

## Strategy Group



## IDENTIFY REALISTIC FICTION

**Teaching Point** Today I want to remind you that thinking about what someone might do in real life can help you determine if a story is realistic fiction. Review the anchor chart on p. 19. When I read “Just Lunch,” I noticed that Daniel’s actions and thoughts matched what I might have done in a similar situation. This helps me identify that this story is realistic fiction.

## ELL Targeted Support

Tell students that realistic fiction tells a story with characters, a setting, and a plot. The character(s) usually face a problem.

Use a T-chart to list elements of realistic fiction on one side. Provide strips with definitions and have students place the definitions next to the appropriate element. Echo read the chart with students. **EMERGING**

Ask students to complete definitions for the story elements in “Just Lunch.” The \_\_\_\_\_ are named \_\_\_\_\_ and \_\_\_\_\_. The character’s \_\_\_\_\_ is \_\_\_\_\_. **DEVELOPING**

Ask students: Who is the main character? Where does the story take place? What is the problem? **EXPANDING**

Have students describe the setting, problem, and main character.



For additional Language Awareness resources, visit [www.pearson.com/ELL](http://www.pearson.com/ELL).

**ELL Targeted Support Respond to Questions** Tell students that responding to questions about characters is a good way to check that they understood a text well.

Read aloud paragraph 18 on p. 24. Ask students what it means when Melody says she “was hungry for more.” **EMERGING**

Ask students to explain or describe something about Melody’s character using evidence from the text. **DEVELOPING**

Ask pairs to review the text and compare and contrast Melody at the start of the story to Melody at the end of the story. **EXPANDING**

Complete the above activity. Then have pairs describe how Melody changed in their own words. **BRIDGING**

## ELL Support in myView Literacy

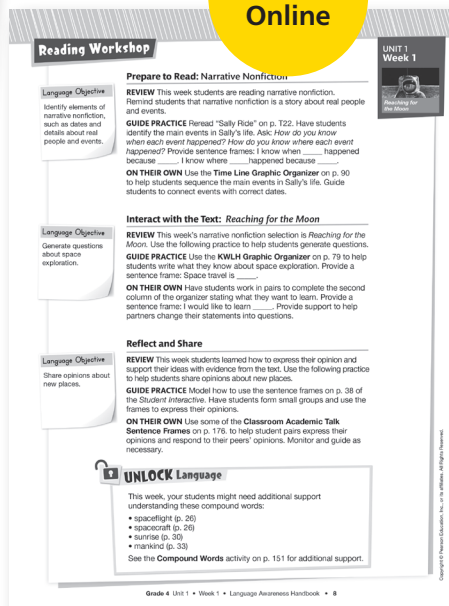
- Focused and embedded ELL support at point of use
- Support addresses all four English Language Proficiency levels
- Targeted, scaffolded support in the *Language Awareness Handbook* helps ELLs access text

## ELL Targeted Support Embedded at Point of Use

Supports targeted, scaffolded instruction for **EMERGING**, **DEVELOPING**, **EXPANDING**, and **BRIDGING** proficiencies.

Find these tips integrated in the Teacher’s Edition.

Available Online



## Language Awareness Handbook



Jim Cummins

The *Language Awareness Handbook* is an **online resource** that provides integrated reading and writing support. It works in tandem with core Whole and Small Group instruction.

**Includes:**

- Models of Scaffolded Instruction
- Useful Strategies and Routines for Reading and Writing Workshops

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