’s life after the war? (key details) Lore’s parents were killed in a Nazi death camp, so she never saw them again. But she got married, had a son and grandchildren, and felt grateful to be alive.

Critical-Thinking Questions
• The authors say “the Kindertransport is remembered as a remarkable feat.” In what ways do you think it was remarkable? (analyzing) Answers will vary. Students might say that it’s remarkable that 10,000 children were saved and that people opened their hearts and homes to rescue them.

The operation came together very quickly, with the first train leaving just a few weeks after Kristallnacht.

• How does this article warn us about the dangers of prejudice and hatred? (theme) The article shows how prejudice and hatred can spiral out of control to horrific results. Hitler, a powerful leader, used old prejudices to turn people against their Jewish neighbors and take away their rights. In the end, families were ripped apart, and 6 million Jewish men, women, and children were killed.

3. Skill Building
Featured Skill: Learning From History
• Show the “Fighting Hatred” video again. Distribute the Skill Builder to support synthesizing nonfiction and video, which will help students identify facts and glean important lessons from history.
• Ask students to respond to the prompt at the bottom of page 9. Note that they have the option to create a video.

Differentiate and Customize

For Struggling Readers
Read the article aloud to students or play the audio version. Pause at the end of each section and ask students to turn and talk with a partner to summarize what they just heard. Invite pairs to share their summaries aloud.

For ELL Students
Distribute the lower-Lexile version of the article. As students read, have them circle unfamiliar words and mark sentences that are difficult to understand. At the end of each section, pause to discuss what they’ve read and answer any questions.

For Advanced Readers
Pair this article with a book that takes place during the Holocaust, such as Number the Stars by Lois Lowry or Hidden by Loïc Dauvillier and Greg Salsedo. Facilitate a discussion of what students learn from each text.

For Whole Class
Go to storyworks.scholastic.com to find the article “The Boy Who Fought Hitler,” about a boy who escaped the Warsaw Ghetto. Read it together as a class. Discuss which details are similar in it and “The Children Who Escaped the Nazis,” and what they learn in each about people’s efforts to survive.
The Great Stink/
Toilets of the Future
The past and future of how humans tackle the problem of waste

About the Article

Levels
Lexile Range: 800L-900L
Guided Reading Level: U
DRA Level: 50

Learning Objectives
Students will synthesize information from two articles to draw a conclusion: The need for safe sanitation has sparked inventions for dealing with human waste.

Content-Area Connections
Social studies: history
Science: inventions

Key Skills
Synthesizing, vocabulary, main idea, cause and effect, descriptive details, supporting details, 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.3, R.4, R.7, R.9, W.2, SL.1, L.6

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

Text Features Slideshow

Differentiated article:
• Lower-Lexile version (printable)

Skill Builders:
• Domain-Specific Vocabulary
• Close-Reading and Critical-Thinking Questions*
• Core Skills Workout: Analyzing Two Texts: Synthesizing, Text Features, Summarizing,* Text Evidence*
• Comprehension Quiz*
• Questions for English Language Learners
*Available on two levels
emptied their cesspools into the city’s sewers, which were not designed for human waste.

• Reread “A Whiff on the Wind.” What details does the author use to help you understand how bad the smell was? (descriptive details) The author says that “grown men and women fainted in the streets. People miles away threw up after catching a whiff on the wind. Government leaders . . . fled with tears streaming from their eyes.”

• According to “A Whiff on the Wind,” why was the Thames water deadly? (supporting details) Poop contains germs that can cause many diseases, including cholera. The poop-filled Thames was London’s main source of drinking water. People had been drinking poison.

• Reread “The Problem of Poop” and “Something Had to Be Done.” Compare and contrast the new sewers with the old sewers. (compare and contrast) The old sewers had not been designed for human waste. They ran into the river. The new sewers, on the other hand, were designed to get rid of human waste. They ran underground alongside the river, taking waste out past the city and away from where people lived.

• According to “A New Crisis,” what pressures have caused the original sewers in many cities to leak, break, clog, and overflow? (cause and effect) Since the 1800s, the population of many cities has grown tremendously. Climate change has caused heavier storms that overload pipes with rainwater. The original sewers have too much to handle.

• The first paragraph of “Toilets of the Future” includes a series of questions: “But
what if your home didn’t have a toilet? What if no homes in your town had one? Where would all that waste go?” Why do you think the author chose include these questions? (author’s craft) This series of rhetorical questions helps readers put themselves in the shoes of people who don’t have a toilet in their home; a major point of the article is that many places around the world do not have safe ways to get rid of human waste.

- Why might the waterless toilets described in the article be a better solution to getting rid of human waste than building more regular toilets and sewers? (main idea) Sewer systems require a lot of money to build and water to work. Many developing countries don’t have enough money or water to build one, so an inexpensive waterless alternative is an advantage.

Critical-Thinking Questions
- Why is it important to safely get rid of human waste? Answer using details from both articles. (synthesizing) It is important to safely get rid of human waste because otherwise it ends up in food and water sources. Many people die each year from diseases related to poor sanitation. Millions of others get sick. The failure to safely get rid of human waste can even cause a health crisis, like that caused by the Great Stink.

- How did the Great Stink and the world’s current sanitation challenges described in the second article inspire important changes? (synthesizing) In both cases, people have come up with creative solutions to the problem at hand. In 1858, the Great Stink motivated people to build new sewers running alongside the river rather than into it. The current challenges have caused people to invent innovative waterless toilets: the self-powering toilet, the worm toilet, and the composting toilet.

3. Skill Building

Featured Skill: Synthesizing

- Distribute the synthesizing Skill Builder. After students complete it, have them respond to the writing prompt on page 13.

For Struggling Readers

Gather students in a small group and read the story aloud with them or play our audio version. Pause at the end of each section and ask students to point out details about what London was like during the Great Stink, creating a list together. They can use the list to write a paragraph describing the city as if they were London residents in 1858.

For ELL Students

Listen to the lower-Lexile audio version of the article with students. Afterward, work with students to orally summarize the many problems London faced during the Great Stink and what the solution was to this sanitary crisis.

For Advanced Readers

Ask students to explore other examples of how necessity has caused people to create important new inventions. Prompt them to think about transportation, health care, or other areas and find out what motivated important innovations.

For Small Groups

Have students work in groups to research sewers and toilets throughout world history. Ask them to make a “Sanitation Timeline,” starting with the sewers in ancient South Asian cities and ancient Rome described in the first article and ending with the “toilets of the future” described in the second article.
A Recipe for Disaster
Acclaimed author Jerry Craft tells our winning Create a Character story

About the Article

Levels
Guided Reading Level: S
DRA Level: 40

Learning Objectives
Students will make inferences about character, using both words and images in a graphic novel-style story.

Content-Area Connections
Social-Emotional Learning: appreciating diversity, solving problems

Key Skills
Visual literacy, inference, vocabulary, problem and solution, character, making connections, evaluating, theme

 Standards Correlations
This article and lesson support the following Common Core anchor standards: R.1, R.2, R.3, R.7, R.10, W.3, SL.1
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:

Skill Builders to print or project:
- Vocabulary
- Close-Reading and Critical-Thinking Questions
- Visual Literacy
- Core Skills Workout: Inference About Character, Plot
- Comprehension Quiz
discuss or write their answers to the close-reading and critical-thinking questions.

**Close-Reading Questions**

- In the frame at the bottom of page 16, how do you think Elizabeth feels? How does the drawing help you infer this? (inference/visual literacy) Elizabeth probably feels stressed and confused. In the picture, her face looks sad and she appears to be thinking. Her classmates’ words are surrounding her head, so it looks like what they’re saying is adding to her stress.

- Look at the dishes kids say they will bring to the class celebration. Which ones are you familiar with? Where does each one typically come from? (vocabulary) Answers will vary for the first question. Dishes include kimchi and BBQ beef (Korea), jerk chicken (Jamaica), borscht (Russia), soda bread (Ireland), corn bread (the South), and yakitori (Japan).

- On page 17, what do you find out is Elizabeth’s main problem? (identifying a problem) Elizabeth doesn’t know what dish to bring to represent her heritage because she has two. Her mom is Chinese American and her dad is Mexican American. She doesn’t want to hurt either one by choosing a favorite recipe from the other’s culture.

- Based on pages 18 and 19, what are Liz’s parents like? (character) They are positive and supportive of Liz and of each other. Her dad tells her “it’s a blessing to have two amazing family traditions,” and each parent encourages her to pick the other’s special dish. In the images, they look friendly.

- Look at the frames on pages 19-20 that are labeled “Friday night” through “Sunday afternoon.” What story do they tell? (visual
They tell the story of Liz worrying all weekend about what to do. She thinks about what dish to bring while she’s in bed, playing soccer, and sitting around her house. Finally, she has a great idea.

• How does Liz finally solve her problem? (problem and solution) With her parents’ help, she creates a dish that represents both her Chinese and Mexican heritages. She combines burritos and wontons to make . . . burri-tons!

Critical-Thinking Questions
• If you were in Liz’s class, what dish, or combination of dishes, would you make? Explain why you would pick this. (making connections) Answers will vary.

• What do you think you get out of this story that you wouldn’t get if it were a traditional written story instead of a graphic one? (evaluating) Answers will vary. Students may say that they get to see the characters and understand what they’re thinking and doing based on their facial expressions and body movements. The settings can be understood without reading descriptions of them. Also, students might note that they’re able to read this story faster than a traditional one.

• What important ideas do you think the author—and character creator—want you to learn from this story? (theme) They probably want you to learn to be proud of your heritage, and that having two can be even better than having one! Furthermore, they might want you to realize that sometimes problems can feel overwhelming but that you can almost always find a solution.

3. Skill Building
Featured Skill: Visual Literacy
• Distribute our visual literacy Skill Builder for students to look more closely at the visual elements of the story. They can even try their own hands at graphic storytelling!

Differentiate and Customize

For Struggling Readers
This graphic format can be ideal for struggling readers. They can practice comprehension skills with the support of visual cues and minimal text. Guide them to complete the Skill Builders in our Core Skills Workout.

For ELL Students
Before reading, review vocabulary words that might be challenging for ELL students; for example, represents, heritage, specialty, generations, and recipes. After reading, have students discuss whether they think Liz found a good solution.

For Advanced Readers
Invite students to rewrite this story as a traditional narrative, adding descriptive passages to replace the images. Alternatively, divide students into groups and ask each group to rewrite one part of the story as a narrative.

For Independent Reading
If students enjoyed this story, invite them to read Jerry Craft’s award-winning graphic novel, New Kid. It’s about an African American boy who attends a prestigious private school and must navigate being one of the few kids of color there.
Sea Turtle Summer
A fictional sea turtle rescue teaches real-life lessons

About the Article

Levels
Guided Reading Level: T
DRA Level: 50

Learning Objective
Students will identify facts in a fictional play about a sea turtle rescue and a strong friendship.

Content-Area Connections
Science: pollution, conservation, endangered animals
Social-Emotional Learning: Relationship-building, ethical responsibility, identifying emotions

Key Skills
Distinguishing fact from fiction, vocabulary, fluency, character, key details, cause and effect, inference, mood, compare and contrast, interpreting text, explanatory writing

Standards Correlations
This article and lesson support the following Common Core anchor standards: R.1, R.3, R.7, W.1, W.2, SL.1, SL.2, 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:

Read-Aloud Pairing
NEW! Our “Storyworks Learn More Podcast” is a knowledge-building audio pairing. Great for listening comprehension!

Slideshows: • Vocabulary • NEW! Text Features

Skill Builders:
• Vocabulary
• Close-Reading and Critical-Thinking Questions*
• Research Kit
• Distinguishing Fact From Fiction
• Core Skills Workout: Theme, Setting
• Comprehension Quiz*
*Available on two levels
According to what Dr. Hayes says in Scene 3, what happened to Elmar? What does Dr. Hayes do to treat the turtle? (cause and effect) Dr. Hayes says something is blocking Elmar’s intestine. It has caused his body to fill with gas, so he can’t dive down in the water to feed himself. Elmar is starving. Dr. Hayes gives Elmar vegetable oil and fiber, hoping the turtle will poop out the blockage.

At the end of Scene 4, what key fact do you learn about the difference between turtles and humans? How can you infer this fact makes Marco feel? (inference) You learn that, unlike humans, turtles are solitary animals. This means they don’t get attached to others. When Megan tells Marco this fact, he is reminded that as a human, he needs other people, like his friend Mel. You can infer that this reminds Marco that Mel isn’t around anymore, which makes him feel lonely.

What is the mood, or feeling, of Scene 5? Use examples from the play to support your answer. (mood) The mood is sad and worried but still hopeful. Lita asks Marco why he is sad, and Marco explains it’s because Elmar’s risky surgery is the next day. He’s worried Elmar might die. Also, Marco is sad because he misses Mel, which becomes clear when he says “Nothing is the same without her here.” The beautiful sunset makes the scene end on a hopeful note.

How does Elmar’s behavior at the beginning of the play compare with how he behaves in Scenes 7 and 8? (compare and contrast) At the start of the play, Elmar is weak and skinny, and he barely moves. By Scenes 7 and 8, he is lively and has nearly made a full recovery. He’s strong again and is eating, swimming, and wiggling.

Why do you think Marco finally decides to write a letter to Mel at the end of the play?
(inference) Students will likely say that Marco is inspired to write to Mel after seeing Elmar released into the ocean. Marco probably wishes Mel were there since they rescued the turtle together and wants to tell her about it. We know Marco is thinking of Mel at this moment because he repeats what she says at the beginning of the play: Polaroids are “like magic.”

**Critical-Thinking Questions**

- At the end of Scene 5, Lita says, “You can’t have a glorious sunset . . . without the clouds.” What does this statement mean? How does it apply to Marco and Mel’s friendship? How might it apply to your life? (interpreting text) This statement means that challenges are part of life, and sometimes a good experience wouldn’t be as good without overcoming challenges along the way. This applies to Marco and Mel’s friendship because their strong relationship is currently facing the challenge of Mel moving away. Lita wants Marco to know that his friendship with Mel is still strong even though she moved, and that their friendship might even become stronger because of this challenge. Answers to the last question will vary.

- Sea Turtle Summer contains many facts, but it is a work of fiction. Why do you think the author chose to write fiction to help readers learn about sea turtles? (fact vs. fiction) Writing an engaging fictional play with facts in it can help readers better absorb information because they get wrapped up in the story. Also, fiction usually encourages readers to feel a connection to the characters of a story and care about their problems, which might be similar to real-life problems. The author probably wants people to learn about the threats sea turtles face and care about sea turtle conservation. If they feel connected to the sea turtle in this story, readers will more likely be concerned and possibly take action to help save sea turtles in real life.

**3. Skill Building**

**Featured Skill: Fact vs. Fiction**

- Distribute the Skill Builder on distinguishing fact from fiction to help students identify facts they can use as they respond to the writing prompt on page 26.

### Differentiate and Customize

**For Struggling Readers**

Before reading the play, make sure students understand the difference between fact and fiction. As you read, have students identify the two in the story by highlighting turtle facts in one color, and fictional descriptions of Elmar in another color.

**For ELL Students**

While Elmar the turtle is the main subject of this play, he doesn’t have any speaking lines. Have students practice expressing thoughts and feelings by writing simple lines for Elmar in each scene, in which he says what he’s thinking or feeling.

**For Advanced Readers**

Have students read another story about a sea animal rescue: “How to Save Two Dolphins,” the nonfiction from the November/December 2015 issue of Storyworks. Compare and contrast that article with the play and discuss the differences in the texts’ genres.

**For Research**

Have students use our Research Kit to explore additional ways that human activity threatens sea turtles. They can then make posters that inform others about these threats and what humans can do to save sea turtles.
The Cup of Ocean
The colors and the currents of the ocean come alive in a poem

About the Poem

Learning Objective
Students will interpret the meaning of a poem about the ocean and discuss how the poem’s sound patterns add to the meaning.

Key Skills
Rhythm, rhyme, fluency, text structure, descriptive language, connecting texts

Online Resources
Audio version of poem

Skill Builders:
• Poetry Kit
• Comprehension Quiz

Standards Correlations
Common Core anchor standards: R.1, R.4, R.5, SL.1, SL.2, L.4, L.5

Check our website for more standards information.

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

1. Preparing to Read
(10 minutes)
• Activate prior knowledge by asking students to brainstorm words they would use to describe the ocean. Prompt them to think about what it looks like and sounds like.
• Invite a student to read aloud the Up Close box.
• Preview the questions in small type to the left of the poem, and prompt students to keep them in mind as they read.

2. Reading the Poem
(5 minutes)
• Call on a volunteer to read the poem aloud for the class, or play our audio version.

3. Discussing the Poem
(10 minutes)
Discuss the following questions:
• Reread the first line. How does it prepare you for what the rest of the poem says? (text structure) The first line poses a question: “What does the cup of ocean hold?” The rest of the poem answers the question by describing the ocean.
• Which lines describe how the ocean moves? What does this movement seem like to you? Which words help you picture it? (descriptive language) Lines 5-8 describe how the ocean moves. Students might say that the movement seems gentle and rolling. The waves “idly roam” and “softly glide.”
• Is the rhythm of the poem the same in each line, or does it change? How might the rhythm be like the ocean? (rhythm) The rhythm is nearly the same in each line. This could be similar to the sound of the ocean, which has a repeated rhythm of rolling or crashing waves.

4. Skill Building (30 minutes)
Both this poem and the play in this issue emphasize the beauty of the sea. Have students take a deep dive into the poem and explore this connection with our Poetry Kit.
Mini Read, p. 2
Adjectives that mean hungry:
1. voracious 2. ravenous
Adjectives that mean able to catch fire:
1. flammable 2. combustible 3. incendiary
4. burnable
Phrase: burst into flames
Why: Wildfires are becoming bigger because of climate change.
Which: The Pacific Ocean borders California.

Grammar Cop, p. 27
1. meet, are
2. sends
3. are, has
4. loves
5. have
6. is
7. does
8. are

Debate, p. 28
Answers will vary but should be similar to:
Yes: A handwritten note is the best way to say thanks. A card will make Aunt Laura feel more loved and appreciated than a text—a fact backed up by studies. Isaac should make a meaningful effort to thank her for the perfect gift. She can keep a card and display it, and it will reinforce important letter-writing skills. Isaac should get to writing right away!
No: Texting is how most people communicate nowadays. Why should a thank-you be any different? The advantages of texting are obvious. First of all, it’s a speedier form of communication, and it’s easier to read. Plus, you can include videos and emojis! Sending another handwritten thank-you note would be a big waste of Isaac’s time.

Word Nerd, p. 30
Answers will vary but should be similar to: I was very tired after the noisy and busy carnival.
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Go online for Common Core grade-level standards and TEKS!