

# Teacher's Guide

## Cricket the realm of imagination

### MAGAZINE ARTICLES

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From Cricket Media



**Teacher’s Guide for *Cricket*:  
May/June 2017**

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**OVERVIEW**

*In this magazine, readers will learn how relationships between characters play a central role in story plots.*

***Cricket: May/June 2017*** includes

*information about relationships between family members, neighbors, and friends as well as those between a king and his advisors, a slave and his master, and a husband and wife.*

**ESSENTIAL QUESTION:**

***How are relationships important in fiction, nonfiction, and poetry?***

We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

## READ INDIVIDUAL ARTICLES PAGES 4 - 11

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:

The diagram shows a sample article page titled "ARTICLE: Olympic Moments" with several sections highlighted by callouts:

- Essential Question:** "Thinking: Modern Olympic moments combined to include a diverse group of athletes and events?"
- Content Concepts:** "C3 Framework for Social Studies" and "Next Generation Science Standards"
- Key Vocabulary:** "CCSS Reading 4"
- Prepare to Read:** "Prepare to Read" section with callout to "CCSS Speaking and Listening 1, 2, 4"
- Close Reading and Text Analysis:** "CLOSE READING AND TEXT ANALYSIS" section with callout to "CCSS Reading 1-10"
- Writing/Speaking and Listening:** "WRITING" section with callout to "CCSS Writing 1, 2, 3 & 6" and "CCSS Speaking and Listening 1, 2, 4"

The diagram features three interlocking gears: a purple gear labeled "ENGLISH LANGUAGE ARTS", a teal gear labeled "CORE LITERACY", and a red gear labeled "ARTICLES". Arrows indicate a clockwise flow between them.

## TEACH A MINI-UNIT PAGES 13 - 15

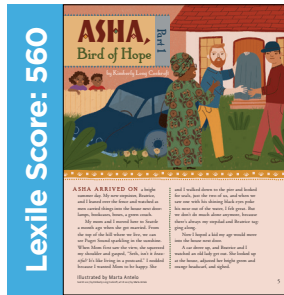
Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

**Essential Question:** How are relationships important in fiction, nonfiction, and poetry?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
<b>Asha, Bird of Hope</b> Contemporary Realistic Fiction	Authors use imagery, or description that appeals to the senses, to help readers visualize the objects, characters, and events they read about.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze Imagery</li> <li>Write a Letter</li> </ul>	<i>Reading 3, 4 &amp; 5</i> <i>Writing 2</i>
<b>The King Who Wanted to Fly</b> Legend	The tone of a story is the author's attitude toward the characters and events.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze Tone</li> <li>Present a Mock Interview</li> </ul>	<i>Reading 3, 5 &amp; 6</i> <i>Speaking &amp; Listening 4 &amp; 6</i>
<b>A King's Freedom</b> Biography	Biographers include information about the people and events that influenced the lives of the people they write about.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Word Choice</li> <li>Analyze Text Structure</li> <li>Write a Journal Entry</li> </ul>	<i>Reading 1, 3, 4 &amp; 5</i> <i>Writing 3</i>
<b>The Umbrella</b> Humorous Poem	The mood of a poem is the feeling it creates in a reader. The poet uses words and details to establish the mood.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Imagery</li> <li>Analyze Mood</li> <li>Compare Poems</li> </ul>	<i>Reading 1, 2, 4 &amp; 6</i> <i>Speaking &amp; Listening 1 &amp; 3</i>
<b>April Rose in Charge</b> Contemporary Realistic Fiction	The excitement and tension an author builds in a story is called suspense. Authors can use setting details to create a feeling of suspense.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze Suspense</li> <li>Write a Personal Essay</li> </ul>	<i>Reading 2, 3, 5 &amp; 6</i> <i>Writing 1</i>
<b>Boo</b> Science Fiction	A flashback is an event that happened before a story's beginning. Authors use flashbacks to give readers important background information.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Flashbacks</li> <li>Analyze Foreshadowing</li> <li>Write a Graphic Story</li> </ul>	<i>Reading 2, 3 &amp; 5</i> <i>Writing 3</i>
<b>Savitri, Princess of India</b> Folktale	Personification is a literary technique in which an author gives human qualities to an object, animal, or idea.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Word Choice</li> <li>Analyze Folktales</li> <li>Present a Story</li> </ul>	<i>Reading 3, 4 &amp; 5</i> <i>Speaking &amp; Listening 1 &amp; 6</i>
<b>The Mothers of Mother's Day</b> Expository Nonfiction	Authors use comparison-contrast structure to organize their writing when they describe similarities and differences between two or more items.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze Author's Purpose</li> <li>Write an Opinion Essay</li> </ul>	<i>Reading 3, 5 &amp; 6</i> <i>Writing 1 &amp; 7</i>

**Comparing Texts:** *Reading 1, 2, 3 & 9*

**Mini-Unit:** *Reading 3; Speaking & Listening 1, 4 & 6*



Seth has a new stepfather, a new stepsister, and a new home. He's happy for his mother, but he misses spending time alone with her. Adjusting to so many changes at once is difficult. When a new neighbor moves in, Seth becomes fascinated by her African grey parrot.

## ESSENTIAL QUESTION

**How are relationships important in fiction, nonfiction, and poetry?**

## CORE CONTENT CONCEPT

**Language Arts** Authors use imagery, or description that appeals to the senses, to help readers visualize the objects, characters, and events they read about.

## CROSS-CURRICULAR EXTENSION

**Social Studies** Find out more about the country of Kenya. Conduct library or online research to learn about the history, geography, nature, government, or culture. Choose one of these topics and create an oral report for the class.

## KEY VOCABULARY

**shrill (p. 6)** having a very loud, high-pitched sound

**carving (p. 7)** a carved object, design, or figure

**fixing (p. 9)** looking directly at someone, usually in an angry way

**clucked (p. 9)** made a low sound with the tongue

**crown (p. 10)** the highest part of something

## PREPARE TO READ

Ask students if they've ever had new neighbors move in nearby. Invite volunteers to share their experiences. Then ask students what they might wonder about a new family moving into their neighborhood. Help students imagine all the ways new neighbors might change their lives.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- How does he feel about his mother? How does he feel about his new stepfamily? Use details from the story to support your response. *CCSS Reading 3*
- Why is this story called "Asha, Bird of Hope"? How is home important in the story? Cite details from the story to support your answer. *CCSS Reading 3*
- What do you learn about Mrs. Kadima? Is she an important character? Support your response with details from the story. *CCSS Reading 3*

### Craft and Structure

- **Analyze Imagery** Look for words and phrases on page 9 that Seth uses to describe Asha and the way she reacts to him. Do you think Beatrice would describe Asha in the same way? Tell why or why not. *CCSS Reading 4*
- **Analyze Text Structure** Read the dinner scene that begins at the bottom of page 9. How is this scene different from the other parts of the story? What do you learn from it? Why do you think the author included it? *CCSS Reading 5*

## WRITING

**Write a Letter** Imagine that you are Seth and you have decided to write a letter to Asha. In your letter, tell Asha how you feel about living in Seattle. Describe the feelings and experiences that you and she share. Offer some advice for getting through this difficult period in your lives.





Horace King was born into slavery in South Carolina in 1807. By the time he died in 1885, he had earned a reputation as a remarkably talented builder of bridges and other structures. This article describes the amazing events and circumstances of his life.

## ESSENTIAL QUESTION

**How are relationships important in fiction, nonfiction, and poetry?**

## CORE CONTENT CONCEPT

**Language Arts** Biographers include information about the people and events that influenced the lives of the people they write about.

## CROSS-CURRICULAR EXTENSION

**Science** Find out about the different methods used to build bridges, including the truss. Create a poster that describes these methods and shows examples of bridges that were built using them.

## KEY VOCABULARY

**commerce (p. 19)** activities that relate to the buying and selling of goods and services

**transcend (p. 19)** to rise above or go beyond the normal limits of something

**secede (p. 21)** to separate from a nation or state and become independent

**treason (p. 21)** the crime of trying to overthrow your country's government or of helping your country's enemies during war

## PREPARE TO READ

Tell students that the next article is about Horace King, who was born a slave but became known as the greatest bridge builder in the South and served as a senator in Alabama. Have students make predictions about the challenges he faced and the character traits he possessed.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

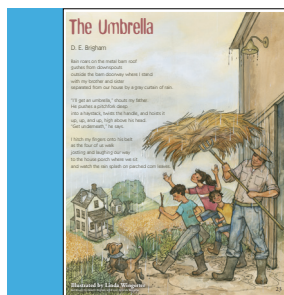
- Why is the information about Ithiel Town's truss important in this biography? Cite details from the text to support your response. *CCSS Reading 1*
- How did John Godwin and Robert Jemison each influence Horace King's life? Support your response with details from the text. *CCSS Reading 3*
- How was the Civil War both a positive and a negative factor in King's life? Use information from the article to support your response. *CCSS Reading 3*

### Craft and Structure

- **Analyze Word Choice** The article's final sentence states, "For one last time, Horace King had bridged people together." What does the word *bridged* mean here? *CCSS Reading 4*
- **Analyze Text Structure** This article follows chronological order. List the important events that occurred before, during, and after the Civil War. Then explain how the Civil War affected King's life and career. *CCSS Reading 5*

## WRITING

**Write a Journal Entry** Write a journal entry as if you were Horace King. Using the first-person point of view, describe how you feel about an important person, event, or situation from the article. For example, you might describe how it felt to sympathize with the Union Army while you had to work for the Confederate cause.



The speaker in this poem describes a rainy day with his family and the unique umbrella his father made.

## ESSENTIAL QUESTION

**How are relationships important in fiction, nonfiction, and poetry?**

## CORE CONTENT CONCEPT

**Language Arts** The mood of a poem is the feeling it creates in a reader. The poet uses words and details to establish the mood.

## CROSS-CURRICULAR EXTENSION

**Art** Choose an ordinary object and come up with unusual uses for it. For example, an egg carton could be used to store jewelry, or you could make up a game using an egg carton as a game board. Share your ideas with the class.

## KEY VOCABULARY

**pitchfork (p. 23)** a tool that has two or three long, thin metal bars on a long handle and that is used for lifting hay

**hoists (p. 23)** raises something

**jostling (p. 23)** pushing against someone while moving forward in a crowd of people

**parched (p. 23)** very dry, especially because of hot weather and no rain

## PREPARE TO READ

Display the word *improvise* and define it—“to make something using whatever is available.” Have students imagine that a shoelace breaks at school and they don’t have a replacement. Ask them how they might improvise in this situation. Then tell students to look for an example of someone improvising in this poem.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- How would you describe the family in this poem? Use details from the poem to explain how the family members feel about each other. *CCSS Reading 1*
- Who is the speaker? How are the people in the poem related to the speaker? Support your response with details from the poem. *CCSS Reading 1*
- Summarize the events in each stanza of this poem. Use details from the poem in your summary. *CCSS Reading 2*

### Craft and Structure

- **Analyze Imagery** Locate details that appeal to your senses. Record the details you find in a five-column chart with the headings *sight, sound, smell, touch, taste*. Are all five senses represented in this poem? *CCSS Reading 4*
- **Analyze Mood** What mood, or feeling, did this poem create for you? Identify the details that gave you this feeling. Is the mood of each stanza the same or does it change? *CCSS Reading 6*

## SPEAKING AND LISTENING

**Compare Poems** Use the library or the internet to find and read the poem “The Rainy Day” by Henry Wadsworth Longfellow. Then work in a group to compare this poem to “The Umbrella.” Discuss similarities and differences in mood, speaker’s attitude, form, sound, and feeling. Share what you like and dislike about the poems. Expand the discussion by reading and comparing other rain poems.



# ARTICLE: April Rose in Charge

Magazine pages 24 - 29, Contemporary Realistic Fiction



In the conclusion to this multipart story, April Rose faces her greatest challenge when she goes back out in the storm to save a lost lamb. A flooded stream is overflowing the bridge April Rose must cross to bring the lamb back to the barn. There's no time for second-guessing now.

## ESSENTIAL QUESTION

**How are relationships important in fiction, nonfiction, and poetry?**

## CORE CONTENT CONCEPT

**Language Arts** The excitement and tension an author builds in a story is called suspense. Authors can use setting details to create a feeling of suspense.

## CROSS-CURRICULAR EXTENSION

**Music** Write a song about April Rose's adventures saving the sheep. Emphasize the dangers she faced, the courage she displayed, and her dogs' loyalty. Use rhyme and rhythm to make your song catchy. You might call it "The Ballad of April Rose."

## KEY VOCABULARY

**deluge** (p. 26) a situation in which a large area of land becomes completely covered with water

**garish** (p. 27) too bright or colorful

**torrent** (p. 27) a large amount of water that moves very quickly in one direction

**whickered** (p. 29) when a horse makes a soft whine

## PREPARE TO READ

If students have read the earlier parts of the story, review the action so far. Then have students look at the illustrations and make predictions about what will happen in this part of the story. Discuss students' ideas about how the story will end. Then remind students to check their predictions as they read.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

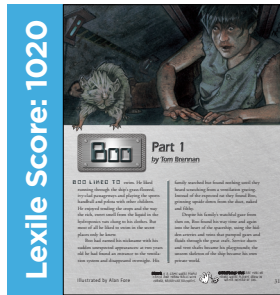
- Write the theme, or message about life, that this story conveys. Identify events and details from the story that help show this theme. *CCSS Reading 2*
- How does Mom feel about April Rose and the way she handled the sheep? Cite details from the story to support your response. *CCSS Reading 3*
- How has April Rose changed by the end of the story? What has she learned? Use details from the text to support your response. *CCSS Reading 3*

### Craft and Structure

- **Analyze Text Structure** Events in a story build to a climax—an exciting or important part. What is the climax of this story? What happens after the climax? Work with a partner to answer these questions. *CCSS Reading 5*
- **Analyze Suspense** Which details create a feeling of growing excitement and tension as April Rose tries to save the lamb? How are these details related to the story setting? Work with a partner to analyze the story. *CCSS Reading 6*

## WRITING

**Write a Personal Essay** In this story, April Rose learns to have confidence in herself. What is the most valuable lesson you've ever learned? Write an essay to describe this lesson and the events that helped you learn it.



Boo lives with his family in an aging spaceship. He loves to explore the ship, but there's one area he's not allowed to venture into. When he asks his father about the mysterious sealed sections at the front, his father says they are sealed up "for a good reason." One day something strange happens and Boo ends up where he should not.

## ESSENTIAL QUESTION

**How are relationships important in fiction, nonfiction, and poetry?**

## CORE CONTENT CONCEPT

**Language Arts** A flashback is an event that happened before a story's beginning. Authors use flashbacks to give readers important background information.

## CROSS-CURRICULAR EXTENSION

**Art** This story contains many details that describe how Boo's spaceship looks. Draw an illustration of the ship based on these details. Label your illustration with story quotes that helped you visualize the spaceship.

## KEY VOCABULARY

**grating** (p. 31) a frame with bars across it that is used to cover an opening

**ducts** (p. 31) pipes or tubes for air, water, etc., to pass through

**shafts** (p. 31) openings straight down through the floors of a building

**bow** (p. 32) the front part of a boat or ship

**maelstrom** (p. 35) a whirlpool

## PREPARE TO READ

Plug the term "space city" into a search engine and share with students the images this brings up. Then ask students to name movies in which people live in outer space. Discuss with students what they think this would be like. Cover topics such as food, plants, housing, school, family, friends, and freedom.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

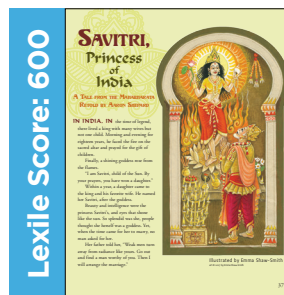
- Will the people who capture Boo turn out to be good or evil? Support your prediction with details from the story. *CCSS Reading 1*
- Compare the settings at the beginning and end of the story. Use details from the story to describe their similarities and differences. *CCSS Reading 3*
- Describe Boo based on his words, actions, and interactions with other characters. Cite story details to support your answer. *CCSS Reading 3*

### Craft and Structure

- **Analyze Flashbacks** Which sentence is the beginning of the flashback? Where does the flashback end? What do you learn about the setting, Boo, and his family from this section of the story? *CCSS Reading 5*
- **Analyze Foreshadowing** The author of this story drops hints that something terrible will happen. Identify three of these hints. How do they affect the mood of the story? *CCSS Reading 5*

## WRITING

**Write a Graphic Story** What will happen next in this story? Will Boo be put in prison? Will Jan get help for Boo? Will Boo ever see his family again? Make a prediction and then create a graphic story to show it. First, write and sketch your ideas for the words and pictures in your story. Add and revise until you are satisfied. Then create your final version and share it with the class.



Savitri is a beloved daughter struggling to find a man who is worthy of her. When she finally falls in love, she is warned that the man has only a year to live. Savitri decides she would rather have one year with this man than many years with any other. When death comes to take her husband, Savitri cannot let him go.

## ESSENTIAL QUESTION

**How are relationships important in fiction, nonfiction, and poetry?**

## CORE CONTENT CONCEPT

**Language Arts** Personification is a literary technique in which an author gives human qualities to an object, animal, or idea.

## CROSS-CURRICULAR EXTENSION

**Literature** One idea in this story is that if you love someone enough, you can bring them back from the dead. What other folktales or fairy tales do you know that convey this idea? Read a story such as “Sleeping Beauty” and write about how it shows this idea.

## KEY VOCABULARY

**virtue (p. 38)** morally good behavior or character

**seer (p. 38)** someone who predicts things that will happen in the future

**matted (p. 38)** twisted together in an untidy way

**devotion (p. 40)** a feeling of strong love or loyalty

**true (p. 41)** completely loyal or faithful

## PREPARE TO READ

Tell students that this story is from an ancient Indian epic called the Mahabharata. Explain that the Mahabharata teaches life lessons about the right and wrong ways to behave and how to make good decisions. Tell students to think about what lessons this story teaches about love and loyalty.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Why does Savitri want to marry Satyavan even though she knows he will die in one year? Support your response with details from the story. *CCSS Reading 3*
- What qualities does Rama admire in Savitri? Use details from the story to support your response. *CCSS Reading 3*
- How does Savitri fool Rama? Cite details from the story to support your response. *CCSS Reading 3*

### Craft and Structure

- **Analyze Word Choice** Death is a character who is personified in this story. What words and phrases point out the human qualities the writer has given Death? How would you describe Death’s personality? *CCSS Reading 4*
- **Analyze Folktales** Many folktales are meant to teach life lessons—ideas about what is good and bad. How does the last part of the story (p. 41) help to teach a life lesson? *CCSS Reading 5*

## SPEAKING AND LISTENING

**Present a Story** Work in a group to present this story as a play. Choose roles and appoint a narrator to read the text that is not dialogue. Practice reading your parts aloud. Make notes about the characters’ actions, facial expressions, and gestures. Find or create costumes. When everyone feels ready, present your play to the class.



This article tells about three women who were inspired to commemorate mothers by creating a mother's day. Early ideas about Mother's Day emphasized peace and helping others. After Mother's Day became official in 1914, it quickly gained commercial appeal, much to the dismay of the woman who promoted its establishment.

## ESSENTIAL QUESTION

**How are relationships important in fiction, nonfiction, and poetry?**

## CORE CONTENT CONCEPT

**Language Arts** Authors use comparison-contrast structure to organize their writing when they describe similarities and differences between two or more items.

## CROSS-CURRICULAR EXTENSION

**Art** Make a Mother's Day card for your mother. Include a poem or a note to tell her what you appreciate about her—be specific. Also include a suggestion for an activity you could do together that would help others.

## KEY VOCABULARY

**activist (p. 42)** a person who uses or supports strong actions (such as public protests) to help make changes in politics or society

**championed (p. 42)** fought or spoke publicly in support of

**carnage (p. 43)** the killing of many people

**mortality (p. 43)** the state of death

## PREPARE TO READ

Invite students to share their Mother's Day traditions, and share some of your own. Then ask students to come up with questions about the history and traditions of Mother's Day. Record these on the board and tell students to look for information in the article that answers these questions.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- How did Julia Ward Howe and Ann Jarvis help others? What motivated them to do this? Cite details from the text to support your answer. *CCSS Reading 3*
- In what ways did the Civil War inspire the creation of Mother's Day? Use information from the text to support your responses. *CCSS Reading 3*
- Why did Anna become unhappy with Mother's Day? Support your response with details from the text. *CCSS Reading 3*

### Craft and Structure

- **Analyze Text Structure** Use the Venn diagram (p. 17) to record similarities and differences in the way the three women in the article worked to memorialize mothers. *CCSS Reading 5*
- **Analyze Author's Purpose** Was this article written to inform, persuade, or entertain readers? Why do you think the author included the information about Anna's ultimate unhappiness with Mother's Day? *CCSS Reading 6*

## WRITING

**Write an Opinion Essay** Write an essay in which you agree or disagree with this statement: "Mother's Day has become too commercial." Conduct research to find facts and details to support your opinion. Then share your essay with the class.

## CROSS-TEXT CONNECTIONS

**SYNTHESIZE:** Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

- Compare the two folktales in this magazine—“The King Who Wanted to Fly” and “Savitri, Princess of India.” How are the characters, situations, tones, and messages similar and different? Write a comparison-contrast essay to express your ideas.
- Mother-child relationships are featured in “Asha, Bird of Hope,” “April Rose in Charge,” and “Boo.” For each story, pretend that you are the child and write a short note to your mother. In each note, describe your mother’s “noble good qualities” and why you love her. Share notes with other classmates.
- The Civil War is influential in both “A King’s Freedom” and “The Mothers of Mother’s Day.” Write an essay to describe how the war affected events and the lives of the people described in these nonfiction texts. What conclusions can you draw about this war?
- Re-read the first sentence of each article you read. Which first sentence in this magazine is your favorite? List the first sentence from each text. Then get together with a few classmates to share your ideas about them. Explain why you liked one in particular.
- In “Asha, Bird of Hope,” Seth hopes that his new life in Seattle will work out well. Choose three other magazine texts in which the idea of hope is important. Include at least one nonfiction text. Then use a two-column chart to record your ideas. In the first column, write the title of the text. In the second column, explain the importance of hope in the text.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

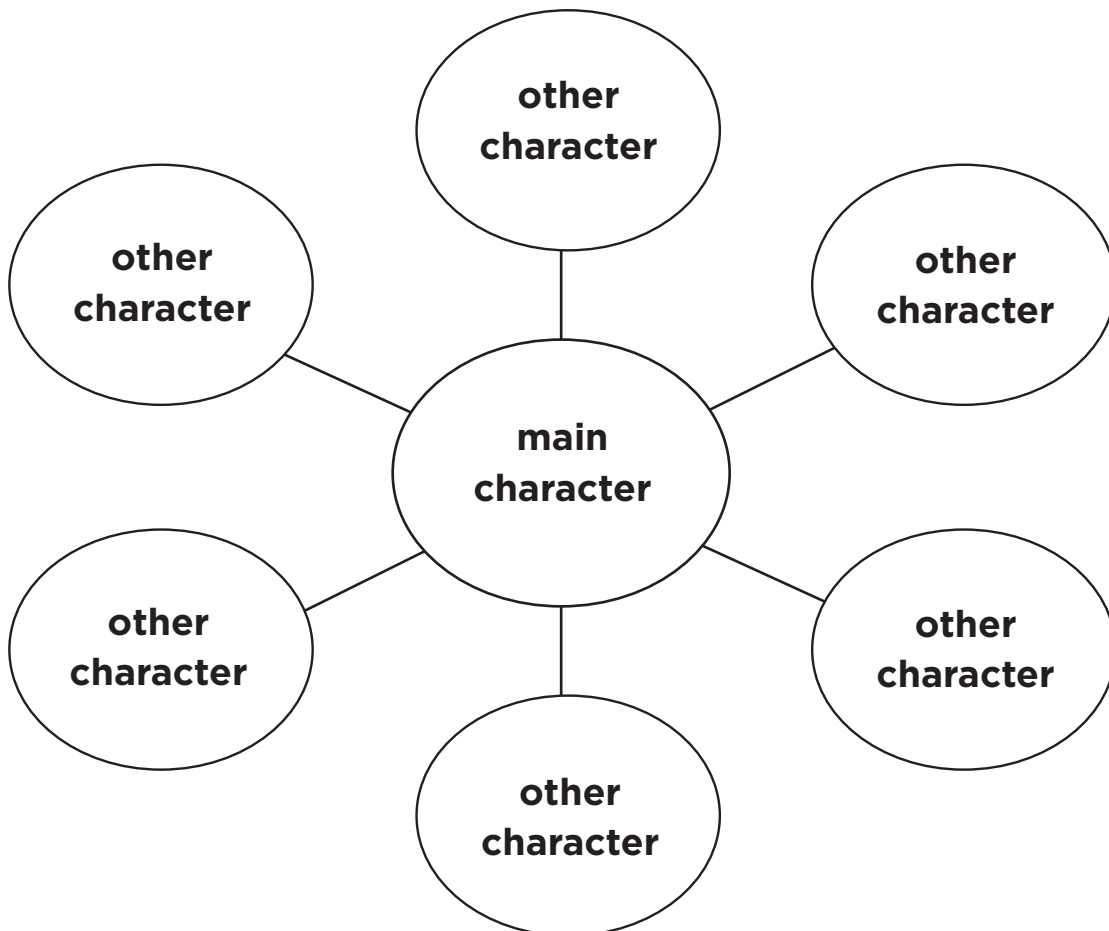
ENGAGE

READ FOR A PURPOSE

APPLY

This mini-unit will help students analyze character relationships. Students will begin by discussing character relationships in the magazine texts. Then they will work in pairs to look closely at the relationship between two characters from a magazine text and plot important events in the relationship on a timeline. Finally, partners will discuss questions about relationships and present their timelines and answers to the class.

**ENGAGE:** Engage students in the topic of character relationships by first reviewing the Essential Question: How are relationships important in fiction, nonfiction, and poetry? Then choose a text from the magazine and identify the relationships the main character has with other characters. Record responses in a chart like the one below. Discuss which relationships seem most important. Ask students what they learned about the main character from his or her relationships.



## READ FOR A PURPOSE

**INTRODUCE THE ACTIVITY: IT TAKES TWO** Tell students that they will be working in pairs to analyze the relationship between two characters from a magazine story—a main character and another character. Explain that they will create a timeline to show interactions and important events in the relationship. Then partners will hold a discussion to answer questions about the relationship and what it conveys about the main character. Finally, they will present their ideas and information to the class.

Assign the following character relationships to pairs of students or use other relationships from the magazine texts:

- Seth and Asha (“Asha, Bird of Hope”)
- Seth and Beatrice (“Asha, Bird of Hope”)
- Kai Kaus and his wife (“The King Who Wanted to Fly”)
- Horace King and John Godwin (“A King’s Freedom”)
- April Rose and Rufus (“April Rose in Charge”)
- Boo and Jan (“Boo”)
- Savitri and Satyavan (“Savitri, Princess of India”)

**RETURN TO THE TEXT:** Explain to partners that before they can create their timelines, they need to go back into their stories to analyze the interactions between their two characters and find details about the relationship. Distribute a copy of the Character Details graphic organizer (p. 16) to each student. Have students work independently to fill out their graphic organizers. Help students understand the kinds of information to look for in the story:

- information from the narrator
- the first time the characters meet or see one another
- conversations between the characters
- arguments
- thoughts about each other
- shared activities
- comments and looks



**APPLY: It Takes Two** Now that partners have worked independently to gather information from the magazine texts, they are ready to create their timelines together.

### Materials

- completed Relationship Details graphic organizers
- large pieces of paper for timelines
- pens, pencils, and markers

**STEP 1: Build Background** Remind students that they will be creating relationship timelines for their characters to show important events and moments in the relationship. Explain that some relationships will have more events than others, but every relationship will reveal something about the characters involved.

**STEP 2: Make Outlines** Have partners work together to create a rough sketch of their timelines using the information they gathered on their Relationship Details graphic organizers. Encourage students to go back into the magazine texts if they need more information. Tell pairs to include a brief description of each event on their timelines. After partners have finished their rough drafts, distribute paper and markers for making final drafts. Remind students to save room above their timelines to include the following information:

- Title of magazine text
- Characters' names
- Short description of each character
- Type of relationship

**STEP 3: Think-Pair-Share** Display the questions below. Tell students to think about their answers and then turn and share their ideas with their partners. Time the activity to keep students on task. Remind them that they will be presenting their outlines and ideas about these questions to the class.

- Did characters have a positive or negative relationship?
- Did the relationship change? If so, how?
- What did you learn about the main character from this relationship?

**STEP 4: Present Outlines and Ideas** Allow time for partners to decide how they will present their timelines. Then call on partners to come up and present to the class. Ask them the questions from Step Three, one at a time, and allow time for their answers.





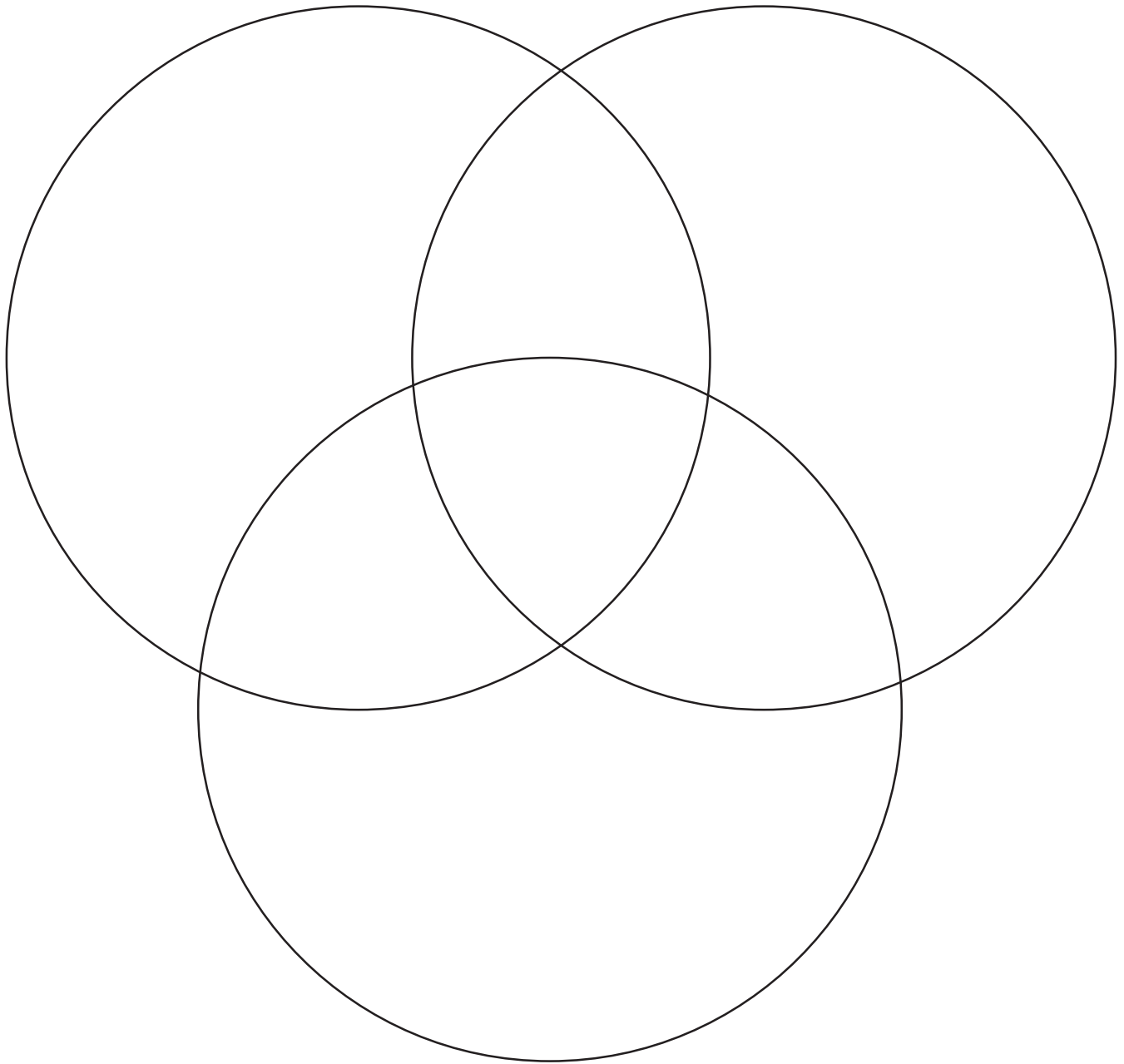
NAME: \_\_\_\_\_

## RELATIONSHIP DETAILS

<b>Main Character</b> (name and describe)	<b>Other Character</b> (name and describe)
<b>What kind of relationship do they have?</b> (for example, brother/sister, parent/child, husband/wife)	
<b>Relationship details from story</b>	

NAME: \_\_\_\_\_

## VENN DIAGRAM



## Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

### USING THE STANDARDS CHARTS

#### ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

#### SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

#### SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

#### MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

# CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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## KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

## CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

## INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

## WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects.	Writing 10	



# CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

**C3 INQUIRY ARC**  
**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

**STATE OR  
DISTRICT  
STANDARD**

## CIVICS

Analyze the <b>origins, functions, and structure of different governments</b> and the <b>origins and purposes of laws</b> and key constitutional provisions.	
Summarize core <b>civic virtues and democratic principles</b> .	
Evaluate <b>policies</b> intended to address social issues.	

## ECONOMICS

Evaluate the <b>benefits and costs of individual economic choices</b> .	
Analyze <b>economic incentives</b> , including those that cause people and businesses to specialize and trade.	
Explain the <b>importance of resources</b> (i.e. labor, human capital, physical capital, natural resources) in <b>methods of economic production</b> .	
<b>Explain</b> the <b>functions of money</b> in a market economy.	
<b>Explain</b> the importance of <b>competition</b> in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of <b>how individual and government actions affect the production of goods and services</b> .	
<b>Analyze economic patterns</b> , including activity and interactions between and within nations.	

## GEOGRAPHY

<b>Construct and use maps</b> and other graphic representations (i.e. images, photographs, etc.) of different places.	
<b>Explain cultural influences</b> on the way people live and modify and adapt to their environments.	
<b>Analyze places, including their physical, cultural and environmental characteristics</b> and how they change over time.	
Analyze <b>movement of people, goods, and ideas</b> .	
<b>Analyze regions, including how they relate to one another</b> and the world as a whole from a political, economic, historical, and geographic perspective.	

## HISTORY

Interpret historical context to <b>understand relationships among historical events or developments</b> .	
Evaluate historical events and developments to identify them as <b>examples of historical change and/or continuity</b> .	
<b>Analyze perspectives</b> , including factors that influence why and how individuals and groups develop different ones.	
<b>Evaluate historical sources</b> , including their reliability, relevancy, utility, and limitations.	
<b>Analyze causes and effects</b> , both intended and unintended, of historical developments.	



# CORE INSTRUCTIONAL CONCEPTS: SCIENCE

## DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

## DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

## DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

<b>LIFE SCIENCE</b>	<b>PHYSICAL SCIENCE</b>	<b>EARTH SCIENCE</b>	<b>SPACE SYSTEMS</b>
<ul style="list-style-type: none"><li>• Structure and Function of Living Things</li><li>• Life Cycles and Stages</li><li>• Reproduction &amp; Inherited Traits</li><li>• Animals</li><li>• Plants</li></ul>	<ul style="list-style-type: none"><li>• Forces and Interactions</li><li>• Energy</li><li>• Light</li><li>• Sound</li><li>• Electricity/ Magnetism</li><li>• Matter</li><li>• Waves</li><li>• Heat</li><li>• Chemistry</li><li>• Information Processing</li></ul>	<ul style="list-style-type: none"><li>• Weather</li><li>• Climate</li><li>• Rocks &amp; Soil</li><li>• Erosion and Weathering</li><li>• Landforms</li><li>• Water</li><li>• Oceans</li><li>• History of Earth</li><li>• Plate Tectonics</li><li>• Volcanoes, Earthquakes, and Tsunamis</li></ul>	<ul style="list-style-type: none"><li>• Solar System</li><li>• Planets</li><li>• Moon</li><li>• Sun</li></ul>

