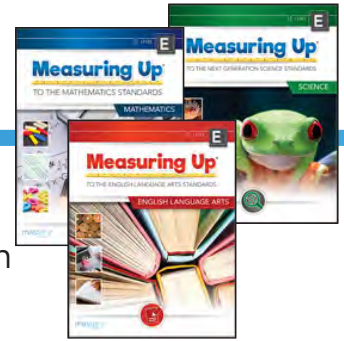


Try It Out! Sample Pack | ELA | Grade 3 | Lesson 14

Measuring Up to the Standards



The **Try It Out!** sample pack features:

- 1 full student lesson with complete Teacher Edition lesson
- 1 full Table of Contents for your grade level
- Correlation to the standards

Developed to meet the rigor of the standards, **Measuring Up** employs support for using and applying critical thinking skills with direct standards instruction that elevate and engage student thinking.

Standards-based lessons feature introductions that set students up for success with:

- ✓ Vocabulary in Action
- ✓ Relevant real-world connections
- ✓ Clearly identified learning goals
- ✓ Connections to prior learning

Guided Instruction and Independent Learning strengthen learning with:

- ✓ Deep thinking prompts
- ✓ Collaborative learning
- ✓ Self-evaluation
- ✓ Demonstration of problem-solving logic
- ✓ Application of higher-order thinking

Flexible design meets the needs of whole- or small-group instruction. Use for:

- ✓ Introducing standards
- ✓ Reinforcement or standards review
- ✓ Intervention
- ✓ Remediation
- ✓ Test Preparation

Extend learning with online digital resources!

Measuring Up Live 2.0 blends instructional print resources with online, dynamic assessment and practice. Meet the needs of all students for standards mastery with resources that pinpoint student needs with customized practice.



WORDS TO KNOW

central message

key detail

identify

Lesson 14

FIND THE CENTRAL MESSAGE RL.3.2

INTRODUCTION

Real-World Connection

FAMILY LIFE

Joshua looked all over his room for his baseball glove. He searched under his bed and behind the door. He could not find it anywhere. Joshua's mom asked him if he checked the equipment box in the garage. He was supposed to put his glove there after baseball. Joshua said he had looked there first. His mother asked him if he looked in the closet and under the bed. He told her yes. Joshua wished he had put his glove in the equipment box after his last game. What lesson can we learn from this story? We will practice finding the central message of a story in the **Guided Instruction** and **Independent Practice**. Then, we will come back to Joshua at the end of the lesson.

What I Am Going to Learn

- How to retell stories, including fables, folktales, and myths from diverse cultures
- How to find the central message or lesson of the story
- How to use details from the text to explain how I found the central message

What I May Already Know RL.2.2

- I know how to retell a story including key details.
- I know that stories have lessons.



Vocabulary in Action

As you read, ask, “What is this about? Why did this happen? What is the lesson?” These questions help you discover the main message of the story.

- The **central message** in the story is the lesson the main character learns.
- **Key details** help you find the central message. They tell you why characters feel or act a certain way. Key details help tell the story.

KEY DETAIL	WHAT DOES IT SHOW?
“I can’t find my baseball glove! I’ve looked everywhere! My game is in a half hour!” he yelled, upset.	This detail shows that Joshua cannot find something that he needs.
“And, the box was where you should have put it after your last game, for this very reason. Right?”	This detail shows that Joshua knows to put things where they belong so that they are there when he needs them. In this case, he forgot.

- **Identify**, or find, key details. Not every sentence will be a key detail. Key details give information about the characters.

GUIDED INSTRUCTION

Read this page from the book *Family Ties*. Try to figure out the key details and identify the central message.

Grape Juice Stains!

Hannah snuck into her sister’s closet. She saw the shirt she wanted to wear. It was her sister’s favorite. She put it on.

Hannah knew Sarah did not allow her to borrow her clothes. She knew her mother would say, “Hannah, you need to respect your sister’s wishes and her things.” So, she covered the shirt with a jacket and went off to school.

Lunch came, and Hannah had her favorite drink, grape juice. She was taking a sip when the bottle slipped out of her hand. It crashed on the table, spilling grape juice all over her sister’s shirt. She knew that grape juice stains don’t come out in the wash.

◀ THINK ABOUT IT

As you read, think about what lesson Hannah is learning.



▶ HINT, HINT

Ask yourself, “What does the author want me to think about?” Underline the sentence in the story that best explains what the message, or lesson, might be.

How can you find the central message? The author does not actually say the central message. What is the story about? It is about a girl who takes her sister’s shirt when she is not supposed to and accidentally ruins it. Look at the events of the story. The details help you understand the story. Use the chart to see how key details from the story help give you clues to identify the central message. Can you fill in the last box?

KEY DETAIL	WHAT DOES IT SHOW?
“Hannah snuck into her sister’s closet.”	This detail shows that Hannah was not supposed to be in her sister’s closet.
“Hannah knew Sarah did not allow her to borrow her clothes.”	This detail shows that Hannah knew her sister would be upset about her taking her shirt.
“She knew that grape juice stains don’t come out in the wash.”	



How Am I Doing?

What questions do you have?

Write the title of your favorite story. What lesson or message did you learn from it?

Write about a time when something happened to you that taught you a lesson.

◀ SKETCH IT

In the margin below, draw a picture of a lesson you have learned from your favorite story.

Color in the traffic signal that shows how you are doing with the skill.



INDEPENDENT PRACTICE

Read the story. Then, answer the questions that follow.

Spinach Forever?

Genre: Short Story

- 1 “Way to go, klutz!” Barrett snapped. It was his foot I had tripped over, but, as usual, it was my fault. Barrett headed for the fence surrounding our backyard. Today I would prove I could catch a lizard, just like him!
- 2 “Yeah, right, chicken,” Barrett replied when I had announced this at breakfast. Then he had jumped up and danced around. “Lizards, gizzards, cluck, cluck, cluck. Bite your armpits, yuck, yuck, yuck!”
- 3 “Grow up, Barrett. I’ve read a lot about lizards, snakes, and frogs. Did you know you can put a lizard to sleep by stroking its belly?”
- 4 “You put *me* to sleep,” Barrett said.
- 5 Mom told him, “Leave your sister alone and finish your eggs.”
- 6 I do not understand Barrett anymore. We used to play together all the time. Now, he treats me like canned spinach or some other gross thing. Mom says he is “going through a stage” and “it’s hard fitting in at middle school.” But how does picking on *me* help?
- 7 I caught up to Barrett as he crept along the fence. I started to say it was nice outside today, but he gave me a mean look that said, “Be quiet.” Still, the sun felt good on my shoulders. No wonder lizards enjoy fences. They rest on the bumpy wood, letting the sun warm their bodies. When they grow sleepy, Barrett shows up.
- 8 My brother Barrett is a master lizard catcher. His hand zips out, and he grabs them so fast they are still blinking. But he has never harmed one.
- 9 We circled the yard twice before we spotted a lizard. Its body was nearly as long as my palm. Its tail stretched about five inches.



- 10 “His coloring protects him,” Barrett whispered.
- 11 “Yes, that’s amazing. Did you also know some ants can explode and cover enemies with poison?”
- 12 Barrett rolled his eyes and replied, “Yeah, and skunks stink. Quit stalling, smarty pants. Go for it.”
- 13 I stood still, feeling drops of sweat on my back. The lizard did not move. Barrett was right. Its grayish brown color made it nearly impossible to see. I was thinking how cool it was that animals can blend in to protect themselves.
- 14 I felt Barrett’s eyes drilling into me and I knew I would have to act fast if I did not want to be treated like canned spinach the rest of my life. I counted under my breath, 1, 2, 3. Then I sprang forward and grabbed the lizard.
- 15 But wait. Why was it not moving? Had I grabbed too hard? When I opened my hand to check, the lizard ran. Immediately, I grabbed him back with my left hand. My first lizard!
- 16 “I did it!” I squealed, turning to show Barrett. I opened my hand, more carefully this time, and felt something tiny wiggling. The lizard’s body remained in my hand, but a moment later, its tail was on the ground. Both halves of it were still moving. “Ew!” I yelled. I had heard about how lizards would drop their tails if they were in danger and had to escape. But I had never seen it. Not one single lizard had ever lost its tail escaping from Barrett.
- 17 Meanwhile, Barrett was racing back toward the house like a mouse running from a hawk, yelling even louder than I had. “Thanks a lot!” I yelled after him. I felt sorry for myself, but I felt even worse for the poor lizard. It had only a stump where its tail had been. Shouldn’t it be bleeding? No, I could see its wound was already healing itself.
- 18 I heard the door slam. Barrett ran toward me with a bandage in his hand, yelling for me to pick up the tail and hold the lizard still. I pressed the tail back onto the lizard’s body as my brother gently wrapped a bandage around the place where the two pieces met. “There,” Barrett said, pinching the bandage to make it stick.
- 19 It made me feel better, not seeing the damage I had done. Barrett grinned at me, and I grinned back.

READING NOTES

- 20 “Silly,” he said, “you know his tail will grow back. Now he can look classy in the meantime.” Then he placed the lizard on the fence. We watched it move away.
- 21 I walked back to the house thinking of different ways animals protect themselves. Some ants explode and shoot poison. Skunks spray stinky liquid. Lizards blend in or shed their tails. As for big brothers, sometimes they act mean on the outside even if deep down they care about you. Barrett loves me, though he shows it in odd ways. I know he will not treat me like canned spinach forever.

► **THINK ABOUT IT**

What does the sister learn in this story?

★ **1. Part A**

Which statement best identifies the central message of the story?

- (A) Family members show their love in different ways.
- (B) Animals protect themselves in many different ways.
- (C) Barrett is having his own problems in middle school.
- (D) Some people are better at catching lizards than others.

★ **Part B**

Underline the two sentences in the passage that best support the answer to Part A.

► **THINK ABOUT IT**

What does Barrett do at the end of the story? How does this protect his sister?

2. In what way does Barrett protect his little sister?

- (A) He tells her that lizards shed their tails to escape danger.
- (B) He puts a bandage on the lizard to make it look classy.
- (C) He puts a bandage on the lizard’s tail so that his sister would not be so upset.
- (D) He lets her catch her first lizard even though he is better at catching them.

3. One key detail in the story is when Mom states that Barrett is “going through a stage.” What does Mom say that Barrett is struggling with?

4. Which two sentences from the passage are key details that best support the idea that animals and humans can be protective? Write them in the chart below.

“Its grayish brown color made it nearly impossible to see.” (paragraph 13)

“The lizard’s body remained in my hand, but a moment later, its tail was on the ground.” (paragraph 16)

“I had heard about how lizards would drop their tails if they were in danger and had to escape.” (paragraph 16)

“It had only a stump where its tail had been.”
(paragraph 17)

“As for big brothers, sometimes they act mean on the outside even if deep down they care about you.”
(paragraph 21)

◀ TIPS AND TRICKS

You can find key details by asking questions such as **Who? What? Where? When? and Why?**

Idea	Animals, including humans, protect themselves and loved ones.
Key Detail 1	
Key Detail 2	

5. Part A

A key detail of the story is that people deal with problems in their own ways. How does the main character deal with her problem?

- (A) She follows Barrett around even though she knows he may be mean to her.
- (B) She complains to her mother every time Barrett is mean to her.
- (C) She tries to prove to Barrett that she is better at catching lizards than he is.
- (D) She tells Barrett that she still loves him and thanks him for helping her.

Part B

Which sentence below best shows the lesson the sister learns in the story?

- (A) Barrett knows more about lizards than she does.
- (B) Barrett still loves her and won't be mean forever.
- (C) Everyone has their own ways of protecting themselves.
- (D) Her mom is right that middle school can be difficult.

6. Part A

Which statement below best identifies the key detail that Barrett is “going through a stage”?

- (A) He is always in a bad mood.
- (B) He hurts lizards for fun.
- (C) He picks on his sister.
- (D) He likes to be left alone.

Part B

Underline one sentence in paragraph 6 that best supports the answer to Part A.

EXIT TICKET

RL.3.2

Now you have learned how to find the key details and central message of a story. Let's revisit the Real-World Connection.

Think about the story about Joshua and his missing baseball glove. Use the key details to find the central message. What lesson did Joshua learn from this experience? Write a sentence telling the central message of the story.



ANNOTATED TEACHER EDITION

CONTENTS

Introduction

Letter to Students	vi
Letter to Parents and Families	vii
What You'll See in <i>Measuring Up</i>	viii

Unit 1

REVIEWING FOUNDATION SKILLS

CCSS

RF.3.3.a, RF.3.3.b,
L.3.4.b, L.3.4.c

RF.3.3.c, RF.3.3.d

RF.3.4.c, L.3.4.a

RF.3.4.a, RF.3.4.b

CHAPTER 1 | PHONICS AND WORD RECOGNITION

LESSON

1. Use Root Words, Prefixes, and Suffixes	1
2. Decode Multisyllabic and Irregular Words	10

CHAPTER 2 | FLUENCY

3. Use Context Clues for Words	20
4. Read for Understanding	30

Unit 2

LANGUAGE AND WRITING

CCSS

L.3.5.a, L.3.5.c

L.3.5.b, L.3.6

L.3.4.d

CHAPTER 1 | LANGUAGE SKILLS

LESSON

5. Use Figurative Language	39
6. Make Real-Life Connections	49
7. Use Reference Materials	58

CCSS

W.3.1,W.3.4

W.3.2,W.3.4

W.3.3,W.3.4

W.3.5,W.3.6

W.3.7,W.3.8

CHAPTER 2 | WRITING SKILLS**LESSON**

8. Write Opinion Pieces	67
9. Write Informative Texts	77
10. Write Narratives	87
11. Revise and Edit	98
12. Research and Gather Information	107
Unit 2 Practice Test	116

Unit 3 LITERATURE

CCSS

RL.3.1,RL.3.5

RL.3.2

RL.3.2

RL.3.3

RL.3.4

RL.3.5

RL.3.5

RL.3.5

CHAPTER 1 | KEY IDEAS AND DETAILS**LESSON**

13. Ask and Answer Questions about Stories	122
14. Find the Central Message	132
15. Retell Stories	142
16. Describe Characters	152

CHAPTER 2 | CRAFT AND STRUCTURE

17. Find Meaning of Words and Phrases	162
18. Identify Parts of a Story	173
19. Identify Parts of a Play	184
20. Identify Parts of a Poem	194

CONTENTS

CCSS	LESSON	
RL.3.6	21. Distinguish Point of View in Stories	203
	CHAPTER 3 INTEGRATION OF KNOWLEDGE AND IDEAS	
RL.3.7	22. Connect Pictures and Stories	214
RL.3.9	23. Compare and Contrast Stories	223
	Unit 3 Practice Test	234

Unit 4 INFORMATIONAL TEXT

CCSS	LESSON	
	CHAPTER 1 KEY IDEAS AND DETAILS	
RI.3.1	24. Ask and Answer Questions about Key Ideas	241
RI.3.2	25. Find the Main Idea and Details	250
RI.3.3	26. Describe Series of Events, Ideas, and Procedures	260
	CHAPTER 2 CRAFT AND STRUCTURE	
RI.3.4	27. Find Meaning of Content Words	269
RI.3.5	28. Locate Information	278
RI.3.6	29. Distinguish Author's Point of View	287
	CHAPTER 3 INTEGRATION OF KNOWLEDGE AND IDEAS	
RI.3.7	30. Connect Pictures and Text	296
RI.3.8	31. Make Connections in a Text	306
RI.3.9	32. Compare and Contrast Texts	315
	Unit 4 Practice Test	327

References

Acknowledgments	336
Correlation to the Common Core State Standards	337
Glossary	341
Writing Scoring Rubrics	346
Graphic Organizers	347

CORRELATIONS

Correlation to the Common Core State Standards

This worktext is customized to the Common Core State Standards for English Language Arts.

Common Core State Standards	Lessons
Reading Standards for Literature, Grade 3	
Key Ideas and Details	
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	13
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	14, 15
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	16
Craft and Structure	
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	17
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	13, 18–20
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	21
Integration of Knowledge and Ideas	
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	22
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	23
Range of Reading and Level of Text Complexity	
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Embedded throughout Unit 3
Reading Standards for Informational Text, Grade 3	
Key Ideas and Details	
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	24
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	25
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	26

CORRELATIONS

Common Core State Standards	Lessons
Craft and Structure	
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	27
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	28
RI.3.6 Distinguish their own point of view from that of the author of a text.	29
Integration of Knowledge and Ideas	
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	30
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	31
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	32
Range of Reading and Level of Text Complexity	
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Embedded throughout Unit 4
Reading Standards: Foundational Skills, Grade 3	
Phonics and Word Recognition	
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	1, 2
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	1
b. Decode words with common Latin suffixes.	1
c. Decode multi-syllable words.	2
d. Read grade-appropriate irregularly spelled words.	2
Fluency	
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	3, 4
a. Read on-level text with purpose and understanding.	4
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	4
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3
Writing Standards, Grade 3	
Text Types and Purposes	
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	8

Common Core State Standards	Lessons
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	8
b. Provide reasons that support the opinion.	8
c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	8
d. Provide a concluding statement or section.	8
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	9
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	9
b. Develop the topic with facts, definitions, and details.	9
c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	9
d. Provide a concluding statement or section.	9
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	10
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	10
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	10
c. Use temporal words and phrases to signal event order.	10
d. Provide a sense of closure.	10
Production and Distribution of Writing	
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	8–10
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	11
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	11
Research to Build and Present Knowledge	
W.3.7 Conduct short research projects that build knowledge about a topic.	12
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	12

CORRELATIONS

Common Core State Standards	Lessons
Range of Writing	
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Embedded throughout Lessons 8–12
Language Standards, Grade 3	
Conventions of Standard English	
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Embedded throughout Unit 2
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Embedded throughout Unit 2
Knowledge of Language	
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Embedded throughout Unit 2
Vocabulary Acquisition and Use	
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	1, 3, 7
a. Use sentence-level context as a clue to the meaning of a word or phrase.	3
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	1
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	1
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	7
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	5, 6
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	5
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	6
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	5
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	6

Lesson 14

FIND THE CENTRAL MESSAGE RL.3.2

INTRODUCTION

Real-World Connection

FAMILY LIFE

Joshua looked all over his room for his baseball glove. He searched under his bed and behind the door. He could not find it anywhere. Joshua's mom asked him if he checked the equipment box in the garage. He was supposed to put his glove there after baseball. Joshua said he had looked there first. His mother asked him if he looked in the closet and under the bed. He told her yes. Joshua wished he had put his glove in the equipment box after his last game. What lesson can we learn from this story? We will practice finding the central message of a story in the Guided Instruction and Independent Practice. Then, we will come back to Joshua at the end of the lesson.

What I Am Going to Learn

- How to retell stories, including fables, folktales, and myths from diverse cultures
- How to find the central message or lesson of the story
- How to use details from the text to explain how I found the central message

What I May Already Know RL.2.2

- I know how to retell a story including key details.
- I know that stories have lessons.

WORDS TO KNOW

- central message
- key detail
- identify

Vocabulary in Action

As you read, ask, "What is this about? Why did this happen? What is the lesson?" These questions help you discover the main message of the story.

- The central message in the story is the lesson the main character learns.
- Key details help you find the central message. They tell you why characters feel or act a certain way. Key details help tell the story.

KEY DETAIL	WHAT DOES IT SHOW?
"I can't find my baseball glove! I've looked everywhere! My game is in a half hour!" he yelled, upset.	This detail shows that Joshua cannot find something that he needs.
"And, the box was where you should have put it after your last game, for this very reason. Right?"	This detail shows that Joshua knows to put things where they belong so that they are there when he needs them. In this case, he forgot.

- Identify, or find, key details. Not every sentence will be a key detail. Key details give information about the characters.

GUIDED INSTRUCTION

Read this page from the book *Family Ties*. Try to figure out the key details and identify the central message.

Grape Juice Stains!

Hannah snuck into her sister's closet. She saw the shirt she wanted to wear. It was her sister's favorite. She put it on.

Hannah knew Sarah did not allow her to borrow her clothes.

She knew her mother would say, "Hannah, you need to respect your sister's wishes and her things." So, she covered the shirt with a jacket and went off to school.

Lunch came, and Hannah had her favorite drink, grape juice.

She was taking a sip when the bottle slipped out of her hand. It crashed on the table, spilling grape juice all over her sister's shirt. She knew that grape juice stains don't come out in the wash.

[Reading Level: 610–710L; Word Count: 112]

THINK ABOUT IT

As you read, think about what lesson Hannah is learning.



How can you find the central message? The author does not actually say the central message. What is the story about? It is about a girl who takes her sister's shirt when she is not supposed to and accidentally ruins it. Look at the events of the story. The details help you understand the story. Use the chart to see how key details from the story help give you clues to identify the central message. Can you fill in the last box?

HINT, HINT

Ask yourself, "What does the author want me to think about?" Underline the sentence in the story that best explains what the message, or lesson, might be.

KEY DETAIL	WHAT DOES IT SHOW?
"Hannah snuck into her sister's closet."	This detail shows that Hannah was not supposed to be in her sister's closet.
"Hannah knew Sarah did not allow her to borrow her clothes."	This detail shows that Hannah knew her sister would be upset about her taking her shirt.
"She knew that grape juice stains don't come out in the wash."	This detail shows that Hannah would not be able to hide what she did by washing the shirt.

How Am I Doing?

What questions do you have?

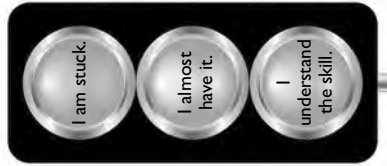
SKETCH IT

In the margin below, draw a picture of a lesson you have learned from your favorite story.

Write the title of your favorite story. What lesson or message did you learn from it?

Write about a time when something happened to you that taught you a lesson.

Color in the traffic signal that shows how you are doing with the skill.



INDEPENDENT PRACTICE

Read the story. Then, answer the questions that follow.

Spinach Forever?

Genre: Short Story

- 1 "Way to go, klutz!" Barrett snapped. It was his foot I had tripped over, but, as usual, it was my fault. Barrett headed for the fence surrounding our backyard. Today I would prove I could catch a lizard, just like him!
- 2 "Yeah, right, chicken," Barrett replied when I had announced this at breakfast. Then he had jumped up and danced around. "Lizards, gizzards, cluck, cluck, cluck. Bite your armpits, yuck, yuck, yuck!"
- 3 "Grow up, Barrett. I've read a lot about lizards, snakes, and frogs. Did you know you can put a lizard to sleep by stroking its belly?"
- 4 "You put me to sleep," Barrett said.
- 5 Mom told him, "Leave your sister alone and finish your eggs."
- 6 I do not understand Barrett anymore. We used to play together all the time. Now, he treats me like canned spinach or some other gross thing. Mom says he is "going through a stage" and "it's hard fitting in at middle school." But how does picking on me help?
- 7 I caught up to Barrett as he crept along the fence. I started to say it was nice outside today, but he gave me a mean look that said, "Be quiet." Still, the sun felt good on my shoulders. No wonder lizards enjoy fences. They rest on the bumpy wood, letting the sun warm their bodies. When they grow sleepy, Barrett shows up.
- 8 My brother Barrett is a master lizard catcher. His hand zips out, and he grabs them so fast they are still blinking. But he has never harmed one.
- 9 We circled the yard twice before we spotted a lizard. Its body was nearly as long as my palm. Its tail stretched about five inches.



READING NOTES

- 10 "His coloring protects him," Barrett whispered.
- 11 "Yes, that's amazing. Did you also know some ants can explode and cover enemies with poison?"
- 12 Barrett rolled his eyes and replied, "Yeah, and skunks stink. Quit stalling, smarty pants. Go for it."
- 13 I stood still, feeling drops of sweat on my back. The lizard did not move. Barrett was right. Its grayish brown color made it nearly impossible to see. I was thinking how cool it was that animals can blend in to protect themselves.
- 14 I felt Barrett's eyes drilling into me and I knew I would have to act fast if did not want to be treated like canned spinach the rest of my life. I counted under my breath, 1, 2, 3. Then I sprang forward and grabbed the lizard.
- 15 But wait. Why was it not moving? Had I grabbed too hard? When I opened my hand to check, the lizard ran. Immediately, I grabbed him back with my left hand. My first lizard!
- 16 "I did it!" I squealed, turning to show Barrett. I opened my hand, more carefully this time, and felt something tiny wiggling. The lizard's body remained in my hand, but a moment later, its tail was on the ground. Both halves of it were still moving. "Ewi!" I yelled. I had heard about how lizards would drop their tails if they were in danger and had to escape. But I had never seen it. Not one single lizard had ever lost its tail escaping from Barrett.
- 17 Meanwhile, Barrett was racing back toward the house like a mouse running from a hawk, yelling even louder than I had. "Thanks a lot!" I yelled after him. I felt sorry for myself, but I felt even worse for the poor lizard. It had only a stump where its tail had been. Shouldn't it be bleeding? No, I could see its wound was already healing itself.
- 18 I heard the door slam. Barrett ran toward me with a bandage in his hand, yelling for me to pick up the tail and hold the lizard still. I pressed the tail back onto the lizard's body as my brother gently wrapped a bandage around the place where the two pieces met. "There," Barrett said, pinching the bandage to make it stick.
- 19 It made me feel better, not seeing the damage I had done. Barrett grinned at me, and I grinned back.

- 20 "Silly," he said, "you know his tail will grow back. Now he can look classy in the meantime." Then he placed the lizard on the fence. We watched it move away.
- 21 I walked back to the house thinking of different ways animals protect themselves. Some ants explode and shoot poison. Skunks spray stinky liquid. Lizards blend in or shed their tails. As for big brothers, sometimes they act mean on the outside even if deep down they care about you. Barrett loves me, though he shows it in odd ways. I know he will not treat me like canned spinach forever.

[Reading Level: 620–720L; Word Count: 779]

1. Part A

Which statement best identifies the central message of the story?

- A Family members show their love in different ways.
- B Animals protect themselves in many different ways.
- C Barrett is having his own problems in middle school.
- D Some people are better at catching lizards than others.

Part B

Underline the two sentences in the passage that best support the answer to Part A. [See paragraph 21.]

2. In what way does Barrett protect his little sister?

- A He tells her that lizards shed their tails to escape danger.
- B He puts a bandage on the lizard to make it look classy.
- C He puts a bandage on the lizard's tail so that his sister would not be so upset.
- D He lets her catch her first lizard even though he is better at catching them.

THINK ABOUT IT

What does the sister learn in this story?

THINK ABOUT IT

What does Barrett do at the end of the story? How does this protect his sister?

3. One key detail in the story is when Mom states that Barrett is "going through a stage." What does Mom say that Barrett is struggling with?

Sample response: Mom says that Barrett is having trouble fitting in at middle school.

4. Which two sentences from the passage are key details that best support the idea that animals and humans can be protective? Write them in the chart below.

"Its grayish brown color made it nearly impossible to see." (paragraph 13)

"The lizard's body remained in my hand, but a moment later, its tail was on the ground." (paragraph 16)

"I had heard about how lizards would drop their tails if they were in danger and had to escape." (paragraph 16)

"It had only a stump where its tail had been." (paragraph 17)

"As for big brothers, sometimes they act mean on the outside even if deep down they care about you." (paragraph 21)

TIPS AND TRICKS

You can find key details by asking questions such as Who? What? Where? When? and Why?

Idea	Animals, including humans, protect themselves and loved ones.
Key Detail 1	"I had heard about how lizards would drop their tails if they were in danger and had to escape."
Key Detail 2	"As for big brothers, sometimes they act mean on the outside even if deep down they care about you."

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5. Part A

A key detail of the story is that people deal with problems in their own ways. How does the main character deal with her problem?

- A She follows Barrett around even though she knows he may be mean to her.
- B She complains to her mother every time Barrett is mean to her.
- C She tries to prove to Barrett that she is better at catching lizards than he is.
- D She tells Barrett that she still loves him and thanks him for helping her.

Part B

Which sentence below best shows the lesson the sister learns in the story?

- A Barrett knows more about lizards than she does.
- B Barrett still loves her and won't be mean forever.
- C Everyone has their own ways of protecting themselves.
- D Her mom is right that middle school can be difficult.

6. Part A

Which statement below best identifies the key detail that Barrett is "going through a stage"?

- A He is always in a bad mood.
- B He hurts lizards for fun.
- C He picks on his sister.
- D He likes to be left alone.

Part B

Underline one sentence in paragraph 6 that best supports the answer to Part A.

EXIT TICKET

Now you have learned how to find the key details and central message of a story. Let's revisit the Real-World Connection.

Think about the story about Joshua and his missing baseball glove. Use the key details to find the central message. What lesson did Joshua learn from this experience? Write a sentence telling the central message of the story.

Sample answer: Joshua learned to always put his things where they belong.



TEACHER NOTES

REAL-WORLD GOAL FOR STUDENTS

- Use key details to find the lesson or central message of a story.

TIPS FOR THE STRUGGLING LEARNER

- Students may struggle with telling the difference among key details and other details in the story that are not important to the story’s meaning. Explain that key details help to tell the story and that not every detail is a key detail. Show the students how taking out a key detail can change the whole story or lesson.
- Students may confuse the key details with the central message. Explain that the key details are written right in the story and that the central message is not. Highlight key details in a story and show students that they cannot highlight the central message.

TIPS FOR THE ENGLISH LANGUAGE LEARNER

- Some English learners may struggle with writing sentences to express the central message. Give them some sample sentence starters, such as “The central message is _____” and “The lesson in the story is _____.” To help them complete these sentences, ask “What important idea about life did the story teach you?”
- Point out the elements of a story: characters, setting, plot—problem and solution all work together to provide a story theme. Have students read the Guided Instruction passage aloud. Have students work with partners to complete the chart.

ACTIVITIES FOR THE ADVANCED LEARNER

- Students can write their own stories when given a central message. Students can create stories with key details and share with the class, asking the other students to identify the central messages.
- Students can read various stories in class and compare and contrast the central messages of the stories.