

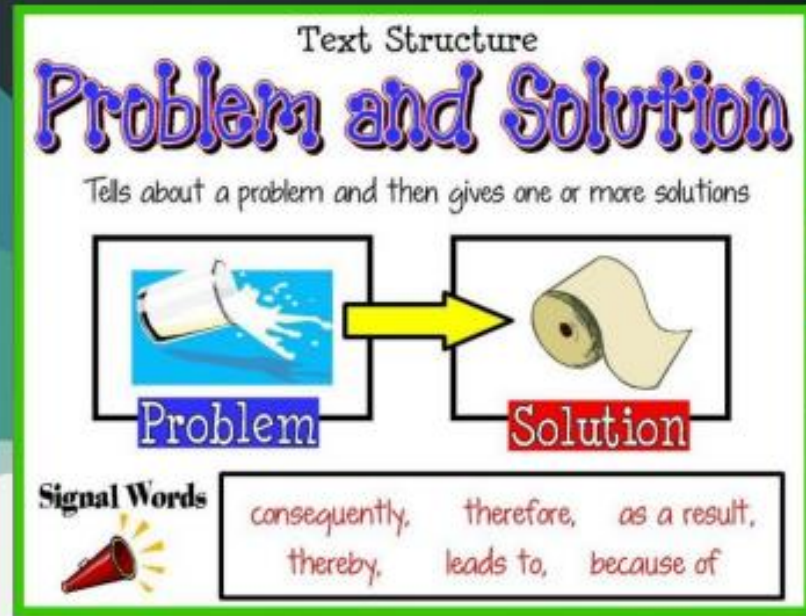
**Teaching Point:** Readers can use knowledge of word patterns to help them figure out unknown words. One pattern is CVC which means consonant/vowel/consonant.

Look at these examples. The letters in blue are consonants, and the letter in yellow is a vowel: the vowel a in these words. When words have a CVC pattern, the vowel sound in the middle is a short vowel sound. Say, hat. Do you hear the /a/ sound in hat?



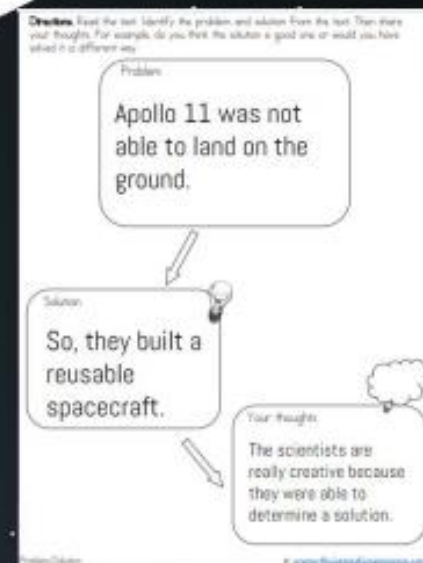
**Teaching Point:** Readers can identify problem and solution, description, and question and answer structures to locate information and gain meaning. *In other words, readers notice and use the structure of a text to help them better understand the text while reading it.*

## The Space Shuttle



A group of American astronauts visited the moon on a rocket ship called Apollo 11 in 1969. Interest in manned space exploration soared after Apollo 11. Other astronauts went to the moon. But scientists were also interested in exploring other parts of space beyond the moon. It was very expensive and took a lot of time to build and send spaceships into space. When Apollo 11 returned from space, it landed in the sea. It was not able to land safely on the ground, so this type of spacecraft always had to land in the sea. Once it landed in the sea, this kind of spacecraft could not be used again.

In 1981, a reusable spacecraft, called a space shuttle, was built. It was able to fly up into space and then zoom back down to Earth. When it returned to Earth, the pilot was able to land the spacecraft on a runway almost like an airplane. It glided down from space and landed on a runway, but it had to be a very long runway.

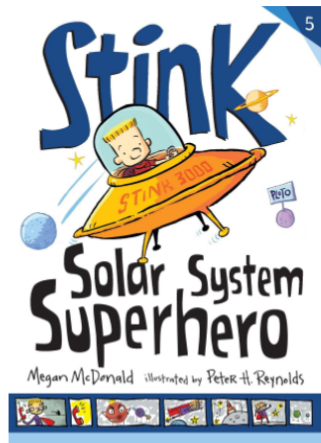


## Teaching Point:

Readers can use text evidence to describe character's traits, motivations and feelings and explain how their actions contribute to the development of the plot. *In other words, readers use evidence from the text to infer what a character is like and what motivates a character. Then, they use that thinking to explain how this impacts the plot (what happens in the story).*

1. Read a part of the text.
2. Think, "What do I know about this character from reading this part?"
3. Make an inference about the character then explain how you came to that conclusion using evidence from the text. Then ask yourself, "How might this impact the plot?"

Readers can use text evidence to describe character's traits, motivations and feelings and explain how their actions contribute to the development of the plot.



Stink is a charmer (Inference to describe this character) because he says to Judy, "But, you're so smart," and "See, I need someone super smart, smarter than second grade," so that he can convince Judy to help him study for his test, which seems to be the major conflict in this story. (Evidence from the text to support inference about character)