UNIT 2

Magnetic Literacy™

Sample Lessons

INTO THE DEEP: SESSIONS 1–5



by i-Ready

GRADE 3

A Week of Connected Literacy Instruction

Welcome, and thank you for your interest in *Magnetic Literacy*.

What follows is one real week pulled from a complete, year-long core literacy program.* Explore these pages to see how reading, writing, and language skills come together across a typical week.



**Not included in these pages: Session Slides, Anchor Charts, and the Student Assessment Book.*

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Your Guide to This Sample Week

Connected Learning at a Glance

Sessions 1–5 form the opening week of this 29-session unit.

Across these sessions, students explore why people are drawn to explore the deep sea through the anchor text *Deep, Deep Down*, along with companion texts on deep-sea creatures and their survival adaptations.

They build background knowledge about the ocean's harshest conditions and practice identifying main ideas and summarizing information, then apply that thinking in a gist statement and an opinion statement about scuba diving.

	Session 1	Session 2	Session 3	Session 4	Session 5
Texts	*Deep, Deep Down* (Unit Opener)	*Diving Deep*, Part 1	*Diving Deep*, Part 2	*Discovering the Aliens of the Deep*	Fluency Practice Passage
Skills	Unit Vocabulary; Preview Texts and Writing Task	Identify Key Details; Suffix *-ion*	Identify Main Idea	Summarize Text (Gist Statement)	Write an Opinion Statement; Simple Verb Tenses
Key Activities	Students explore the unit topic of the deep sea by engaging with the anchor text, previewing vocabulary, the essential question, and the end-of-unit writing task.	Students begin to read a text that describes why and how people explore the deep sea, then identify and write about its topic and key details.	Students read the second half of the text and identify the main idea, using clear sentences that explain the topic and key details.	Students build background about the deep sea's harsh conditions and how creatures adapt to survive, then write a gist statement.	Students read aloud to build fluency, then plan and write an opinion statement about scuba diving.

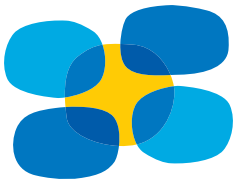
4 Things to Look For:



It's a Thinking Curriculum

Curated text sets build real knowledge, then authentic writing lets students analyze, synthesize, and apply it.

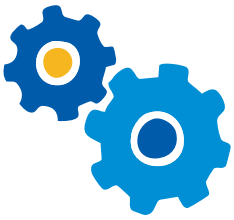
Notice: Students preview the end-of-unit opinion essay prompt before they've read any of the unit's texts in full, so every session builds toward that goal. See page 14.



Literacy Instruction Is Integrated

Reading and writing grow together.

Notice: Students identify the key details of an informational text, then practice word parts using vocabulary from that same content, in the same session. See pages 25–29.



Skills Connect to Meaning

Grammar, vocabulary, and foundational reading skills are taught in context of the unit text.

Notice: Students learn simple verb tenses, then apply them while writing an opinion statement about scuba diving, putting grammar instruction directly to work in the unit's writing task. See pages 57 and 61.

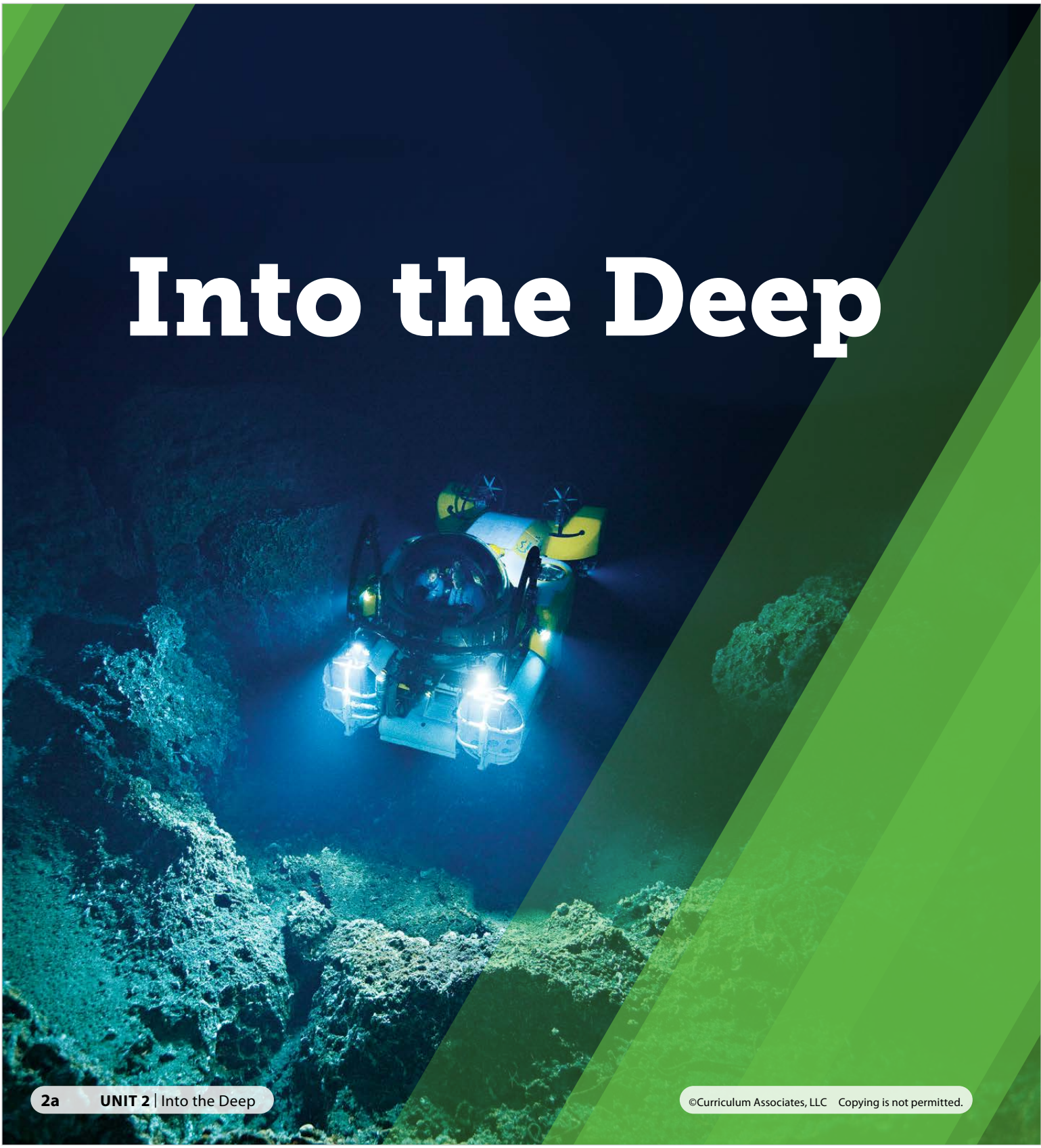


Responsive Instruction

Embedded assessments and scaffolds provide the right next step for every learner.

Notice: Checks for Understanding, Exit Tickets, and tiered English learner supports appear throughout, including scaffolds for planning an opinion statement. See pages 48 and 54.

Into the Deep



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1 — 2 — 3 — 4 — 5 — 6

Unit 2 Overview

In this unit, students explore the extraordinary world deep beneath the ocean's surface and learn about the human achievements that have revealed its hidden mysteries. Students examine the challenges and benefits of deep-sea exploration and use what they've learned to form an opinion on whether people should continue exploring the deep sea.

ESSENTIAL QUESTION

Why do people explore the deep sea?

KNOWLEDGE

- Understand the deep sea's harsh environment and how technology makes exploration possible.
- Learn about the challenges and achievements of deep-sea explorers.
- Explore unique deep-sea creatures and the adaptations that help them survive extreme conditions.

READING SKILLS

- Identify the main idea.
- Summarize a text.

WRITING SKILLS

- Write opinion pieces.
- Plan, edit, and revise.
- Introduce the topic.
- Provide and organize reasons.
- Link opinions and reasons.
- Provide a conclusion.

KEY LANGUAGE FOCUS

- **Argue/Inform:** Use language to express opinions about deep-sea exploration and support them with reasons and factual evidence.

END-OF-UNIT WRITING

Write a four-paragraph opinion essay about why humans should or should not explore the deep sea. Support your reasons with evidence from *Deep, Deep Down* and at least one other unit text.

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SESSION PREVIEW

SESSION 1: Unit Opener

SESSION GOALS

UNIT GOALS	SUCCESS CRITERIA	LANGUAGE GOAL
• Build knowledge about deep-sea exploration. • Identify main ideas in texts, and summarize the texts to show how the details support the main idea. • Write a four-paragraph essay to support an opinion about deep-sea exploration.	• N/A	• Express observations about the deep sea using concept vocabulary, such as *ocean, discover* and *explore.*

MATERIALS

INTEGRATED LITERACY WHOLE CLASS	SUPPORT & EXTEND SMALL GROUP
• Grade 3, Unit 2, Session 1 Slides	• Grade 3, Unit 2, Session 1: Unit Opener • *i-Ready* • Independent Reading

PACING

INTRODUCE	UNLOCK THE UNIT	MEET THE TEXTS & TASK	REFLECT	SUPPORT & EXTEND
5 MINS.	20 MINS.	30 MIN.	5 MINS.	30 MINS.

ENGLISH LEARNERS

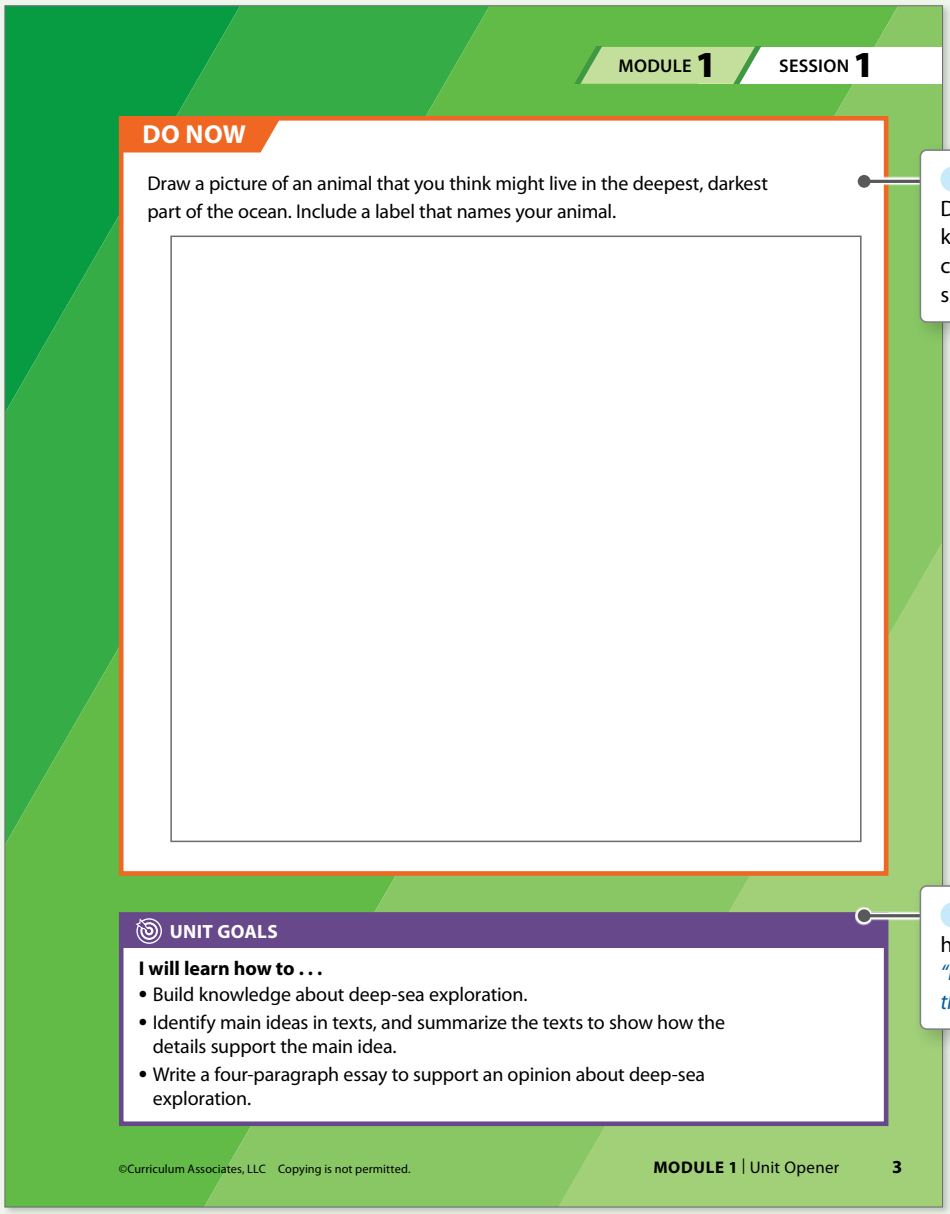
EL SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

Guide students to begin a personal dictionary with ocean-related words during the **Talk About It** on p. 4. Prompt them to add concept vocabulary to their dictionaries throughout the unit.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Display an image of the ocean. Connect *ocean* to cognates such as *océano* in Spanish. Encourage students to add definitions, sentences, visuals, and words and phrases in their home language to their personal dictionaries. Amplify the meanings of words to describe the ocean, such as *deep* and *dark*. Invite students to name things that are deep and things that are dark.	Explain that *ocean* and *sea* are synonyms. Invite students to work in pairs to list and discuss adjectives to describe the ocean, such as *deep* and *dark*. Invite students to add terms, definitions, sentences, and visuals, as well as words in their home language to their personal dictionaries.	Ask students for a synonym for *ocean (sea).* Have students brainstorm a list of as many adjectives as they can to describe the ocean, then compare and discuss their lists with a partner, explaining the meaning of words to their partner as necessary. Encourage students to add terms, definitions, sentences, visuals, and words and phrases to their personal dictionary.

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INTRODUCE (5 MINS.)



CHECK Have students complete the Do Now independently to activate prior knowledge about the deep sea and what creatures live there. Invite volunteers to share their responses.

DISCUSS Use a **Response Protocol** to have students read the Unit Goals. **Ask,** *"In your own words, what will you learn in the unit?"*

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UNIT OPENER

UNLOCK THE UNIT (20 MINS.)

TEACH

- Explain that students will think about the essential question throughout the unit as they read and learn about exploring the deep sea. **Ask,** *"What comes to mind when you think about this question? Why?"*
- Display the Unit Media. Explain that the images and information will introduce the unit's big ideas.

APPLY

- Read the directions aloud to students.
- As you show each image in the Unit Media and read aloud the slide notes, have students write what they notice and wonder.
- Next have students fill in the web with words or phrases they associate with the ocean.

EL **USE HOME LANGUAGE** Encourage students to jot down ideas about what they notice and what they wonder in their home language to support them with processing the background information presented in the images.

DISCUSS Use a **Response Protocol** to support students in sharing what they noticed and wondered about the Unit Media images and to tell which words and phrases they added to their webs about the ocean.

EL See Session Preview for differentiated EL support.

Unit Opener

Essential Question: Why do people explore the deep sea?

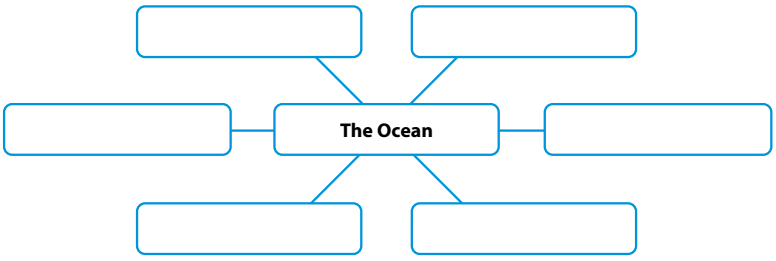
Notice and Wonder

Write things you notice and wonder about the images your teacher shares. Then fill in the web with words and phrases that show what you know about the ocean, either from the pictures or from your own experiences.

I Notice	I Wonder
Responses will vary.	Responses will vary.

TALK ABOUT IT

With a partner, discuss what you wondered about the images.



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Session 1

Unit Vocabulary

Read each word, definition, and example sentence.

Word	Definition	Example Sentence
dis·cov·er (*v.*)	to find or uncover	Mario was excited to **discover** different seashells on the beach.
ex·plore (*v.*)	to search or hunt	Jada swam in the ocean to **explore** the fish and rocks underwater.

Write a sentence about each picture. Use the word in the box.



discover

The diver wants to discover some treasure.



explore

The divers went down to explore the sunken ship for gold.

TALK ABOUT IT

Discuss these questions with a partner. What is something that you might discover in the ocean? What would you like to explore in the ocean?

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TEACH

- Introduce the unit vocabulary. Read each word aloud slowly, emphasizing the syllables. Then read each definition and example sentence.
- Explain that understanding these words will help students understand the ideas in the unit.

EL **CONNECT TO COGNATES** Use the **Cognate Routine** to prompt speakers of Latin-based home languages to make connections between *discover* and *explore* to words they may know in their home language, such as *descubrir* and *explorar* in Spanish. Explain that *explore* is the search process, while *discover* is the result. Use an example sentence to compare the meanings. *Scientists explore the deep sea and may discover new sea animals.*

MODEL

- Read the directions for the activity.
- Model how to write the first sentence. **Say,** *"I need to use the word* discover. *What is happening in the picture, and how is it related to* discover*? Maybe the diver wants to discover some treasure. I can write that."*
- Ask a volunteer to provide a different sentence using the word *discover.*

APPLY Have students write their own sentences using the vocabulary words.

DISCUSS After partners discuss, use a **Response Protocol** to hear a few student responses.

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MODULE 1 | Unit Opener 5

UNIT OPENER

MEET THE TEXTS AND TASK (30 MINS.)

TEACH

- Tell students they will be reading a variety of informational texts before they read the anchor text. Explain that these informational texts will build their knowledge about the deep sea, including facts about what it's like there, its creatures, and different ways people explore it.
- Add that building this knowledge will make it easier to understand the anchor text.

MODEL Model marking interesting parts of the text. **Say,** *"I think plunging 'deeper and deeper' into the dark ocean sounds exciting and scary. This detail makes me want to read on. I'll put an exclamation point next to it."*

APPLY Have students mark their own texts to show what they noticed and wondered.

EL **AMPLIFY LANGUAGE** Ask students to find the repeating word in the title and first sentence of paragraph 1. *(deep)* **Ask,** *"Does repeating this word make the ocean seem more deep or less deep?" (more)*

DISCUSS After partners discuss, use a **Response Protocol** to have 1–2 volunteers share what they noticed and wondered with the class.

Unit Opener

Meet the Anchor Text

Explore the unit's big ideas by previewing and reacting to a short section of the **anchor text**. You will write about the anchor text at the end of this unit.

Deep, Deep Down

By Lydia Lukidis

Annotate

What do you notice? Mark surprising or interesting parts with an exclamation point.

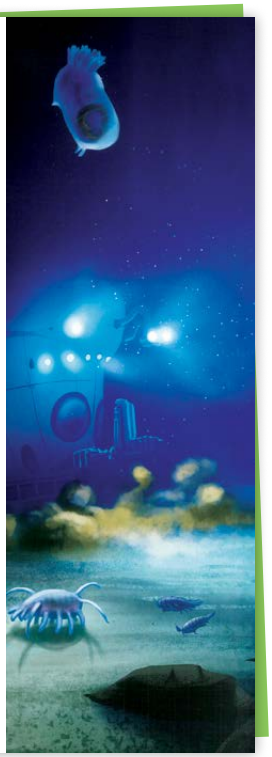
What do you wonder about? Mark those parts with a question mark.

1 Deep
deep
down,
at the bottom
of the Pacific Ocean
lies a secret place.

2 Hidden from sight,
the Mariana Trench
is the deepest underwater valley
in the world.

3 Do monsters lurk
at the very bottom?
Vampire squid?
Seadevil anglerfish?
Maybe giant goblin sharks,
armed with sharp,
spiky teeth?

4 Or
perhaps the trench is
desolate
and uninhabited?



TALK ABOUT IT

Share what you noticed and wondered with a partner.

I noticed ___. I wondered ___.

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Session 1

Meet the Unit Texts

In this unit, you will also read the texts shown below. Preview the images and titles.



Diving Deep
by Michelle Cusolito



Discovering the Aliens of the Deep
by Kathryn Hulick



Otis and Will Discover the Deep
by Barb Rosenstock



How Deep Is the Ocean?



from **Explorers of the Deepest Places on Earth**
by Peter Mavrikis



Anglerfish
by Christina Leaf



Secrets of the Sea Vents
by Sarah Roggio

TALK ABOUT IT

How might the unit texts help you better understand the things that you noticed and wondered about the anchor text?

I think these texts will help me answer questions about ___.

These texts will help me understand the anchor text better because ___.

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TEACH Explain that these are the informational texts students will read and that will prepare them for reading the anchor text. Have students look at the titles and images and think about how each text might build their knowledge about the deep sea and the people who explore it.

APPLY

- Have students use the sentence frames to discuss how the unit texts may build their knowledge and make it easier to understand the anchor text.
- Use a **Response Protocol** to have students share their thoughts about connections between the texts in the unit.

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MODULE 1 | Unit Opener 7

UNIT OPENER

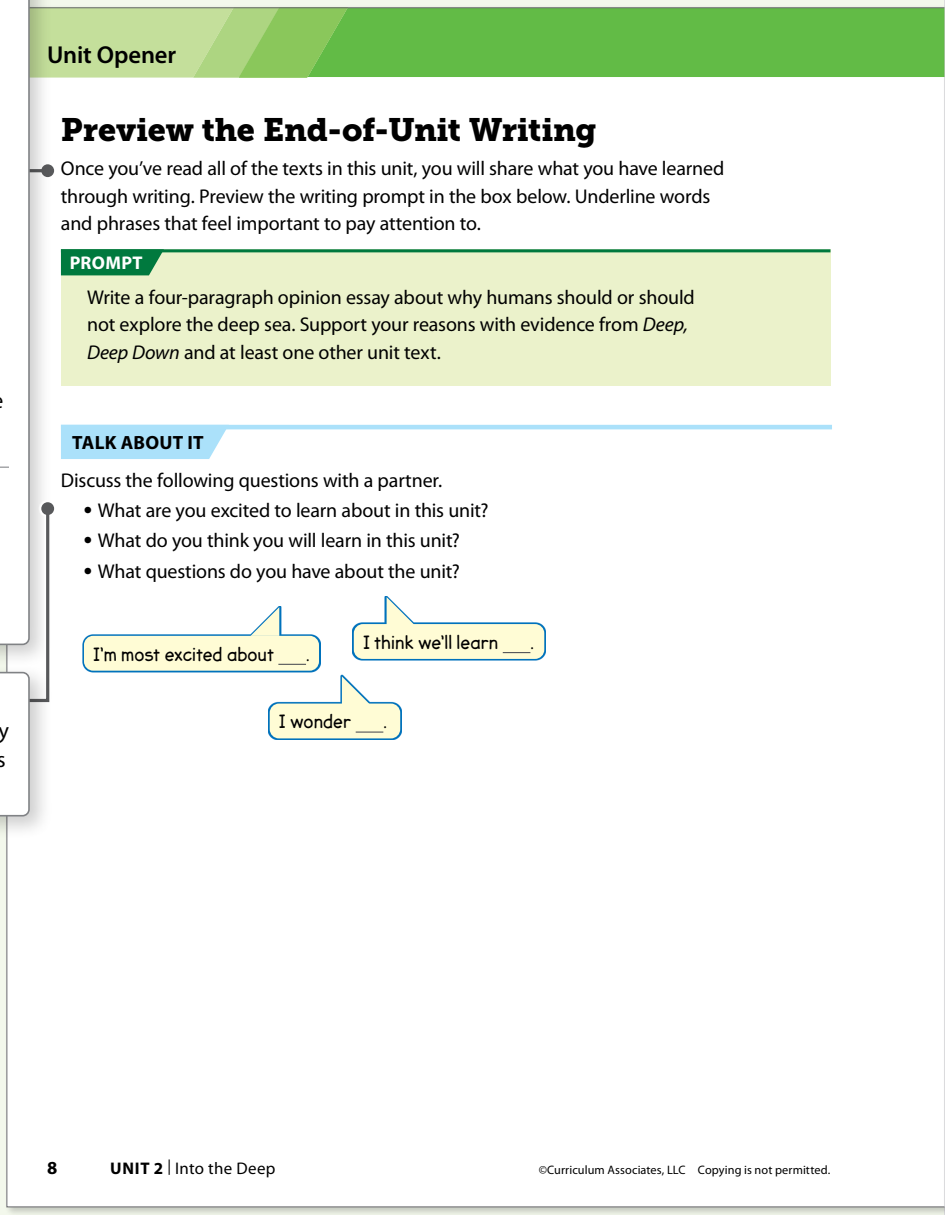
TEACH

- Invite a volunteer to read the prompt aloud. Explain that students will read a variety of texts in the unit that will prepare them to answer this prompt.
- Clarify that some texts in the unit will explain why humans should explore the deep sea, while other texts will explain why they should not. Explain that by reading about these different perspectives, students will be able to form their own opinions about deep-sea exploration.
- Explain that as they read, students will learn how to clarify information, identify the main idea, summarize the text, document evidence, and use evidence to support their opinions. Add that by applying these skills, students will be able to gain important knowledge from the text that will prepare them for the End-of-Unit Writing.

APPLY

- Have students complete the activity by circling important key words and phrases on their own.
- Ask for volunteers to share which words they circled and why they circled them.

DISCUSS After partners discuss the questions, use a **Response Protocol** to have volunteers share what they are excited to learn about in this unit or what questions they have about this unit.



Unit Opener

Preview the End-of-Unit Writing

Once you've read all of the texts in this unit, you will share what you have learned through writing. Preview the writing prompt in the box below. Underline words and phrases that feel important to pay attention to.

PROMPT

Write a four-paragraph opinion essay about why humans should or should not explore the deep sea. Support your reasons with evidence from *Deep, Deep Down* and at least one other unit text.

TALK ABOUT IT

Discuss the following questions with a partner.

- What are you excited to learn about in this unit?
- What do you think you will learn in this unit?
- What questions do you have about the unit?

I'm most excited about ___.

I think we'll learn ___.

I wonder ___.

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REFLECT (5 MINS.)

Session 1

REFLECT

Essential Question: Why do people explore the deep sea?

Read the essential question. Write one or two sentences to answer it. You will revisit this question as you read and learn about the unit topic.

People explore the deep sea to have fun and discover new things.

CHECK Reassure students that since this is the first time they are answering the essential question, they may not have a lot to say. Explain that as they read the unit texts, their knowledge about why people explore the deep sea will grow. This will allow them to add new information that reflects their growing knowledge when they revisit the essential question later.

EL **OBSERVE LANGUAGE** Look for students to include concept vocabulary such as *explore, discover, ocean,* and *underwater.* If needed, provide a word bank with the terms and have students add them to their personal dictionaries.

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MODULE 1 | Unit Opener 9

SESSION PREVIEW

SESSION 2: Read & Analyze

SESSION GOALS

LEARNING GOALS	SUCCESS CRITERIA	LANGUAGE GOAL
• Determine the topic and key details in an informational text. • Understand and form words with suffixes.	• Identify and write about the topic and key details in the text ***Diving Deep***. • Understand and form words with the suffix *-ion*.	• State the main topic and key details of the text, using concept vocabulary such as *snorkeling, scuba diving, wetsuit,* and *fins.*

MATERIALS

INTEGRATED LITERACY WHOLE CLASS	SUPPORT & EXTEND SMALL GROUP
• Grade 3, Unit 2, Session 2 Slides • Reading routine anchor charts	• Grade 3, Unit 2, Session 2: Morphology; Spelling • *i-Ready* • Independent Reading

PACING

INTRODUCE	UNLOCK THE TEXT	READ	ANALYZE	ASSESS	SUPPORT & EXTEND
5 MINS.	5 MINS.	25 MINS.	20 MINS.	5 MINS.	30 MINS.

ENGLISH LEARNERS

EL SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

Support students to interpret the chart and identify key details from the text during **Identify Key Details** on p. 20.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Amplify that *risk* means danger. Clarify that the single words provided in the chart stand for a question. Point out the word *use* in the Section 1 box . Explain that it is asking, *What do you use to snorkel?* Work together to form the full question for each word. *(What do you see? What is the risk?)* Pair students who speak the same home language to fill in the chart. Invite them to write words in their home language or English or to draw pictures.	Ask students to tell you a synonym for the word *risk*. If necessary, explain that it is the opposite of *safety*. Prompt students to turn the single words in the Key Detail chart into full questions. For example, for *use*: *What do you use to snorkel?* Pair students who speak the same home language to fill in the chart. Invite them to write words in their home language or English. Ask prompting questions as needed.	Ask students to explain the meaning of the word *risk*. Invite them to tell the risk of a common activity such as riding a bike. Pair students to work together to fill in the chart. Encourage them to use full sentences while discussing and filling in the chart, such as: *When you snorkel, you use a snorkel and a mask. When you snorkel, you see corals.*

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INTRODUCE (5 MINS.)



Diving Deep, Part 1

DO NOW

Imagine you are exploring the underwater world of the ocean. What would you need to bring with you? Describe at least one thing in a sentence.

I think I would need an air tank so I could breathe. In the deep ocean, I might need a machine, like a submarine, to protect myself.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . .	**I will be able to . . .**
• Determine the topic and key details in an informational text.	• Identify and write about the topic and key details in the text *Diving Deep*.
• Understand and form words with suffixes.	• Understand and form words with the suffix *-ion*.

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CHECK Have students complete the Do Now independently to activate prior knowledge of the special equipment that can be used to help people explore the sea. Invite volunteers to share their answers. Encourage volunteers to describe challenges of exploring the sea.

DISCUSS Use a **Response Protocol** to have students read the Learning Goals and Success Criteria. **Ask,** *"In your own words, what will you learn today? How will you know you have learned this?"*

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READ & ANALYZE

UNLOCK THE TEXT (5 MINS.)

TEACH

- Introduce the session vocabulary. First read each word aloud slowly, emphasizing the syllables. Then read each word smoothly, along with its definition and the example sentence.
- Ask students if they've heard each word used before, and in what context. Have them use the word in a sentence that shows the context they described.
- Read the information about Genre.
- Confirm student understanding of the information. **Ask,** *"What other information texts have you read?"*

MODEL Preview the text together to see how the information is organized. **Say,** *"It looks like the main text is in numbered paragraphs, and special information about types of diving is in blue boxes. What else do you notice?"*

APPLY Have students answer the questions.

EL **TALK BEFORE WRITING** Pair students to discuss the questions before writing. Provide a word bank for students to use during their discussion, including: *facts, information, topic, organize, explain, describe,* and *define.*

DISCUSS Use a **Response Protocol** to have pairs share their answers to the questions. **Ask,** *"Why do you think the author organized the information in the text this way?"*

Read & Analyze

Unlock the Text

Vocabulary

Read each word, definition, and example sentence in the chart.

Word	Definition	Example Sentence
sub•merged (*adj.*)	completely covered in water	The diver was **submerged** in the deep ocean.
sur•face (*n.*)	top layer or top part of something	Whales come to the **surface** of the ocean to breathe air.
hab•i•tat (*n.*)	natural environment where a plant or animal lives	A fish's **habitat** is the water.

Genre

Informational texts provide information about real topics, people, or events. The author's purpose is to inform readers with facts, details, and evidence.

Look through the text *Diving Deep* and answer these questions about how the information is organized.

1. Which boxes tell about what the people in the text are doing?

   the white boxes that contain the numbered paragraphs

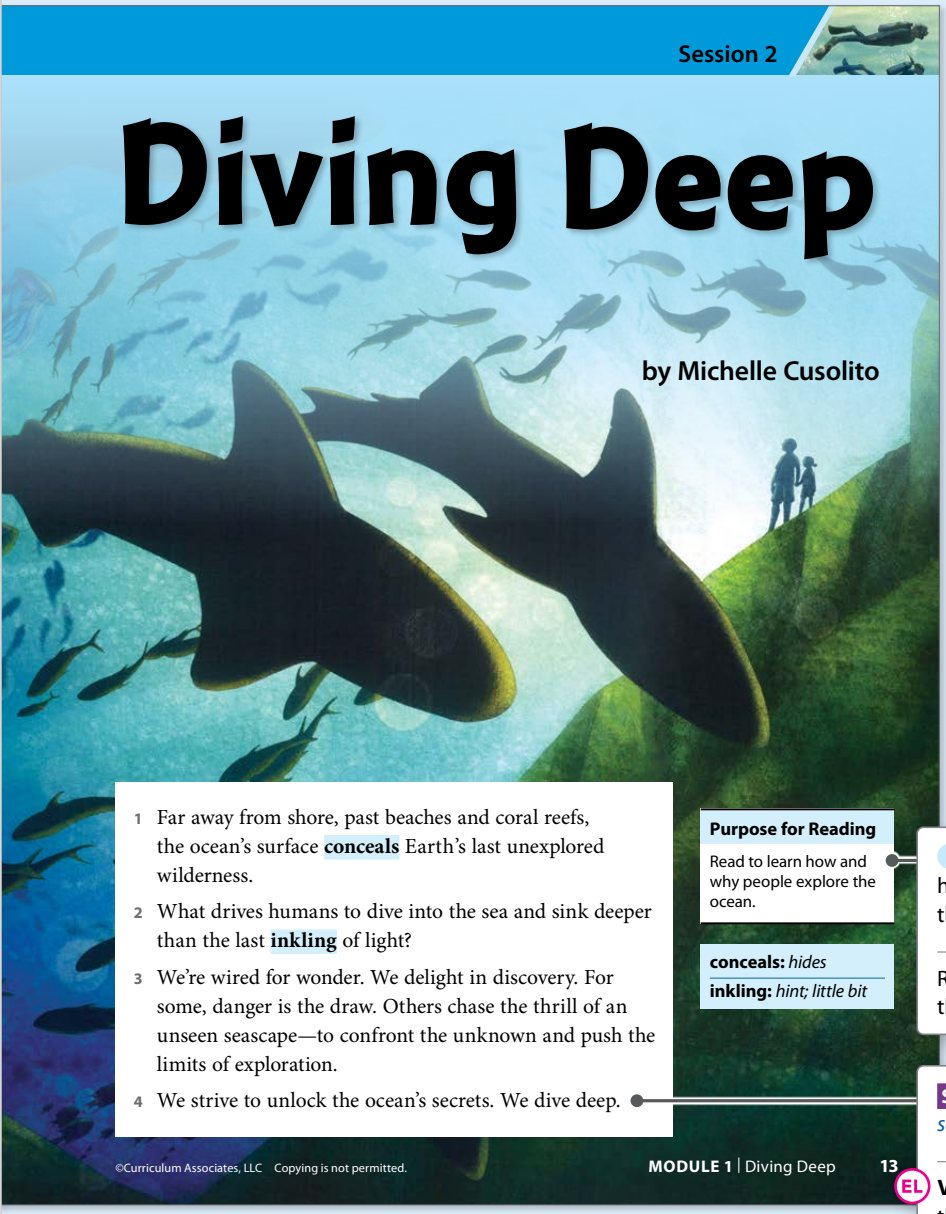
2. Which boxes show facts about different types of diving?

   the blue boxes with a black frame around the text and dark headings

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READ *DIVING DEEP*, PART 1 (25 MINS.)



PURPOSE FOR READING Read the purpose aloud to help focus students' reading. Tell them they will revisit this purpose after reading the expository text.

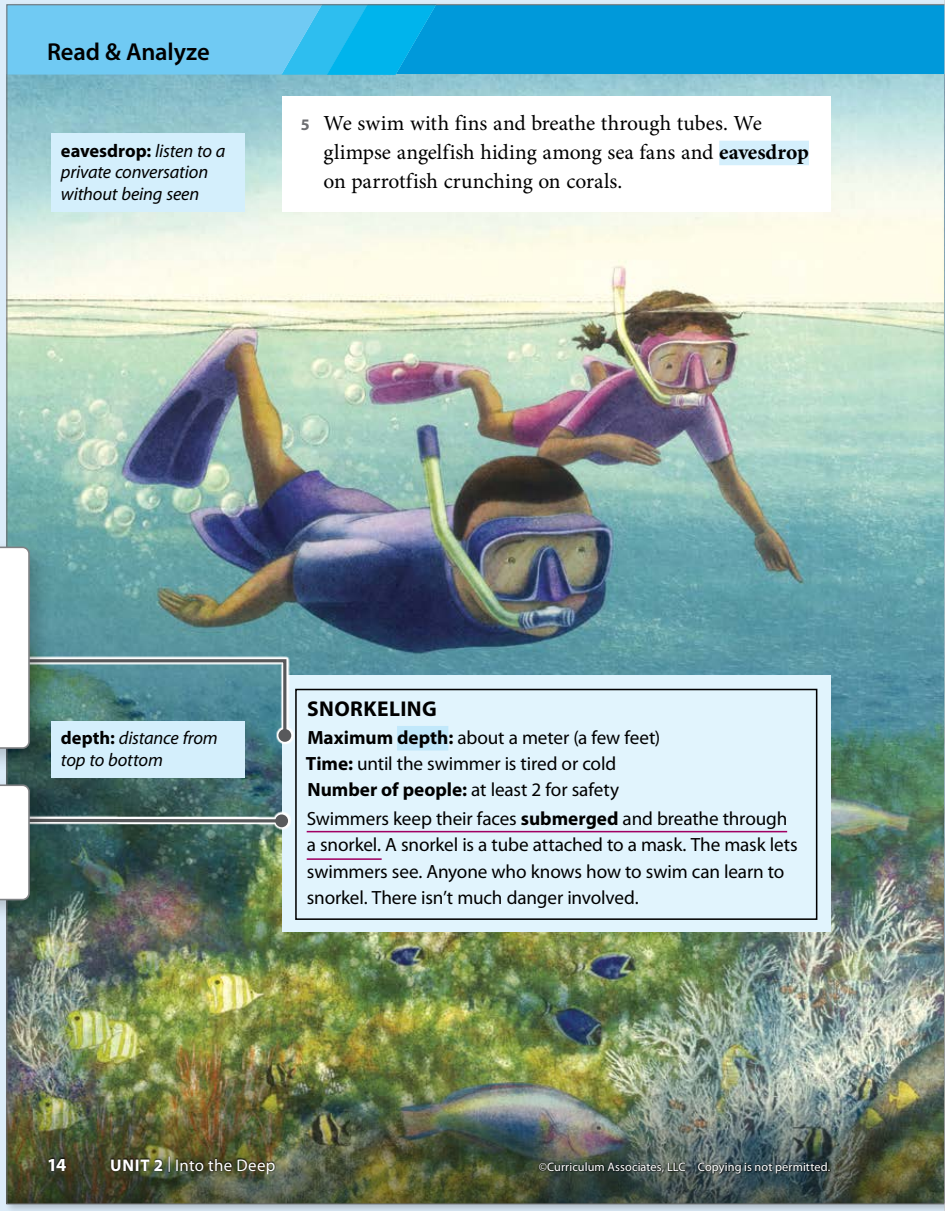
Remind students to use the **Read Words Routine** and the **Explain Words Routine** as needed during reading.

STOP AND ASK *"Who does the author mean when she says, 'we dive deep'?" (humans)*

EL **VALUE STUDENT ASSETS** Ask students to raise their hand if they want to explore the ocean by diving deep down to unseen places. Invite a few volunteers to explain why they do or do not want to. Validate students' responses.

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READ & ANALYZE



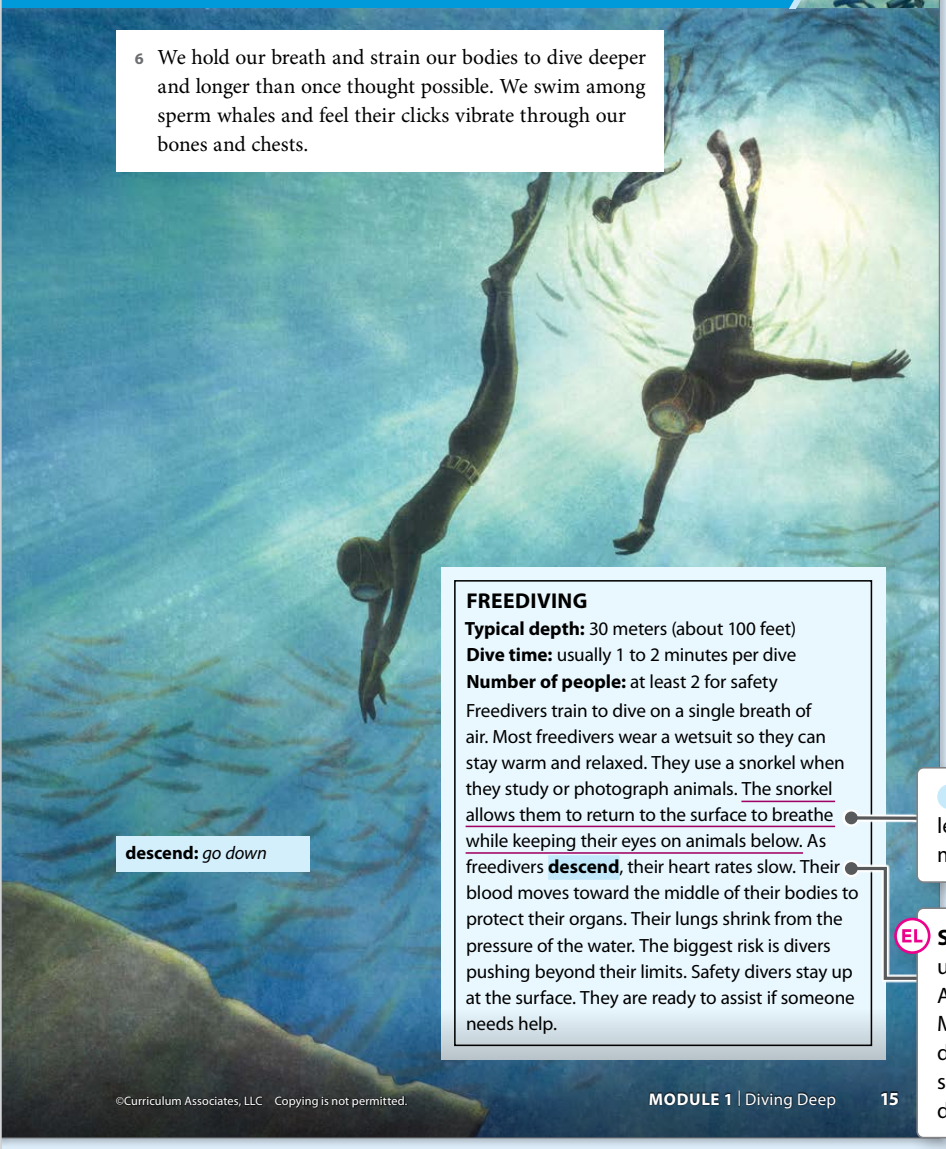
EL **SUPPORT MEANING** Amplify the meaning of *depth*. Explain that, while *deep* is an adjective—a word that describes something, *depth* is a noun. Provide a sentence such as *The pool is six feet deep.* Ask students to give the same information using the word *depth* instead of *deep*. *(The depth of the pool is six feet.)*

BUILD VOCABULARY Remind students that they learned the word *submerged* and elicit what the word means in the sentence. *(completely covered in water)*

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Session 2

6 We hold our breath and strain our bodies to dive deeper and longer than once thought possible. We swim among sperm whales and feel their clicks vibrate through our bones and chests.



descend: *go down*

FREEDIVING

Typical depth: 30 meters (about 100 feet)
Dive time: usually 1 to 2 minutes per dive
Number of people: at least 2 for safety

Freedivers train to dive on a single breath of air. Most freedivers wear a wetsuit so they can stay warm and relaxed. They use a snorkel when they study or photograph animals. The snorkel allows them to return to the surface to breathe while keeping their eyes on animals below. As freedivers **descend**, their heart rates slow. Their blood moves toward the middle of their bodies to protect their organs. Their lungs shrink from the pressure of the water. The biggest risk is divers pushing beyond their limits. Safety divers stay up at the surface. They are ready to assist if someone needs help.

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BUILD VOCABULARY Remind students that they learned the word *surface* and elicit what the word means in the sentence. *(top layer of the water)*

EL **SUPPORT MEANING** Support students in understanding the phrase *their heart rates slow.* Ask students to put their hand over their heart. Model tapping your chest fast, asking students to do the same. **Say,** *"Our heart rate is fast."* Then model slowing down your tapping and ask students to describe their heart rate now.

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READ & ANALYZE



don: *put on*

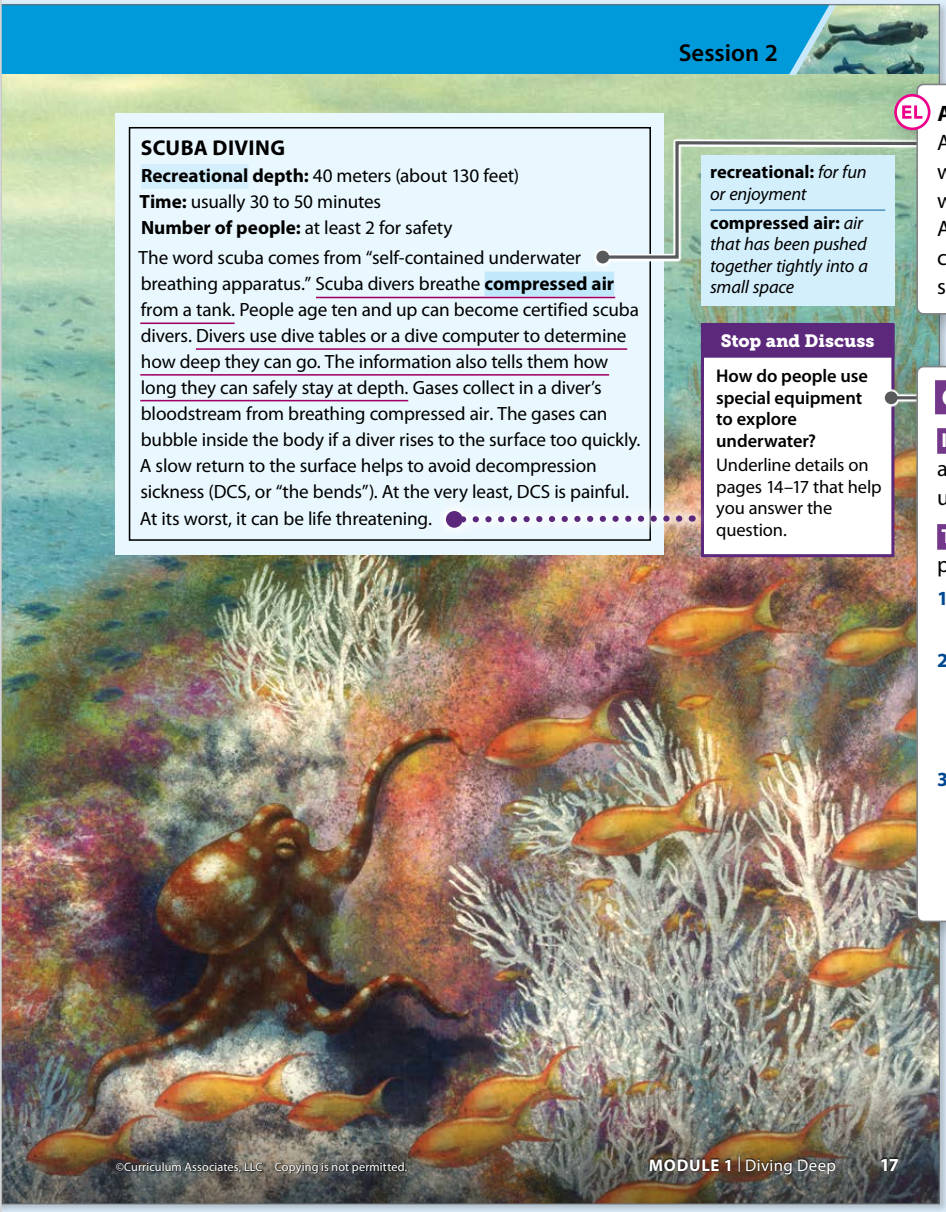
7 We **don** fins and masks and strap air tanks onto our backs. We fly among fishes and spy on an octopus in its den.

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16 UNIT 2 | Into the Deep

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Session 2



SCUBA DIVING

Recreational depth: 40 meters (about 130 feet)
Time: usually 30 to 50 minutes
Number of people: at least 2 for safety

The word scuba comes from "self-contained underwater breathing apparatus." Scuba divers breathe **compressed air** from a tank. People age ten and up can become certified scuba divers. Divers use dive tables or a dive computer to determine how deep they can go. The information also tells them how long they can safely stay at depth. Gases collect in a diver's bloodstream from breathing compressed air. The gases can bubble inside the body if a diver rises to the surface too quickly. A slow return to the surface helps to avoid decompression sickness (DCS, or "the bends"). At the very least, DCS is painful. At its worst, it can be life threatening.

recreational: *for fun or enjoyment*

compressed air: *air that has been pushed together tightly into a small space*

Stop and Discuss

How do people use special equipment to explore underwater? Underline details on pages 14–17 that help you answer the question.

EL **AMPLIFY LANGUAGE** Point out the first sentence. Ask students how the word *scuba* can come from other words. If necessary, underline the first letter in each word of *self-contained underwater breathing apparatus*. Ask students if they can think of any other words that come from taking the first letters of a group of words, such as *PIN (personal identification number)*.

CHECK FOR UNDERSTANDING

IF Students don't explain how swimmers, freedivers, and scuba divers use special equipment to explore underwater . . .

THEN Use the **Gist Routine** with the inset boxes on pp. 14–17.

1. **State the topic.** *(special equipment for exploring underwater)*
2. **Identify the most important ideas.** *(snorkels help people breathe, wet suits keep people warm and relaxed, tanks give scuba divers air, dive computers tell scuba divers how deep they can go and for how long)*
3. **Combine the important ideas to say or write the gist in a sentence or two.** *(Special equipment like snorkels, wet suits, air tanks, and dive computers help people explore underwater by helping them breathe, keep warm and relaxed, and stay at a safe depth.)*

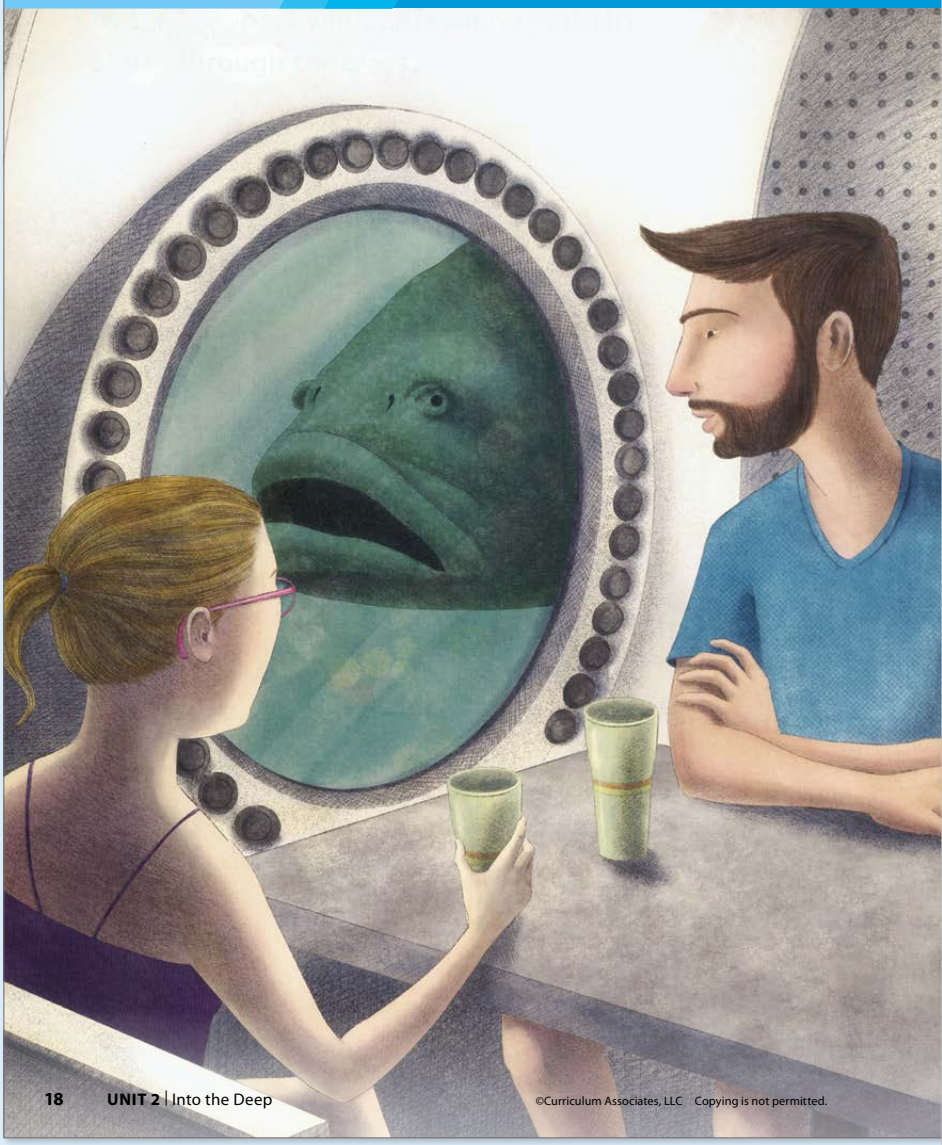
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MODULE 1 | Diving Deep 17

READ & ANALYZE

Read & Analyze



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Session 2



8 We live in an underwater **habitat** for ten days or more, breathing steamy, compressed air. We dine by the viewport while a frowning goliath grouper stares through the glass.

SATURATION DIVING
Lab depth: 15 meters (about 50 feet)
Dive depth outside lab: 12 to 28 meters (about 40 to 100 feet)
Time: about 10 days
Number of people: 6

Aquarius Reef Base is an underwater lab located off the coast of Florida. It is slightly bigger than a city bus. Scientists who live and work in Aquarius dive to the lab using scuba gear. They live at two and a half times the **pressure** at sea level. Other scientists at the surface observe the **habitat** through live video and audio feeds. By living at depth, scientists can dive for many more hours than from a boat on the surface. This helps them complete research projects in less time. Before returning to the surface, they go through seventeen hours of decompression inside Aquarius. Then, they swim to the surface using a small tank of air. Dangers include Aquarius system failure or DCS during quick emergency returns to the surface.

pressure: *force of water pushing against things; pressure increases the deeper you go in the ocean*

Stop and Discuss

How does living underwater help scientists do their research?
Underline details that help you answer the question.

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BUILD VOCABULARY Remind students that they learned the word *habitat* and elicit what the word means in the sentence. *(natural environment where plants and animals live)*

CHECK FOR UNDERSTANDING

IF Students don't explain how living under the water helps scientists do their research . . .

THEN Use the **Gist Routine** with sentences 6–7 in the inset box ("By living at depth, scientists can dive . . ."").

1. **State the topic.** *(saturation diving)*
2. **Identify the most important ideas.** *(Scientists can dive more hours than from a boat; they can complete research in less time.)*
3. **Combine the important ideas to say or write the gist in a sentence or two.** *(Saturation diving lets scientists dive longer and finish their research in less time.)*

Reflect on the Text

Explain that students will read the rest of this text in the next session.

Reflect on the text by discussing one or both questions:

- **REVISIT PURPOSE FOR READING** *"What did you learn about how and why people explore the ocean?"*
- **MAKE A CONNECTION** *"How has reading about diving changed your interest in exploring the deep sea? Are you more or less interested than you were before you read this text?"*

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READ & ANALYZE

ANALYZE (20 MINS.)

TEACH

- Tell students that identifying the topic and key details of *Diving Deep* will help them better understand and remember the text.
- Review the instruction on the student page.

MODEL

- Guide students in identifying the topic. **Say,** *"The title is* Diving Deep. *That gives me a clue about the topic. As I flip through the pages, I see different sections of text. Each section talks about a different way to dive to explore the ocean. Now I know the topic, or what this text is mostly about."* Ask volunteers to state the topic in their own words. Then write the topic in the chart.
- Explain that now students will find details that support the topic to help them better understand what they have read.
- Direct students to paragraph 5. Ask what this section of text is mostly about. Write *snorkeling* in the chart. Support students in identifying key details that tell about snorkeling. Record them in the chart.

APPLY

- Have partners record key details about two other types of diving mentioned in the text.
- Point out that while most of the details about each diving type can be found in the blue boxes that contain factual information, details about what you can see while diving are found in the main text with the numbered paragraphs.

EL See the Session Preview for differentiated EL support.

CHECK FOR UNDERSTANDING

IF Students do not identify key details . . .

THEN Review the three categories of details and ask guiding questions, such as, *What equipment is used for [snorkeling]?*

Read & Analyze

Identify Key Details

The **topic** of a text is what the text is mostly about.

- The topic of a text can usually be stated in a word or phrase.
- The **title,** or name of the text, often gives a clue about the topic.
- **Key details** are important facts, examples, and other information that tell about the topic.

Complete the chart. First, write the topic of *Diving Deep*. Then write key details from each section of the text.

Topic: Diving and exploring the ocean		
Key Details (page 14)	**Key Details (page 15)**	**Key Details (pages 16–17)**
snorkeling	freediving	scuba diving
Equipment used	**Equipment used**	**Equipment used**
snorkel and mask	wetsuit, snorkel	fin, mask, air tank
What the people see	**What the people see**	**What the people see**
angelfish, parrotfish, corals	whales	fish and octopus
What the risk is	**What the risk is**	**What the risk is**
little risk if you can swim	pushing beyond own limits	decompression sickness

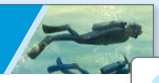
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Session 2



Write to Respond

Read and respond to the prompt in the box.

PROMPT

Write a short paragraph to explain how people dive to explore the ocean. Describe at least one type of diving you've read about so far in *Diving Deep*. Include key details about the equipment divers use, what they can see, and if the type of diving is dangerous.

People can explore the ocean by scuba diving. Scuba divers wear fins and masks. They use an air tank to breathe underwater. They can see lots of fish and maybe an octopus. One danger is decompression sickness. This can happen if a scuba diver returns to the surface too quickly.

TEACH

- Read aloud the writing prompt on the student page.
- **Say,** *"Circle the phrases in the prompt that tell you what you need to write."* Prompt students to identify the most important phrases. *(how people dive; at least one type of diving; equipment; what they can see; whether it is dangerous)*

APPLY

- Provide time for students to look back at the text, or at their chart on p. 20, before they start to write.
- Prompt students with questions to get them ready to write. **Ask,** *"Which form of diving will you write about? Will you write about one or more types? Which details will you include?"*
- Have students write their paragraph according to the directions.

CHECK FOR UNDERSTANDING

IF Students do not add key details to their paragraphs . . .

THEN Ask them to dictate sentences to you for the key details in their chart. Write down what they say and slowly read it back to them as they write it.

RESPONSIVE INSTRUCTION Use the rubric below to evaluate students' writing. Track formative data to determine what level of support students may need when they revisit this skill again in Session 3.

SCORING GUIDANCE: SESSION 2		
3: MEETS EXPECTATIONS	**2: PROGRESSING**	**1: NEEDS IMPROVEMENT**
Response includes a clear explanation about at least one type of diving, and there are sufficient key details about equipment, risk, and what divers see.	Response explains one type of diving, but the response would benefit from more key details about equipment, risk, and what divers see.	Response doesn't include details that accurately describe at least one type of diving.

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READ & ANALYZE

TEACH

- Read aloud the information about base words, prefixes, and suffixes.
- Review the chart about the suffix *-ion*. Explain that sometimes the suffix is spelled *-ion* and other times it's *-sion* or *-tion*. **Say,** *"There's no simple rule for this. A word's origin, or where it comes from, along with its spelling and pronunciation, helps determine which form of the suffix is used—and whether a spelling change is needed first."*

EL **CROSSLINGUISTIC CONNECTIONS** Use **Language Connections** to compare the suffix *-ion* in English and the Spanish suffix *-ión*. Compare English words with this suffix, such as *information* and *decision* with Spanish words, such as *información* and *decisión*.

MODEL

- Model how to identify the base word in *decision*. **Say,** *"I see part of the base word* decide *inside of* decision. *The full base word is not there, but I know there can be spelling changes before a suffix is added. I'll write* decide *on the line.* Decision *has the suffix* -ion, *so the word is a noun. I'll write* n *below it.* Decide *is something you do, so it's a verb. I'll write* v *below it."*
- Prompt students to identify the base words *direct* in *direction* and *collect* in *collection*. Confirm which word is a noun and which is a verb in each pair. Ask for a simple definition for each word.

APPLY

- Have students complete the rest of the activity.
- Use a **Response Protocol** to have students confirm the answers. Ask them to identify which word is the base word and which has the suffix.

SPELLING Continue reading and spelling multisyllable words in Support & Extend.

How Words Work

Morphology: Suffix *-ion*

Many words can be broken into parts that give clues about the word's meaning:

- A **base word** is a word that can stand on its own.
- A **prefix** is a word part that comes before a base word.
- A **suffix** is a word part that comes after a base word.
- Prefixes and suffixes change the meaning of the base word.

Word	Base Word	Suffix
action (*n.*): the process of doing something	**act** (*v.*): to do something	**-ion** (the process, state, or result of)
decision (*n.*): the result of making a choice	**decide** (*v.*): to make a choice	**-ion** (the process, state, or result of)
pollution (*n.*): the result of making the air, water, or land dirty	**pollute** (*v.*): to make air, water, or land dirty and unsafe	**-ion** (the process, state, or result of)

Write the base word for each word with *-ion*. Then write ***n*** or ***v*** below each word to say if it is a noun or a verb. Use each word pair in the sentences.

decision: decide / n v **direction:** direct / n v **collection:** collect / n v

1. Deep-sea divers must **decide** when it's time to return to the surface. This is an important safety **decision**.
2. In which **direction** should we go? Let's ask someone to **direct** us.
3. I have a large **collection** of seashells. It took me many years to **collect** them.

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Revisit Learning Goals

Have students turn and talk about these questions:

- *"How do the key details you identified relate to the topic of the text?"*
- *"How can knowing the suffix* -ion *help you understand and use more words?"*

ASSESS (5 MINS.)

Session 2

NAME

EXIT TICKET

Match each type of diving from *Diving Deep* with the key details from the text that describe it.

Freediving	Use a breathing tube to explore near the surface of the ocean.
Snorkeling	Use air tanks to dive deeply in the ocean for hours at a time.
Saturation Diving	Wear a wet suit and hold your breath to dive deeper in the ocean.
Scuba Diving	Live in an underwater habitat for days at a time.

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MODULE 1 | Diving Deep 23

SESSION PREVIEW

SESSION 3: Read & Analyze

SESSION GOALS

LEARNING GOALS	SUCCESS CRITERIA	LANGUAGE GOAL
• Identify the main topic, main idea, and key details in an informational text. • Write about the main idea of a text.	• Identify the topic, main idea, and key details in Part 2 of ***Diving Deep***. • Write about the main idea of Part 2 of ***Diving Deep***.	• Write about the main idea of ***Diving Deep*** using clear sentences that explain the main topic and key details.

MATERIALS

INTEGRATED LITERACY WHOLE CLASS	SUPPORT & EXTEND SMALL GROUP
• Grade 3, Unit 2, Session 3 Slides • Reading routine anchor charts	• Grade 3, Unit 2, Session 3: Comprehension • *i-Ready* • Independent Reading

PACING

INTRODUCE	UNLOCK THE TEXT	READ	ANALYZE	ASSESS	SUPPORT & EXTEND
5 MINS.	5 MINS.	25 MINS.	20 MINS.	5 MINS.	30 MINS.

ENGLISH LEARNERS

EL SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

Support students in writing details to support their opinion of ocean exploration during **Write to Respond** on p. 36.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Review the prompt with students, clarifying meaning as necessary. Emphasize that students will write about their opinion and details that support the opinion. Provide sentence frames: • *Ocean explorations is very* ___. • *Exploration can be dangerous because* ___. • *I am able to explore safely with* ___. Have partners discuss ideas using their home language, English, or a combination before writing in English.	Review the prompt with students, inviting them to paraphrase it in their own words. Provide a word bank of words students may use in their paragraph, including: *ocean, exploration, dangerous, because, pressure, equipment, safely.* Encourage students to discuss their ideas before writing their responses together.	Have partners plan and discuss what they will write, including the opinion they will give and the details from the text they will provide to explain their opinion. Have students write independently, then share their writing with a partner. Have partners take notes on the topic, main idea, and key ideas that they hear and use their notes to give feedback.

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INTRODUCE (5 MINS.)



Diving Deep, Part 2

DO NOW

Read the different ways of exploring the ocean listed in the box. Circle the way you would choose to explore the ocean. Then complete the sentence to explain your choice.

snorkeling	freediving	scuba diving	saturation diving

I would explore the ocean by Responses will vary.

because _____

_____

_____

_____

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . . • Identify the topic, main idea, and key details in an informational text. • Write about the main idea of a text.	**I will be able to . . .** • Identify the topic, main idea, and key details in Part 2 of *Diving Deep*. • Write about the main idea of Part 2 of *Diving Deep*.

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CHECK Have students complete the Do Now independently to get students thinking about what they've learned so far from reading *Diving Deep*. Invite volunteers to share their responses.

DISCUSS Use a **Response Protocol** to have students read the Learning Goals and Success Criteria. **Ask,** *"In your own words, what will you learn today? How will you know you have learned this?"*

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READ & ANALYZE

UNLOCK THE TEXT (5 MINS.)

TEACH

- Introduce the session vocabulary. First read each word aloud slowly, emphasizing the syllables. Then read the word smoothly.
- Read each definition and example sentence. When you read the example sentences, be sure to emphasize the vocabulary word.
- Read aloud the paragraph about sea level and pressure in the ocean. Confirm student understanding.

EL SUPPORT MEANING Support students in understanding the second sentence in this paragraph by demonstrating dropping your fist in a slow downward motion while your other hand squeezes it tighter and tighter. Ask a volunteer to rephrase the sentence in their own words.

APPLY

- Have partners discuss the questions about the illustration to practice using the vocabulary words.
- Use a **Response Protocol** to have students share answers and explain their thinking to the class. *(Water pressure will be highest at 99 feet and lowest above 33 feet.)*

Read & Analyze

Unlock the Text

Vocabulary

Read each word, definition, and example sentence in the chart.

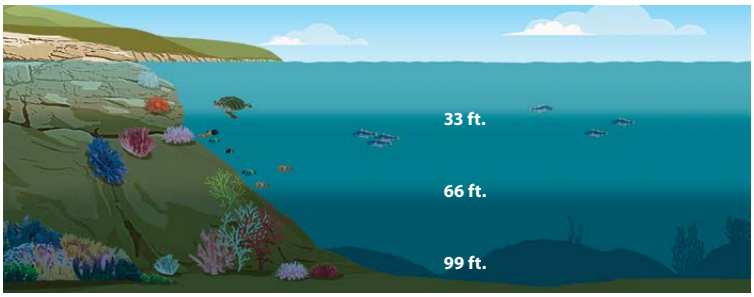
Word	Definition	Example Sentence
sea lev•el (*n.*)	the height of the ocean's surface	The beach is at **sea level**, but the mountains are above **sea level**.
pres•sure (*n.*)	a heavy weight or force pushing on something	If you squeeze a balloon with too much **pressure**, it will pop.

Read to learn more about sea level and pressure in the ocean.

When a person dives in the ocean, they feel **pressure** from the water. The deeper a person dives, the more pressure they feel. This happens because more water is pushing down on a person the deeper they go. The human body is not built for high underwater pressure. So, when people dive deep in the ocean, they use special equipment that keeps the pressure as low as it is at **sea level**.

TALK ABOUT IT

Discuss the picture with a partner. Where is sea level? Where is water pressure lowest? Where is it highest?



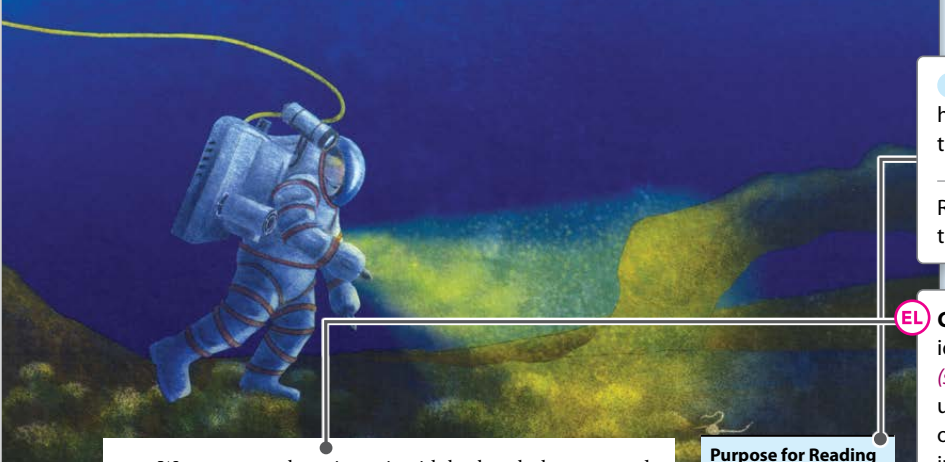
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READ *DIVING DEEP* (PART 2) (25 MINS.)

Session 3

from *Diving Deep* by Michelle Cusolito (PART 2)



9 We put on a submarine suit with backpack thrusters and soar along the seafloor. We stop and walk on the bottom to collect **specimens** and photograph new species of **bioluminescent** animals.

ATMOSPHERIC DIVING SUITS
Maximum depth: 300 meters (about 1,000 feet)
Time: about 5 hours
Number of people: 1
An Exosuit is a wearable submarine that flies through the water. The pilot breathes air from a tank. The hard suit protects them from the **pressure**. They use foot pedals to control thrusters that push them along. The suit is connected to the surface by a special cable. The cable provides two-way communication and a live video feed. The pressure inside the suit is the same as at **sea level**. This allows the pilot to return to the surface without having to decompress. Dangers include system failure or entanglement.

Purpose for Reading
Continue reading to learn more about how and why people explore the deep ocean.

specimens: *samples*
bioluminescent: *able to make its own light*

Stop and Discuss
How do atmospheric diving suits help people explore safely?
Underline details that help you answer the question.

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PURPOSE FOR READING Read the purpose aloud to help focus students' reading. Tell them they will revisit this purpose after reading this expository text.

Remind students to use the **Read Words Routine** and the **Explain Words Routine** as needed during reading.

EL **CROSSLINGUISTIC CONNECTIONS** Have students identify the cognate for *submarine* in Spanish. *(submarina)* Point out that both English and Spanish use the prefix *sub-*, which means *under* or *below*. Share other examples of English and Spanish cognates that include this prefix, such as *subtitle/subtítulo*.

BUILD VOCABULARY Remind students that they learned the words *pressure* and *sea level*. Elicit what the words mean in context. *(pressure: the heavy weight from the water around them; sea level: the height of the ocean's surface)*

CHECK FOR UNDERSTANDING

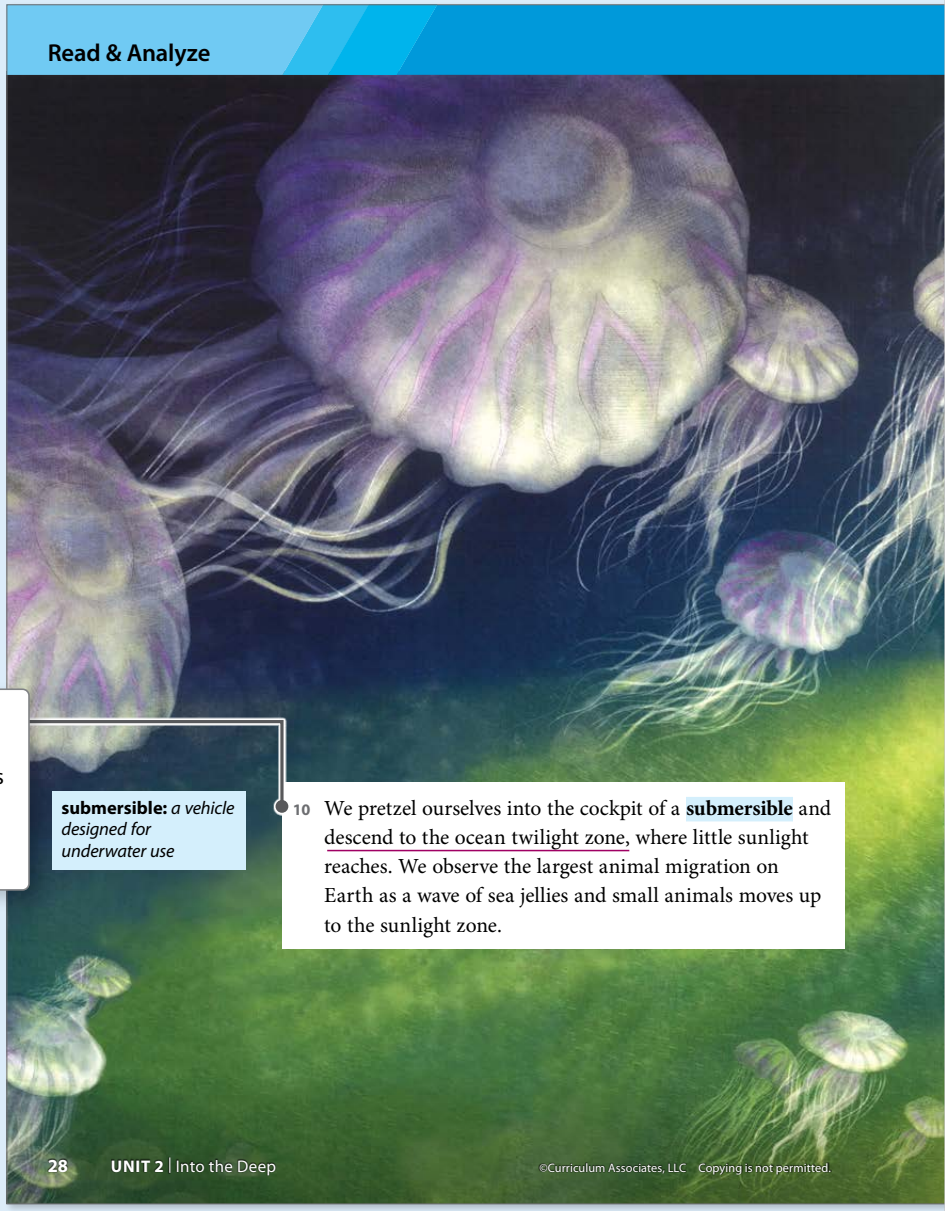
IF Students don't explain how an atmospheric diving suit keeps divers safe . . .

THEN Use the **Gist Routine** with the inset box on p. 27.

1. **State the topic.** *(atmospheric diving suits)*
2. **Identify the most important ideas.** *(diver breathes air from a tank; suit protects diver from pressure; cable provides communication with surface)*
3. **Combine the important ideas to say or write the gist in a sentence or two.** *(Atmospheric diving suits keep divers safe by helping them breathe and communicate, and by protecting them from pressure.)*

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READ & ANALYZE



EL **AMPLIFY LANGUAGE** Interpret the figurative language "*we pretzel ourselves*" with students. **Say,** *"Think about what a pretzel looks like."* Ask students to form their body into the shape of a twisted pretzel. Then **ask,** *"What does it mean to pretzel yourself into the cockpit?"*

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Session 3



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READ & ANALYZE

ADD CONTEXT Explain that the divers are looking out through viewports, which are small windows with special glass that isn't affected by the water pressure. To demonstrate the size of the viewports, have students hold up their hands to indicate the size of a dinner plate. Explain that the smaller size helps the glass not be affected by the water pressure, but it limits how much the divers can see.

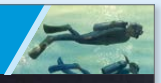
EL **DEVELOP ORAL LANGUAGE** Have small groups imagine they are looking through the viewports and describe the different kinds of living things they see. Encourage use of the art and the unit vocabulary.



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Session 3



DEEPER-DIVING SUBMERSIBLES

Maximum depth: 6,500 meters (21,325 feet)
Time: about 9 hours
Number of people: 3

Alvin is the longest continuously operating submersible in the world. It carries one pilot and two scientists. Pilots go through a lot of training and are certified by the US Navy. From its launch in 1964 through 2020, *Alvin* completed more than 5,000 dives. It carried 3,021 different people to the seafloor. *Shinkai 6500* also carries three people: two pilots and one researcher. From 1989 to 2020, it completed more than 1,500 dives. It carried more than a thousand different people. A thick metal sphere keeps people safe from intense deep-sea pressure. One of the biggest dangers is entanglement in anchor chains or fishing nets. Getting caught in chains or nets could prevent a safe return to the surface.

Stop and Discuss

Where can people go in a submersible that they can't with other equipment?
Underline details on pages 28–31 that help you answer the question.

CHECK FOR UNDERSTANDING

IF Students don't infer that submersibles can go to the deepest parts of the ocean . . .

THEN

Use the **Gist Routine** with pp. 28–31.

1. **State the topic.** *(submersibles)*
2. **Identify the most important ideas.** *(descend to the ocean twilight zone; deep-diving submersibles can go up to 1000 meters down; deeper-diving submersibles can go 6,500 meters down)*
3. **Combine the important ideas to say or write the gist in a sentence or two.** *(Submersibles allow people to explore the deepest parts of the ocean.)*

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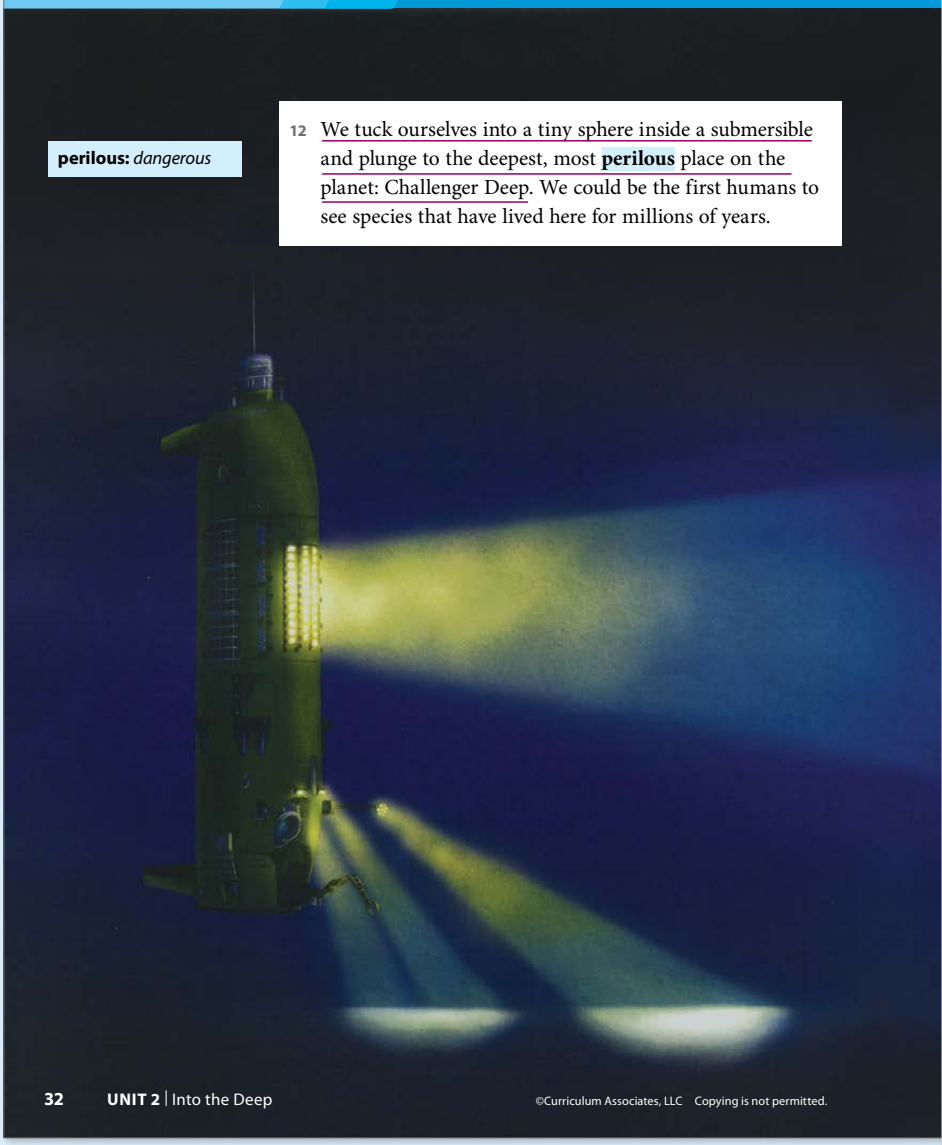
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MODULE 1 | Diving Deep 31

READ & ANALYZE

perilous: *dangerous*

12 We tuck ourselves into a tiny sphere inside a submersible and plunge to the deepest, most **perilous** place on the planet: Challenger Deep. We could be the first humans to see species that have lived here for millions of years.

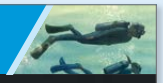


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Session 3



THE DEEPEST DIVE

Maximum depth: 10.9 kilometers (6.8 miles)
Time: 11 to 12 hours
Number of people: 1 to 2

Until 2019, only three people had been to Challenger Deep. Challenger Deep is in the Pacific Ocean. It is the deepest known place on Earth. Jacques Piccard and Don Walsh made the historic first dive in the *Trieste* in 1960. More than fifty years later, in 2012, filmmaker and explorer James Cameron torpedoed to Challenger Deep in *Deepsea Challenger*. Then, in 2019, Victor Vescovo dove to Challenger Deep in *Limiting Factor*. More people have since made the trip in *Limiting Factor*. One of those people is astronaut Dr. Kathy Sullivan in 2020. She's the first person to both walk in space and dive to Challenger Deep. These deepest dives are dangerous, but a thick metal sphere protects the passengers from the crushing pressure. Careful engineering helps manage the risks.

Stop and Discuss

What is Challenger Deep like?
Underline details on pages 32–33 that help you answer the question.

CHECK FOR UNDERSTANDING

IF Students don't accurately describe what Challenger Deep is like . . .

THEN Use the **Unpack Sentences Routine** with the first sentence of par. 12.

1. **Identify the chunks.** *(We tuck ourselves into a tiny sphere inside a submersible/and plunge to the deepest,/most perilous/ place on the planet: Challenger Deep)*
2. **Figure out what each chunk means.** *("tuck ourselves…" means "get into"; "plunge" means "go down"; "perilous" means "dangerous"; "Challenger Deep" is the name of this place)*
3. **Restate each chunk.** *("We get into a submersible," "go down" "into a dangerous place," "called Challenger Deep")*
4. **Put the restated chunks together to say what the sentence means.** *(We take our submersible to a dangerous place called "Challenger Deep.")*

EXTEND **Ask,** *"Why do you think it took more than fifty years for anyone to explore Challenger Deep again?"*

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MODULE 1 | Diving Deep 33

READ & ANALYZE

EL AMPLIFY LANGUAGE Point out the words *Today* and *Tomorrow* in paragraphs 15 and 16. Clarify that the words don't refer literally to today and tomorrow. Ask students what they refer to. If necessary, explain that *Today* refers to the present time, and *Tomorrow* refers to a non-specific time in the future.

CHECK FOR UNDERSTANDING

IF Students don't give reasons why people explore the ocean despite its dangers …

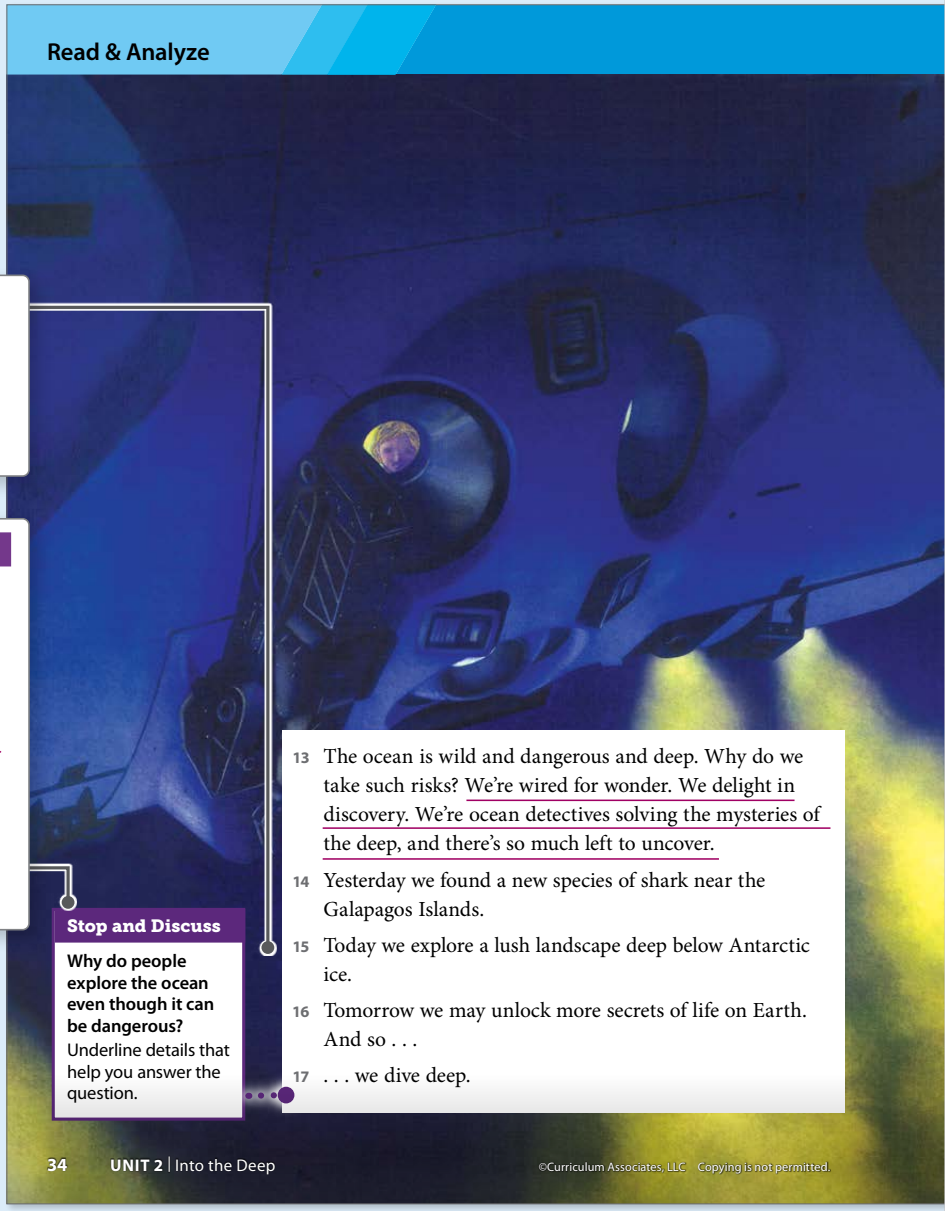
THEN Use the **Gist Routine** with par. 13.

1. **State the topic.** *(exploring the ocean)*
2. **Identify the most important ideas.** *(humans are wired for wonder, or are curious; humans delight in, or enjoy, discovery; there's so much left to uncover/learn)*
3. **Combine the important ideas to say or write the gist in a sentence or two.** *(People explore despite dangers because they are curious and enjoy learning the many new things there are to learn.)*

After Reading

Reflect on the text by discussing one or both questions:

- **REVISIT PURPOSE FOR READING** *"What did you learn about how and why people explore the deep ocean?"*
- **MAKE A CONNECTION** *"The text describes the many different emotions that the explorers diving in the deep ocean may feel: curiosity, wonder, excitement, fear. Which of these would you feel, and why?"*



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ANALYZE (20 MINS.)

Session 3

Identify Main Idea

The **main idea** of a text is the most important idea the author wants you to know about the text. The main idea is always stated in a complete sentence.

- Sometimes the main idea is stated directly in the text.
- If the main idea is not stated in the text, you can create one by finding key details in the text that support the main idea.

Complete the chart for Part 2 of *Diving Deep*. First, find and write the key details for each section. Then work with your teacher to find the main idea.

Topic
Diving and exploring the ocean

Key Details Atmospheric Diving Suit	Key Details Deeper-Diving Submersible
Where it helps you go ocean floor 300 meters deep	**Where it helps you go** ocean twilight zone Challenger Deep and other deep parts
What it helps you see and do fly through the water collect specimens see bioluminescent animals	**What it helps you see and do** see migration of sea jellies seek evidence of the beginning of life see species that are millions of years old
Some dangers system failure	**Some dangers** anchor chains or fishing nets crushing pressure

Main Idea
Diving in the deep ocean can be dangerous, but special equipment can help you explore safely.

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TEACH

- Explain that students will figure out the main idea of *Diving Deep*.
- Remind students that a topic is a word or phrase that tells the general idea of what a text is about. The main idea is a complete thought that describes the most important idea in the text. It's almost like a one-sentence summary of the text.
- Review the instruction on the student page, along with the topic of *Diving Deep*.
- Explain that students will first identify the key details and then figure out the main idea because the main idea is not stated directly in the text.

MODEL Model how to find and write a key detail from the text. **Say.** *"When I look at the section on Atmospheric Diving Suits, I see that they help you walk on the ocean floor. I'll write* ocean floor *as a detail."*

APPLY

- Have partners work together to complete the key details from both sections.
- When ready, guide students to combine the key details into a main idea statement. **Ask,** *"When you look at the details in the chart, what big idea do they support? What I see is that diving can be dangerous, but special equipment can help people explore safely. How can we put this idea into a main idea statement?"*
- Have partners work together to write a main idea statement. Use a **Response Protocol** to have volunteers share their main idea statement with the class.

CHECK FOR UNDERSTANDING

IF Students don't write a main idea statement . . .

THEN Help students review the key details in the chart. Guide them to summarize the details in the chart and tell what they think the text is mostly about. Then ask what they feel is the most important thing the author wants them to know. Finally, guide them to put those ideas into a single statement.

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READ & ANALYZE

TEACH Read aloud the writing prompt on the student page. **Say,** *"Circle the phrases in the prompt that tell you what you need to write."* Prompt students to identify the most important phrases. *(paragraph; special equipment that helps you dive safely; key details from the text; what part of the ocean the equipment helps you explore; what the equipment helps you study; what one danger is)*

APPLY

- Provide time for students to look back at the text or their chart on the previous page to help them remember the details of the text.
- Prompt students with questions to get them ready to write. **Ask,** *"What equipment will you write about? What details will you include?"*
- Have students complete the writing.

EL See the Session Preview for differentiated EL support.

CHECK FOR UNDERSTANDING

IF Students don't get started easily or have written too little . . .

THEN Suggest they generate ideas by talking with a partner, either with you or with a classmate to spark ideas.

RESPONSIVE INSTRUCTION Use the rubric below to evaluate students' writing. Track formative data to determine what level of support students may need when they revisit this skill again in Session 11.

Read & Analyze

Write to Respond

Read and respond to the prompt in the box. If you'd like, draw a picture to go with your writing.

PROMPT

Write a paragraph about how one type of special equipment in *Diving Deep* helps you explore the ocean safely. Include key details from the text that tell what part of the ocean the equipment helps you explore, what the equipment helps you study, and one danger of using the equipment.

An atmospheric diving suit helps you walk on the ocean floor safely. It has a tank with air so you can breathe. You can get specimens of animals and plants from the ocean floor. It also helps you see bioluminescent animals. A danger of this equipment is that it can break when you're using it.

SCORING GUIDANCE: SESSION 3		
3: MEETS EXPECTATIONS	**2: PROGRESSING**	**1: NEEDS IMPROVEMENT**
Student identifies one piece of special equipment used to explore the ocean safely, the part of the ocean it helps people explore, what it helps people study, and a danger of using the equipment.	Student identifies one piece of special equipment used to explore the ocean safely, but only includes 1–2 details from the text that tell about the special equipment.	Student identifies one piece of special equipment used to explore the ocean safely, but does not identify any details from the text that tell about it.

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ASSESS (5 MINS.)

Session 3

NAME

EXIT TICKET

Read the sentences below. Put an "X" next to the sentence that states the main idea of *Diving Deep*.

- ☐ Ocean diving is dangerous, and it's not worth the risk because there's not much to see in the deep ocean.
- ☐ With scuba diving equipment, people can explore deeper in the ocean than if they are freediving.
- ☒ Special diving equipment helps people explore the amazing world that is found deep in the ocean.
- ☐ Challenger Deep in the Pacific Ocean is the deepest known place on Earth.

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Revisit Learning Goals

Have students turn and talk about these questions:

- *"How can identifying the main idea help you better understand a text?"*
- *"How can the paragraph you wrote about special ocean equipment help someone else understand ideas in the text* Diving Deep*?"*

EL **OBSERVE LANGUAGE** Look for students to choose the most accurate main idea statement that reflects the main topics of *Diving Deep*. If students choose a statement that is too narrow or inaccurate, have them highlight words in the correct main idea statement that match or connect to the key details in their graphic organizer. *(diving equipment, help explore)*

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MODULE 1 | Diving Deep 37

SESSION PREVIEW

SESSION 4: Read for Background

SESSION GOALS

LEARNING GOALS	SUCCESS CRITERIA	LANGUAGE GOAL
• Write a gist statement that includes the main idea and details of a text. • Identify how and why animals live in the deep sea.	• Write a gist statement for a text about animals that live in the deep sea. • Identify reasons and ways that some animals are able to survive in the deep sea.	• Write a gist statement about a text including concept vocabulary and use it to state an opinion using *should* or *should not*.

MATERIALS

INTEGRATED LITERACY WHOLE CLASS	SUPPORT & EXTEND SMALL GROUP
• Grade 3, Unit 2, Session 4 Slides • Reading routine anchor charts	• Grade 3, Unit 2, Session 4: Comprehension • *i-Ready* • Independent Reading

PACING

INTRODUCE	UNLOCK THE TEXT	READ	ANALYZE	ASSESS	SUPPORT & EXTEND
5 MINS.	5 MINS.	25 MINS.	20 MINS.	5 MINS.	30 MINS.

ENGLISH LEARNERS

EL SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

Support students in creating a brief summary of the text during **Write a Gist Statement** on p. 46.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Ask, *"What is the topic of the text?"* Invite students to answer with words, phrases, or sentence fragments. Together, brainstorm a list of key vocabulary from the text, such as *deep sea, animals, adapt,* and *survive.* Work with students to craft a gist statement, being sure to include some of the key words.	Pair students who speak the same home language to identify the topic of the text. Invite them to use their home language, English, or a combination. Then ask pairs to write a list of key terms from the text. Have pairs work together to craft a gist statement, using some of the key words. Ask guiding questions as necessary.	Pair students to discuss the topic of the text and identify key words. Ask pairs to write a clear gist statement using complete sentences and key words. Encourage partners to compare their gist statement with another pair, then note whether they would change anything about their statement.

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INTRODUCE (5 MINS.)



Discovering the Aliens of the Deep

DO NOW

Humans can't live in the deep ocean without help, but fish and other sea creatures can. What qualities do you think fish or other sea creatures have that let them live in the ocean without help? Write or draw your ideas.

CHECK Have students complete the Do Now independently to activate prior knowledge about special body features and behaviors that allow fish and other sea creatures survive. Invite volunteers to share their responses.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . . • Write a gist statement that includes the main idea and details of a text. • Identify how and why animals live in the deep sea.	**I will be able to . . .** • Write a gist statement for a text about animals that live in the deep sea. • Identify reasons and ways that some animals are able to survive in the deep sea.

DISCUSS Use a **Response Protocol** to have students read the Learning Goals and Success Criteria. **Ask,** *"In your own words, what will you learn today? How will you know you have learned this?"*

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READ FOR BACKGROUND

UNLOCK THE TEXT (5 MINS.)

TEACH

- Introduce the session vocabulary. First read each word aloud slowly, emphasizing the syllables. Then read the word smoothly.
- Read each definition and example sentence. When you read the example sentences, be sure to emphasize the vocabulary word.
- Read the direction line for the activity.

EL **CONNECT TO COGNATES** Use the **Cognate Routine** to support speakers of Latin-based home languages in making connections between *process* and *adapt* and words they may already know in their home language such as *proceso* and *adaptar* in Spanish.

MODEL

- Read the first sentence aloud, saying "blank" where the response goes.
- **Say,** *"I see that bioluminescence is the ability for some living things to make their own light. So, one possibility for the sentence is:* Bioluminescence gives some animals the ability to glow or make light."

APPLY Have students complete the remaining sentences to show their understanding of the vocabulary.

DISCUSS Use a **Response Protocol** to have students share their completed sentences.

Read for Background

Unlock the Text

Vocabulary

Read each word, definition, and example sentence in the chart.

Word	Definition	Example Sentence
a•dapt (*v.*)	to change something so it better fits a specific environment	Deep-sea fish **adapt** to the dark by making their own light.
pro•cess (*n.*)	a series of steps	There is a **process** for putting on scuba gear correctly.
bi•o•lu•mi•nes•cence (*n.*)	the ability of some living things to make their own light	A firefly uses **bioluminescence** to glow in the dark.

Complete the sentences to show your understanding of the vocabulary words.

1. **Bioluminescence** gives some animals the ability to Responses will vary.

2. Washing your hands is a simpler **process** than Responses will vary.

3. When you start a new school year, you have to **adapt** to Responses will vary.

TALK ABOUT IT

Share your completed sentences with a partner. Were your sentences the same or different? Work together to create new sentences that use the vocabulary words.

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READ *DISCOVERING THE ALIENS OF THE DEEP* (25 MINS.)

Session 4

Discovering the Aliens of the Deep

by Kathryn Hulick

Purpose for Reading

Read to learn what the deep sea is like and how people and animals survive there.

1 Edith Widder's submersible sank deeper and deeper. She's an explorer who studies deep-sea animals. She was used to diving in the ocean in a submersible. But this time, something was wrong. Her feet slid into a pool of water. And more water was coming in. If her sub filled with water, she would drown.

2 Widder ordered the sub back to the surface. But she was worried. "The deeper I sank, the greater the pressure," she said. High pressure would make more water come in, and she'd sink even faster. If she'd already gone too deep, she might not be able to rise back up.

3 To her relief, the sub did rise, slowly at first, then faster. At the surface, her team helped her get out. Just an hour later, **technicians** had fixed the problem. Widder was ready to dive again. "I was **rattled**, but **still game**," she said.

4 Why was she so determined to dive again? Because she knew that almost every time an ocean explorer goes into the deep sea, they discover something new. Around 75 percent of the ocean floor remains unexplored. That means we know very little about the ocean floor. Compare that with what we know about Mars. The whole surface of Mars has already been mapped. We know more about the surface of the planet Mars than we do about our own ocean floor! Scientists want to learn more about this huge part of our own planet. But exploring here is dangerous, difficult, and expensive.



technicians: *people who have special skills*

rattled: *upset or nervous*

still game: *willing to go again*

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EL **SUPPORT MEANING** Ask students what *aliens* are. If needed, explain that they may have seen aliens in movies and ask them to describe one. **Say,** *"An alien can refer to anything unfamiliar or strange."* **Ask,** *"What do you think* aliens *in the title refers to?"* If needed, point to the sea animal photo on p. 43.

PURPOSE FOR READING Read the purpose aloud to help focus students' reading. Tell students they will revisit this purpose after reading this scientific text.

Remind students to use the **Read Words Routine** and the **Explain Words Routine** as needed during reading.

EL **AMPLIFY TEXT STRUCTURE** Point out *Edith Widder* at the start of the first paragraph and *Widder* at the start of the second. Explain that nonfiction texts often introduce a person with their full name first, then use only the last name afterward.

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MODULE 1 | Discovering the Aliens of the Deep 41

READ FOR BACKGROUND

CHECK FOR UNDERSTANDING

IF Students don't identify that darkness, cold, and water pressure make it difficult to explore . . .

THEN Use the **Gist Routine** with paragraphs 5–7.

1. **State the topic.** *(challenges of the deep sea for humans)*
2. **Identify the most important ideas.** *(people can't breathe underwater; pitch black and colder than a refrigerator; water pressure can crush a submersible)*
3. **Combine the important ideas to say or write the gist in a sentence or two.** *(The deep sea is a difficult place for humans to explore because it's dark, cold, and has water pressure that can crush a submersible.)*

Read for Background

equipped: *supplied*

Stop and Discuss

What makes the deep sea dangerous for human visitors? Underline details in paragraphs 5–7 that help you answer the question.

An Alien World

5 The deep sea may as well be another planet. It's not very friendly to human visitors, for several reasons. The first is the lack of air. People can't breathe underwater, so deep-sea explorers must bring air with them. A submersible allows them to do this.

6 Another issue is the lack of sunlight. On land, sunshine brings light and warmth. But it doesn't reach the deep ocean. Deep-sea water is pitch black and colder than a refrigerator in most places. Explorers like Widder need to stay warm. They must also carry lights in order to see. Submersibles can be **equipped** with all kinds of tools that help deep-sea explorers stay warm and see underwater.

7 There's one more big problem for people trying to explore the deep sea. The deeper explorers go, the more water is overhead. That results in more pressure. At the deepest point in the ocean, the pressure would feel like 100 adult elephants standing on your head. A submersible must be very strong or it could get crushed. Or it could leak and fill with water.



Scientists stay safe in their submersible while exploring the depths of the Indian Ocean.

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Session 4



A rare deep-water sea creature, the frilled shark

How to Thrive in the Deep

8 In the past, scientists thought nothing could survive in the deep ocean. Yet life learns to **adapt.** The conditions here are harsh for people, but they are perfectly normal to deep-sea animals. To them, our world of trees and air and sunlight would be completely alien.

9 Many ocean animals have soft, delicate bodies. It may seem like the pressure of the deep sea should crush them. However, only bodies with air or other gases inside feel the weight of the water. For example, a human body has air in the lungs. But bodies of deep-ocean animals contain only water. So they are safe. Water pressure doesn't crush water.

10 Cold temperatures slow down the **process** an animal's body uses to turn food into energy. As a result, most deep-sea creatures move and grow very slowly. It is almost as if they live in slow motion. And they live this way for a long, long time. Deep-sea animals that live in the coldest parts of the ocean have long **lifespans** because of their slow body processes.

lifespan: *the length of time something lives, from birth to death*

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STOP AND ASK *"What does 'Water pressure doesn't crush water' mean at the end of paragraph 9?" (Water pressure doesn't crush deep-ocean animals because they are made up of water.)*

EL **DEVELOP VOCABULARY** Review the words *pressure, surface,* and *process* with students, inviting them to explain the meaning of each. Ask pairs to discuss and then answer the question, using one or more of the words.

BUILD VOCABULARY Remind students that they learned the words *adapt* and *process* and elicit what the words mean in the sentences on this page. *(changes deep-sea animals made to their bodies to better fit the environment; the series of steps an ocean animal's body uses to turn food into energy)*

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MODULE 1 | Discovering the Aliens of the Deep 43

READ FOR BACKGROUND

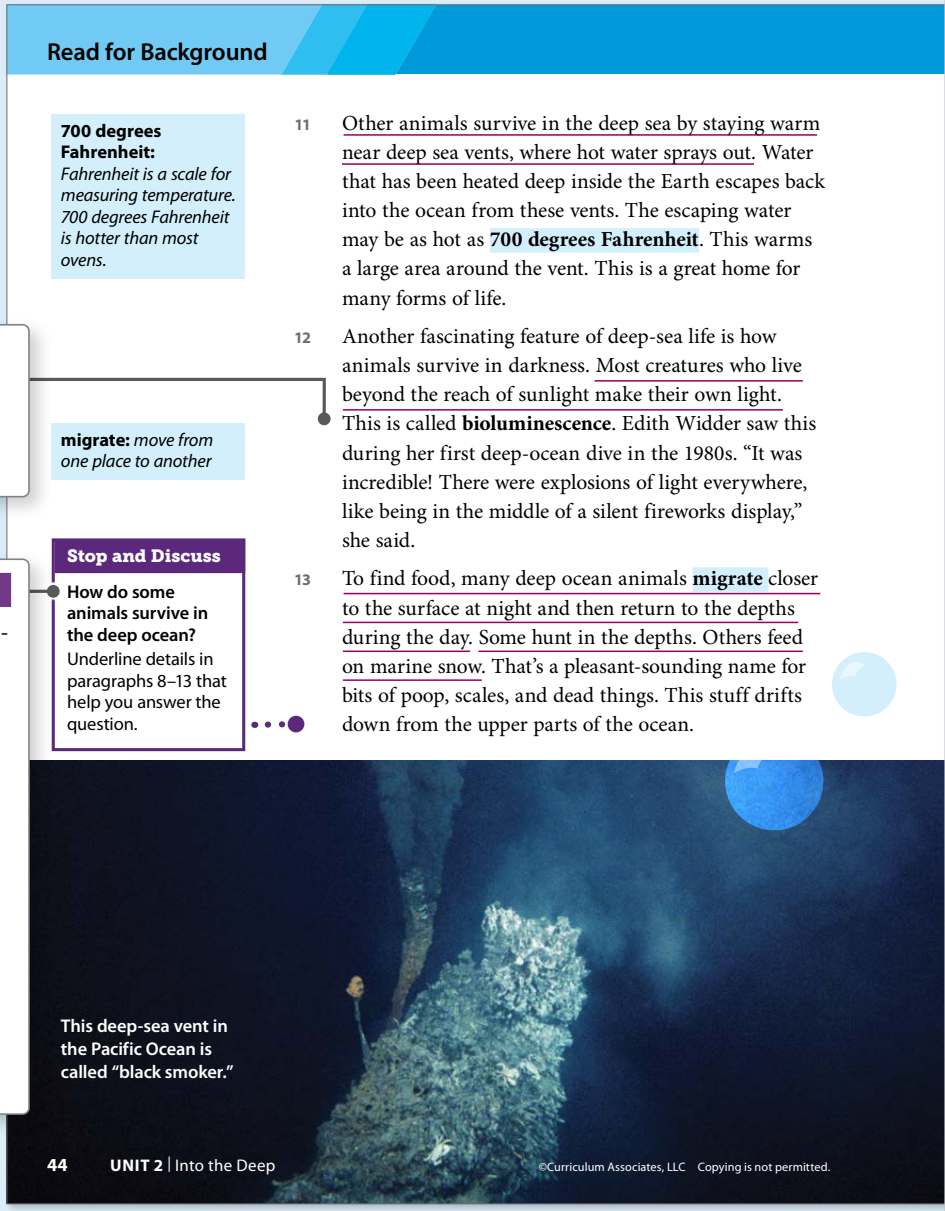
BUILD VOCABULARY Remind students that they learned the word *bioluminescence* and elicit what the word means. *(the ability for animals to make their own light)* **Ask,** *"What did Edith Widder say the bioluminescence was like?"*

CHECK FOR UNDERSTANDING

IF Students don't identify adaptations that help deep-sea creatures survive, including how deep sea vents help them …

THEN Use the **Unpack Sentences Routine** with the second sentence in par. 11.

1. **Identify the chunks.** *(water that has been heated deep inside the Earth/escapes back /into the ocean/ from these vents)*
2. **Figure out what each chunk means.** *("water that has been heated deep inside the Earth …" means "hot water that is below the ocean's floor"; "escapes back into the ocean…" means "travels from underground into the ocean"; "vents" are holes in the ocean floor.)*
3. **Restate each chunk and put them together.** *(Hot water from below the ocean's floor comes into the ocean from holes in the ocean floor.)*



Read for Background

700 degrees Fahrenheit: *Fahrenheit is a scale for measuring temperature. 700 degrees Fahrenheit is hotter than most ovens.*

11 Other animals survive in the deep sea by staying warm near deep sea vents, where hot water sprays out. Water that has been heated deep inside the Earth escapes back into the ocean from these vents. The escaping water may be as hot as **700 degrees Fahrenheit**. This warms a large area around the vent. This is a great home for many forms of life.

12 Another fascinating feature of deep-sea life is how animals survive in darkness. Most creatures who live beyond the reach of sunlight make their own light. This is called **bioluminescence**. Edith Widder saw this during her first deep-ocean dive in the 1980s. "It was incredible! There were explosions of light everywhere, like being in the middle of a silent fireworks display," she said.

migrate: *move from one place to another*

Stop and Discuss

How do some animals survive in the deep ocean? Underline details in paragraphs 8–13 that help you answer the question.

13 To find food, many deep ocean animals **migrate** closer to the surface at night and then return to the depths during the day. Some hunt in the depths. Others feed on marine snow. That's a pleasant-sounding name for bits of poop, scales, and dead things. This stuff drifts down from the upper parts of the ocean.

This deep-sea vent in the Pacific Ocean is called "black smoker."

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Session 4



NASA aquanauts do practice "spacewalks" underwater to prepare for future space missions.

The Bizarre and the Beautiful

14 Some people wonder about aliens that may live on other planets. However, we don't need to travel through outer space to find remarkable new forms of life. They are here on Earth, in the deep ocean. The extreme conditions of the deep are one reason that so many unusual life forms have developed.

15 One great example of an unusual, alien-like adaptation is bioluminescence—the "fireworks" that Widder noticed. In fact, this became the focus of her research. These blue, red, or yellow lights have many different purposes. Sometimes, a light **lures** food closer. Other times, a light scares predators away. One worm releases glowing balloon-like orbs that likely distract predators. Some squid even communicate by changing patterns of light on their skin.

lures: *attracts*

Stop and Discuss

What is the purpose of bioluminescence? Underline details in paragraph 15 that help you answer the question.

16 The more scientists explore the deep ocean, the more they discover. In 2024, scientists announced four new deep-sea octopus species. "What else could be out there?" Widder wonders. To find out, we have to take risks and make the effort. We have to keep exploring.

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CHECK FOR UNDERSTANDING

IF Students do not describe purposes of bioluminescence …

THEN Use the **Gist Routine** with par. 15.

1. **State the topic.** *(bioluminescence)*
2. **Identify the most important ideas.** *(blue, red, or yellow lights; lures food closer; scares predators away; distract predators; communicate)*
3. **Combine the important ideas to say or write the gist in a sentence or two.** *(Bioluminescence, or light made by the body, is an adaptation used by deep sea creatures for various purposes such as attracting food, scaring predators, and communicating.)*

Reflect on the Text

Reflect on the text by revisiting the **Purpose for Reading**:

- *"How do people and animals survive the deep sea?"*

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MODULE 1 | Discovering the Aliens of the Deep 45

READ FOR BACKGROUND

ANALYZE (20 MINS.)

TEACH

- Read the explanation on the student page. Remind students that they learned about gist statements in the previous unit.
- If helpful, explain that *gist* is another word for *main idea* and that it's possible figure out the gist of a section of text or the gist of an entire text.
- Point out that putting something complicated into your own words can deepen your understanding. It's been proven to be a powerful memory support, too.

MODEL

- Read Step 1. **Say,** *"To identify the topic, I need to ask myself, Who or what is this text mostly about?"* Prompt students to write the topic in a word or phrase.
- Read Step 2. **Say,** *"There was a lot of information in this text! I'm not sure what is the most important."* Debate two details aloud, one important and one unimportant. Then write the correct one in the box.

APPLY

- Have students complete Step 2 with a partner and then do Step 3 on their own.
- Tell students to try to keep their statement to 1–2 sentences and to state the topic and most important information. Remind them to use their own words.
- With some texts, an effective gist statement may be slightly longer than two sentences.

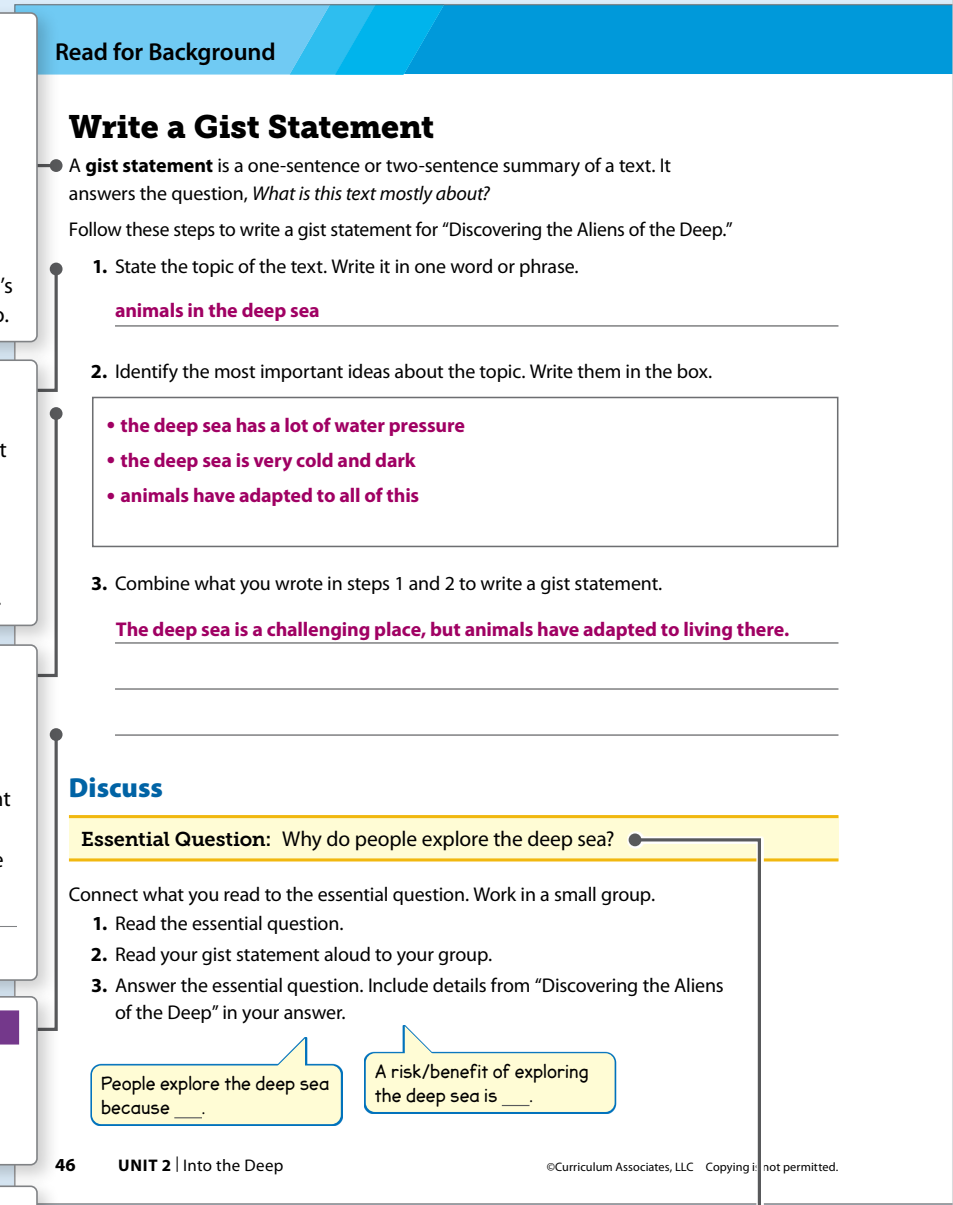
EL See the Session Preview for differentiated EL support.

CHECK FOR UNDERSTANDING

IF Students' gist statements are too long …

THEN Work with them to combine ideas or to cut ideas that are interesting but less important.

EL **GROUP STRATEGICALLY** Group newcomers with more proficient English speakers who share the same home language to lower the affective filter and encourage risk-taking during the Discuss.



Read for Background

Write a Gist Statement

A **gist statement** is a one-sentence or two-sentence summary of a text. It answers the question, *What is this text mostly about?*

Follow these steps to write a gist statement for "Discovering the Aliens of the Deep."

1. State the topic of the text. Write it in one word or phrase.

animals in the deep sea

2. Identify the most important ideas about the topic. Write them in the box.

- the deep sea has a lot of water pressure
- the deep sea is very cold and dark
- animals have adapted to all of this

3. Combine what you wrote in steps 1 and 2 to write a gist statement.

The deep sea is a challenging place, but animals have adapted to living there.

Discuss

Essential Question: Why do people explore the deep sea?

Connect what you read to the essential question. Work in a small group.

1. Read the essential question.
2. Read your gist statement aloud to your group.
3. Answer the essential question. Include details from "Discovering the Aliens of the Deep" in your answer.

People explore the deep sea because ___.

A risk/benefit of exploring the deep sea is ___.

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Revisit Learning Goals

Have students turn and talk about this question.
"What surprised you about the challenges that people and animals face in the deep sea?"

ASSESS (5 MINS.)

Session 4

NAME

EXIT TICKET

Draw lines to show how the bodies of deep-sea animals survive the deep sea.

Challenge	Quality that Helps Animals Survive
high water pressure	bioluminescence
no sunlight	bodies filled only with water
very cold	slow body processes

Now write 1–2 sentences that explain how humans survive the same challenges in the deep sea.

Humans go into the deep sea in strong submersibles, which do not break in high water pressure. They also take lights with them to see and tools to keep them warm.

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SESSION PREVIEW

SESSION 5: Writer's Craft

SESSION GOALS

LEARNING GOALS	SUCCESS CRITERIA	LANGUAGE GOAL
• Read fluently to understand texts. • Sort evidence into categories. • Write an opinion statement using simple verb tenses.	• Read a passage fluently, focusing on appropriate rate. • Sort evidence to support two opinions on scuba diving. • Write an opinion statement about scuba diving using simple verb tenses.	• Plan and write an opinion statement, using phrases such as *I think* ___ and *I believe* ___.

MATERIALS

INTEGRATED LITERACY WHOLE CLASS	SUPPORT & EXTEND SMALL GROUP
• Grade 3, Unit 2, Session 5 Slides • Opinion Writing Anchor Chart	• Grade 3, Unit 2, Session 5: Writer's Craft • *i-Ready* • Independent Reading

PACING

INTRODUCE	FLUENCY PRACTICE	ANALYZE	PLAN	WRITE & ASSESS	SUPPORT & EXTEND
5 MINS.	10 MINS.	15 MINS.	15 MINS.	15 MINS.	30 MINS.

ENGLISH LEARNERS

EL SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

Support partners in discussing which pieces of evidence support each opinion using academic language during Plan an Opinion Statement on p. 54.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Review the meaning of the words *opinion* and *evidence* with students. Work together to sort the evidence in the Evidence Bank and match it to the opinion it supports. After reading each piece of evidence, **Ask,** *"Which opinion does this evidence support: scuba diving is a good method for exploring the deep sea, or it is not a good method?"* Provide the frame: *This evidence supports the opinion that scuba diving is* ___.	Prompt pairs to work together to discuss the meaning of the words *evidence* and *opinion.* Have partners discuss each piece of evidence from the Evidence Bank and which opinion it supports. Provide sentence frames: • *I think this evidence supports the opinion that scuba diving is* ___ *because* ___. • *I [agree/disagree] with you because* ___.	Invite students to explain the meaning of the words *opinion* and *evidence.* Have partners discuss each piece of evidence from the Evidence Bank and determine which opinion it supports. Encourage them to explain their reasoning, convincing each other as needed using academic vocabulary such as *support, evidence, because, I think, my reasoning is, but, agree,* and *disagree.*

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INTRODUCE (5 MINS.)



Writer's Craft

DO NOW

Based on what you read in *Diving Deep,* number the methods of diving from 1 to 7 to show how far underwater each method allows explorers to go. Write 1 next to the shallowest method.

6 deep-diving submersibles

1 snorkeling

3 scuba diving

5 atmospheric diving suits

2 freediving

4 saturation diving

7 deeper-diving submersibles

CHECK Have students complete the Do Now independently to activate prior knowledge about diving methods. Then invite 2–3 students to share their answers with the class.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . .	**I will be able to . . .**
• Read fluently to understand texts. • Sort evidence into categories. • Write an opinion statement using simple verb tenses.	• Read a passage fluently, focusing on appropriate rate. • Sort evidence to support two opinions on scuba diving. • Write an opinion statement about scuba diving using simple verb tenses.

DISCUSS Use a **Response Protocol** to have students read the Learning Goals and Success Criteria. **Ask,** *"In your own words, what will you learn today? How will you know you have learned this?"*

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MODULE 1 | Writer's Craft 49

WRITER'S CRAFT

FLUENCY PRACTICE (10 MINS.)

TEACH

- Tell students that before they practice today's writing skill, they will practice reading fluently. Explain that reading fluently makes it easier to focus on meaning.
- Explain that part of reading fluently is reading at an appropriate rate: not too fast and not too slow. Tell students they will read a passage aloud to focus on fluency. First, they will prepare by reading selected words from the passage.
- Have students read the words aloud. Then read the words aloud to confirm pronunciation.

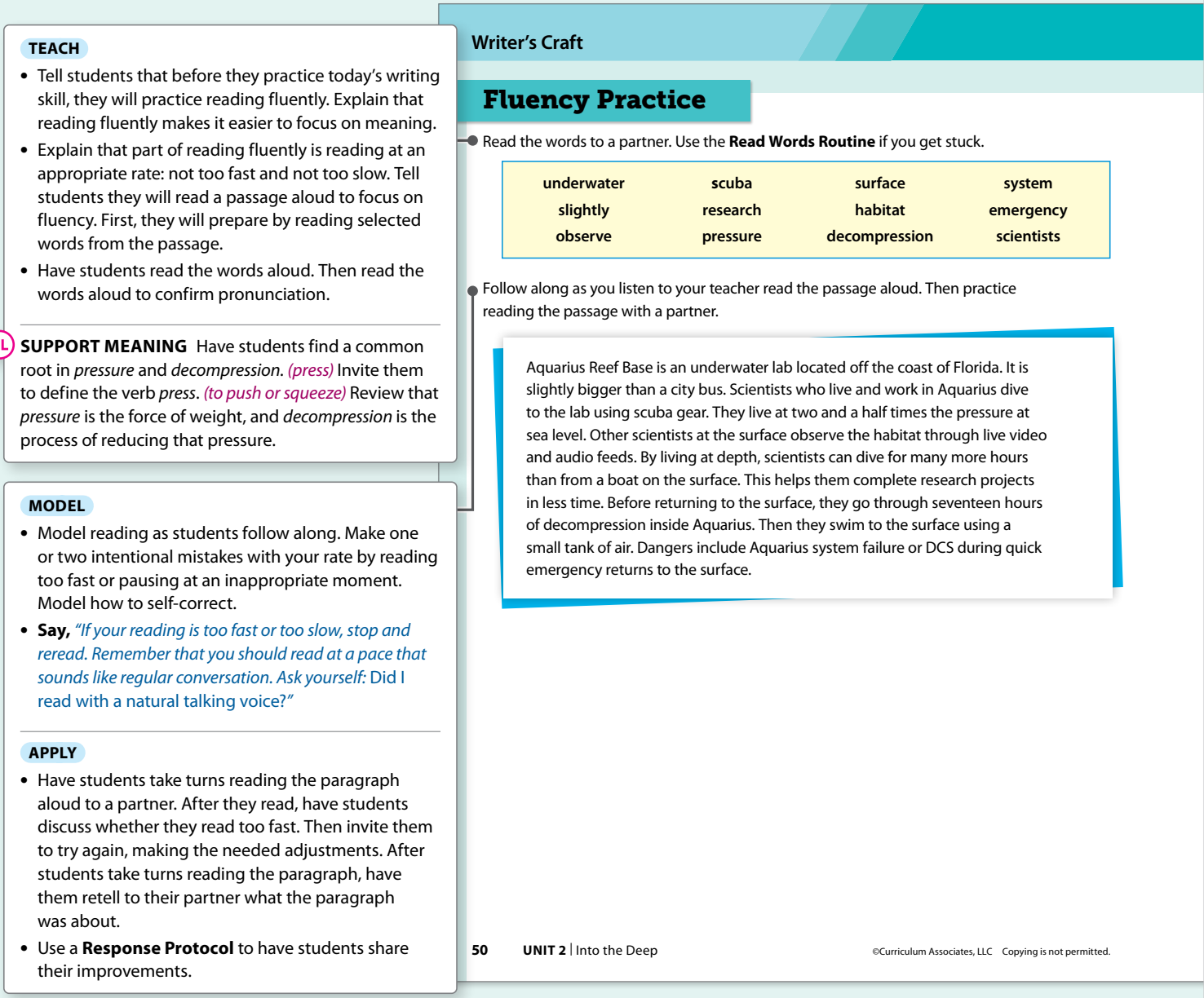
EL **SUPPORT MEANING** Have students find a common root in *pressure* and *decompression*. *(press)* Invite them to define the verb *press*. *(to push or squeeze)* Review that *pressure* is the force of weight, and *decompression* is the process of reducing that pressure.

MODEL

- Model reading as students follow along. Make one or two intentional mistakes with your rate by reading too fast or pausing at an inappropriate moment. Model how to self-correct.
- **Say,** *"If your reading is too fast or too slow, stop and reread. Remember that you should read at a pace that sounds like regular conversation. Ask yourself:* Did I read with a natural talking voice?"

APPLY

- Have students take turns reading the paragraph aloud to a partner. After they read, have students discuss whether they read too fast. Then invite them to try again, making the needed adjustments. After students take turns reading the paragraph, have them retell to their partner what the paragraph was about.
- Use a **Response Protocol** to have students share their improvements.



Writer's Craft

Fluency Practice

Read the words to a partner. Use the **Read Words Routine** if you get stuck.

underwater	scuba	surface	system
slightly	research	habitat	emergency
observe	pressure	decompression	scientists

Follow along as you listen to your teacher read the passage aloud. Then practice reading the passage with a partner.

Aquarius Reef Base is an underwater lab located off the coast of Florida. It is slightly bigger than a city bus. Scientists who live and work in Aquarius dive to the lab using scuba gear. They live at two and a half times the pressure at sea level. Other scientists at the surface observe the habitat through live video and audio feeds. By living at depth, scientists can dive for many more hours than from a boat on the surface. This helps them complete research projects in less time. Before returning to the surface, they go through seventeen hours of decompression inside Aquarius. Then they swim to the surface using a small tank of air. Dangers include Aquarius system failure or DCS during quick emergency returns to the surface.

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ANALYZE (15 MINS.)

Session 5

How Sentences Work

Simple Verb Tenses

A **verb** is a word that shows action (like *run* or *eat*) or tells what something is (like *is* or *are*). Verb tenses tell when an action happens. The most common tenses are:

- **past tense:** an action that has already happened
  The past tense of regular verbs is formed by adding ***-ed*** to the base word.

> The scuba diver **jumped** into the ocean.

- **present tense:** an action that is happening in the present
  The base word is the present tense of a verb.

> The scuba diver **jumps** into the ocean.

- **future tense:** an action that will happen in the future
  The future tense is formed by adding *will* before the base word.

> The scuba diver **will jump** into the ocean.

Past	Present	Future
jumped	jump	will jump
played	play	will play
ate	eat	will eat

Fill in the missing verb tenses.

Past	Present	Future
explored	explore	**will explore**
studied	study	**will study**
dove	**dive**	will dive

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TEACH

- Tell students that they will practice using simple verb tenses before they analyze opinions and then plan and write an opinion statement.
- Point out that using the correct verb tense helps readers understand when events happen.
- Read the instruction on the student page. Read the definition and example of each simple verb tense. Then read aloud the verbs in the first chart. Confirm that *eat* is an *irregular verb* because the past tense does not follow the same pattern as the other verbs. Remind students that they learned irregular verbs in Unit 1.
- Invite volunteers to conjugate other verbs from *Diving Deep*, such as *descend, drive,* and *observe*.

MODEL

- Model conjugating verbs using the first example. **Say,** *"In the first row, the word* explore *is written in the present tense. To form the past tense, I'll add* -ed *to* explore *to make* explored. *To form the future tense, I'll add* will *to the base word* explore: will explore."
- Work with students to conjugate the remaining verbs. **Ask,** *"How do we form the future tense of* study? *How does the future tense* will dive *help us determine the present-tense verb?"*

SCAFFOLD Support students in conjugating verbs. Use the verbs in sentences. **Say,** *"I study today."* Then ask students to fill in the sentence, *"Tomorrow, I ___, and yesterday, I ___."* Continue with the word *dive*. As needed, remind students to drop the final *e* of a base word before adding *-ed* to form the past tense.

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WRITER'S CRAFT

MODEL

- Read the first sentence. Model selecting the correct verb tense to complete the sentence. **Say,** *"I see the word* tomorrow *here. That tells me the verb should be in the future tense. I know the future tense of* go *is* will go, *so I will write* will go *in the blank."*
- Support students to continue. **Say,** *"The verb in the next sentence should be in the same tense as* enjoy. *What tense is* enjoy *in?"*

APPLY Have students work independently to complete the remaining sentences.

EL **AMPLIFY SENTENCE STRUCTURE** Ask students to point out the word or words in each sentence that give information about whether the verb tense should be past, present, or future. *(1. tomorrow; 2. enjoy; 3. went; 4. enjoyed, 5. tomorrow)*

EXTEND Challenge students to identify the irregular verbs in the Practice sentences. Ask them to explain how they know the verbs are irregular. Then have students name other common irregular verbs and explain how to form the past tense of each.

CHECK FOR UNDERSTANDING

IF Students do not correctly identify which verb tense to use in each sentence . . .

THEN Model looking for clues in the sentences, such as *I enjoy, Tomorrow,* and *went scuba diving.*

Writer's Craft

PRACTICE

Choose the correct verb tense to complete each sentence.

1. Tomorrow, I ___will go___ scuba diving.
   [went / go / will go]
2. I enjoy scuba diving, because I ___like___ to swim.
   [like / liked / will like]
3. My mom went scuba diving when she ___visited___ Hawaii.
   [visited / visit / will visit]
4. She enjoyed scuba diving because she ___saw___ lots of fish and coral.
   [saw / see / will see]
5. I hope I ___will see___ some exciting sea animals tomorrow!
   [saw / see / will see]

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Session 5

Analyze an Opinion

An **opinion** is an idea or belief that a person has about something.

- People may have different opinions about the same topic.
- An opinion is different from a fact. A **fact** is a piece of information that can be proven and is known to be true.
- Describing words, such as *fun* and *scary,* show opinions because they tell a person's belief or feelings about a topic.

Fact	Opinion
A snorkel is a tube attached to a mask.	Another fascinating feature of deep-sea life is how animals survive in darkness.

Read each sentence. Write an **F** next to the sentence if it states a fact. Write an **O** if it states an opinion.

1. F The word *scuba* stands for "self-contained underwater breathing apparatus."
2. O Deep-sea animals are amazing!
3. F The escaping water could be as hot as 700 degrees Fahrenheit.
4. O It is important to study deep-sea creatures.
5. F From 1964 through 2020, *Alvin* completed more than 5,000 dives.

TALK ABOUT IT

Which sentences did you label as opinions? How can you tell they are opinions?

One sentence I labeled as an opinion is ___.

I know it is an opinion because ___.

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TEACH

- Tell students that understanding the difference between a fact and an opinion helps make their writing clear and strong.
- Read the instruction on the student page. Clarify that while a fact is true and can be proven, an opinion expresses a belief or feeling and can vary from person to person. For example, "snorkeling is the best sport" is an opinion because some people may hold this belief while others do not.

EL **CONNECT TO COGNATES** Present the Spanish cognate for *opinion*: *opinión*. Invite students to explain the meaning in their own words or to give an example.

MODEL

- Model analyzing the boxed fact and opinion. **Say,** *"The first sentence states a fact because it can be proven. I can look up 'snorkel' in a dictionary and learn that it is a tube attached to a mask. The second sentence is an opinion because we cannot prove that how animals survive in darkness is fascinating. People have different beliefs about what is fascinating and what isn't."*
- *Support students to analyze the numbered sentences.* **Say,** *"For each sentence, ask yourself, 'Can this statement be proven to be true?'"*

APPLY Have students work independently to label the sentences.

DISCUSS Have students **Turn and Talk** to complete the activity. Then use a **Response Protocol** to have 2–3 students share which sentences are opinions and how they know.

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MODULE 1 | Writer's Craft 53

WRITER'S CRAFT

PLAN (15 MINS.)

TEACH

- Tell students that they will now plan and write an opinion statement to answer a prompt.
- Introduce the Opinion Writing Anchor Chart. Use a **Response Protocol** to have students read aloud the information in the chart. Then have students explain opinion writing in their own words.
- Review the instruction at the top of the student page. Explain the importance of evidence in forming and supporting an opinion. Point out that gathering and sorting evidence helps writers learn about a topic and form an opinion.
- Call on volunteers to read aloud the prompt and the two opinions about scuba diving in the planner.
- Direct students to the evidence bank and explain that it contains facts about scuba diving from the inset box in *Diving Deep*, which they read in Session 2. Have volunteers read the evidence aloud.

MODEL

- Model sorting evidence. **Say,** *"The first piece of evidence is:* diving equipment tells scuba divers how deep they can go. *Knowing how deep they can go keeps them safe. So I will put this evidence under* Scuba diving is a good method for exploring the sea."
- Support students to continue. **Say,** *"The next piece of evidence is:* scuba divers can stay underwater for only 30 to 50 minutes. *Which opinion does this support?"*

APPLY Have students work in pairs to identify evidence that supports each opinion and write it in the planner.

EL See Session Preview for differentiated EL support.

DISCUSS Have students **Turn and Talk** to answer the questions. Then use a **Response Protocol** to have 2–3 students share their opinion and the evidence they believe most strongly supports their opinion.

Writer's Craft

Plan an Opinion Statement

An **opinion statement** is a sentence that tells the writer's opinion about a topic.

- Writers review text evidence before deciding on their opinion.
- Writers often begin an opinion statement with phrases like *I think* or *I believe*.

Read the prompt and the two opinions. Review the *Diving Deep* Evidence Bank. Write each piece of evidence under the opinion it supports.

PROMPT

Is scuba diving a good method for exploring the sea? Write an opinion statement that answers the question.

Opinion Statement Planner

Scuba diving is a good method for exploring the sea.	Scuba diving is not a good method for exploring the sea.
Diving equipment tells scuba divers how deep they can go.	Surfacing too quickly can give you decompression sickness.
Scuba divers only need one other person to dive, instead of a whole team.	Scuba divers can stay underwater for only 30 to 50 minutes.
People can scuba dive at the age of 10 and up.	Scuba divers can only go down 130 feet.

Diving Deep Evidence Bank

Diving equipment tells scuba divers how deep they can go.	Scuba divers can stay underwater for only 30 to 50 minutes.	People can scuba dive at the age of 10 and up.
Scuba divers only need one other person to dive, instead of a whole team.	Surfacing too quickly can give you decompression sickness.	Scuba divers can only go down 130 feet.

TALK ABOUT IT

Which opinion statement do you agree with more? Why?

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WRITE & ASSESS (15 MINS.)

Session 5

Write an Opinion Statement

Review the evidence you collected in the Opinion Statement Planner. Based on the evidence, circle the opinion you will write about. Then write an opinion statement to answer the prompt.

I believe scuba diving is not a good method for exploring the sea.

REFLECT

Use the following checklist to review your opinion statement.

Writing Checklist

- ☐ I clearly state an opinion about scuba diving.
- ☐ I use simple present tense verbs correctly.

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Revisit Learning Goals

Have students turn and talk about the questions.

- *"How did you adjust your reading speed to read fluently?"*
- *"Why is it important to use the correct verb tense?"*
- *"How did you choose which opinion to use in your opinion statement?"*

APPLY

- Call on a volunteer to read the directions. As needed review the information about opinion statements on p. 54.
- Point out that the Opinion Statement Planner contains basic opinion statements but that students should refine their own statement. For example, they might include a phrase such as *I think* or *I believe* in their opinion statement.
- Have students work independently to circle an opinion and write their opinion statement.

EL **OBSERVE LANGUAGE** Look for students to include language for expressing an opinion. If they do not, supply the phrases *In my opinion…* and *I believe…* and guide students to add one to the start of their sentence.

CHECK FOR UNDERSTANDING

IF Students do not write an opinion statement based on the evidence that is most convincing to them . . .

THEN Revisit the planner to review evidence and confirm which opinion they will write in their opinion statement. Review words and phrases they might use to signal their opinion, such as *believe* or *think*.

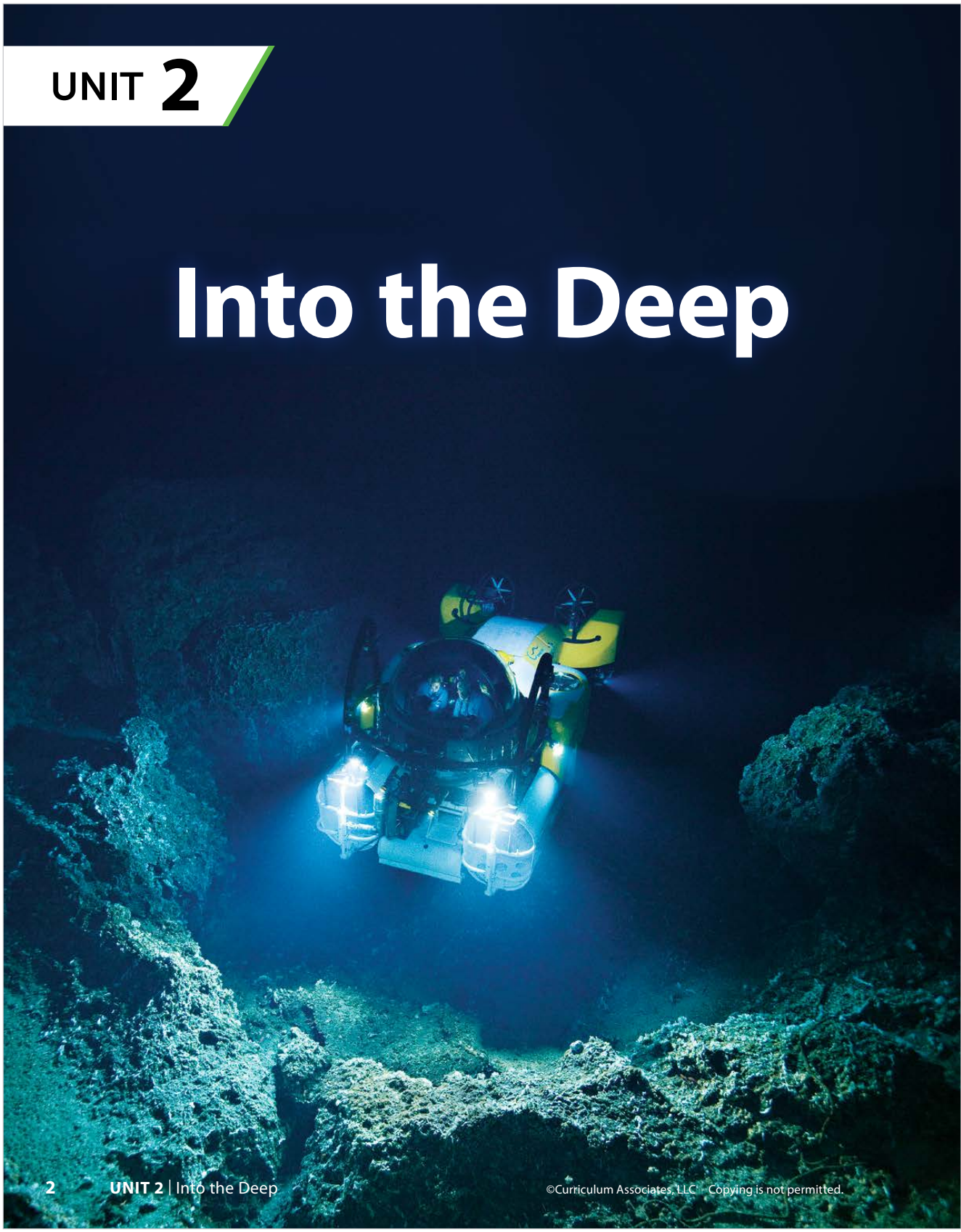
Assess

Use the rubric, available as a digital teacher resource, to assess student writing and identify students who need additional support.

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UNIT 2

Into the Deep



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DO NOW

Draw a picture of an animal that you think might live in the deepest, darkest part of the ocean. Include a label that names your animal.

UNIT GOALS

I will learn how to . . .

- Build knowledge about deep-sea exploration.
- Identify main ideas in texts, and summarize the texts to show how the details support the main idea.
- Write a four-paragraph essay to support an opinion about deep-sea exploration.

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Unit Opener

Essential Question: Why do people explore the deep sea?

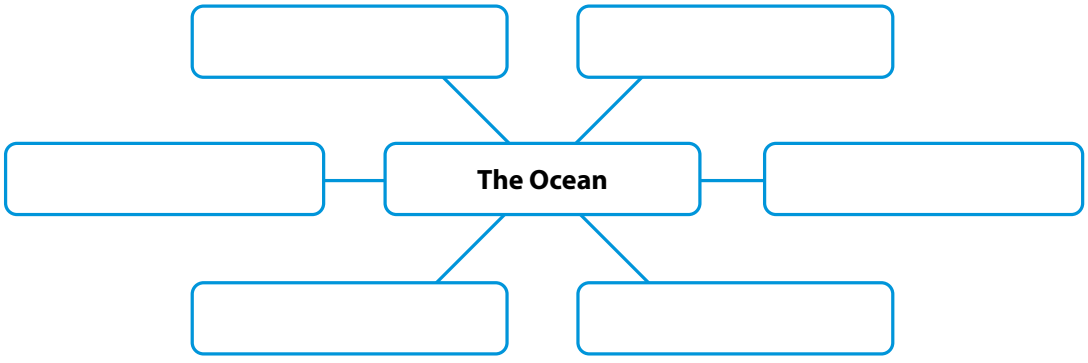
Notice and Wonder

Write things you notice and wonder about the images your teacher shares. Then fill in the web with words and phrases that show what you know about the ocean, either from the pictures or from your own experiences.

I Notice	I Wonder

TALK ABOUT IT

With a partner, discuss what you wondered about the images.



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Unit Vocabulary

Read each word, definition, and example sentence.

Word	Definition	Example Sentence
dis·cov·er (*v.*)	to find or uncover	Mario was excited to **discover** different seashells on the beach.
ex·plore (*v.*)	to search or hunt	Jada swam in the ocean to **explore** the fish and rocks underwater.

Write a sentence about each picture. Use the word in the box.



discover



explore

TALK ABOUT IT

Discuss these questions with a partner. What is something that you might discover in the ocean? What would you like to explore in the ocean?

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Unit Opener

Meet the Anchor Text

Explore the unit's big ideas by previewing and reacting to a short section of the **anchor text**. You will write about the anchor text at the end of this unit.

Deep, Deep Down

By Lydia Lukidis

Annotate

What do you notice? Mark surprising or interesting parts with an exclamation point.

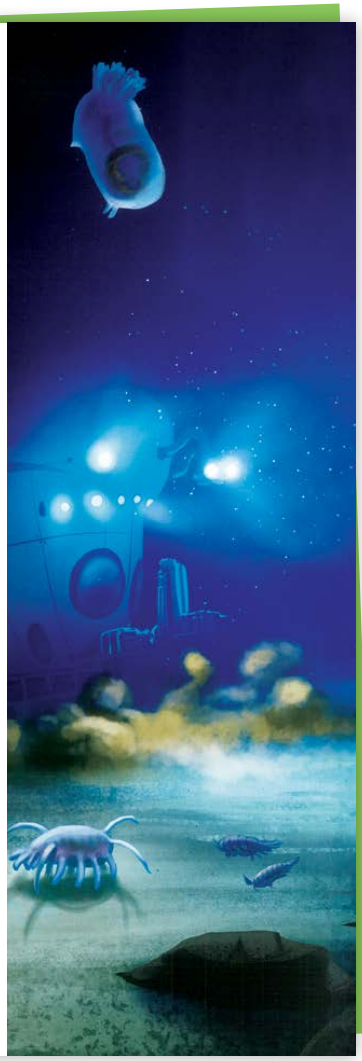
What do you wonder about? Mark those parts with a question mark.

1 Deep
deep
down,
at the bottom
of the Pacific Ocean
lies a secret place.

2 Hidden from sight,
the Mariana Trench
is the deepest underwater valley
in the world.

3 Do monsters lurk
at the very bottom?
Vampire squid?
Seadevil anglerfish?
Maybe giant goblin sharks,
armed with sharp,
spiky teeth?

4 Or
perhaps the trench is
desolate
and uninhabited?



TALK ABOUT IT

Share what you noticed and wondered with a partner.

I noticed ___.

I wondered ___.

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Meet the Unit Texts

In this unit, you will also read the texts shown below. Preview the images and titles.



Diving Deep
by Michelle Cusolito



Discovering the Aliens of the Deep
by Kathryn Hulick



Otis and Will Discover the Deep
by Barb Rosenstock



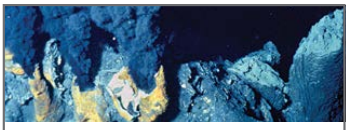
How Deep Is the Ocean?



from **Explorers of the Deepest Places on Earth**
by Peter Mavrikis



Anglerfish
by Christina Leaf



Secrets of the Sea Vents
by Sarah Roggio

TALK ABOUT IT

How might the unit texts help you better understand the things that you noticed and wondered about the anchor text?

I think these texts will help me answer questions about ___.

These texts will help me understand the anchor text better because ___.

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Unit Opener

Preview the End-of-Unit Writing

Once you've read all of the texts in this unit, you will share what you have learned through writing. Preview the writing prompt in the box below. Underline words and phrases that feel important to pay attention to.

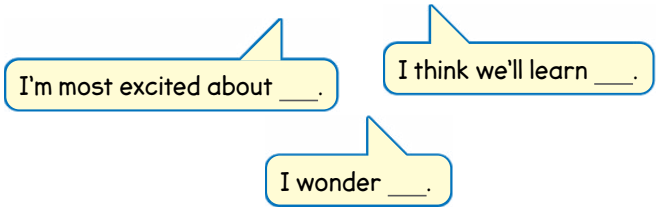
PROMPT

Write a four-paragraph opinion essay about why humans should or should not explore the deep sea. Support your reasons with evidence from *Deep, Deep Down* and at least one other unit text.

TALK ABOUT IT

Discuss the following questions with a partner.

- What are you excited to learn about in this unit?
- What do you think you will learn in this unit?
- What questions do you have about the unit?



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REFLECT

Essential Question: Why do people explore the deep sea?

Read the essential question. Write one or two sentences to answer it. You will revisit this question as you read and learn about the unit topic.

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MODULE 1 SESSION 2

Diving Deep, Part 1

DO NOW

Imagine you are exploring the underwater world of the ocean. What would you need to bring with you? Describe at least one thing in a sentence.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . . • Determine the topic and key details in an informational text. • Understand and form words with suffixes.	**I will be able to . . .** • Identify and write about the topic and key details in the text *Diving Deep*. • Understand and form words with the suffix *-ion*.

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Read & Analyze

Unlock the Text

Vocabulary

Read each word, definition, and example sentence in the chart.

Word	Definition	Example Sentence
sub•merged (*adj.*)	completely covered in water	The diver was **submerged** in the deep ocean.
sur•face (*n.*)	top layer or top part of something	Whales come to the **surface** of the ocean to breathe air.
hab•i•tat (*n.*)	natural environment where a plant or animal lives	A fish's **habitat** is the water.

Genre

Informational texts provide information about real topics, people, or events. The author's purpose is to inform readers with facts, details, and evidence.

Look through the text *Diving Deep* and answer these questions about how the information is organized.

1. Which boxes tell about what the people in the text are doing?

_____

2. Which boxes show facts about different types of diving?

_____

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Diving Deep

by Michelle Cusolito

1 Far away from shore, past beaches and coral reefs, the ocean's surface **conceals** Earth's last unexplored wilderness.

2 What drives humans to dive into the sea and sink deeper than the last **inkling** of light?

3 We're wired for wonder. We delight in discovery. For some, danger is the draw. Others chase the thrill of an unseen seascape—to confront the unknown and push the limits of exploration.

4 We strive to unlock the ocean's secrets. We dive deep.

Purpose for Reading

Read to learn how and why people explore the ocean.

conceals: *hides*

inkling: *hint; little bit*

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Read & Analyze

eavesdrop: *listen to a private conversation without being seen*

5 We swim with fins and breathe through tubes. We glimpse angelfish hiding among sea fans and **eavesdrop** on parrotfish crunching on corals.



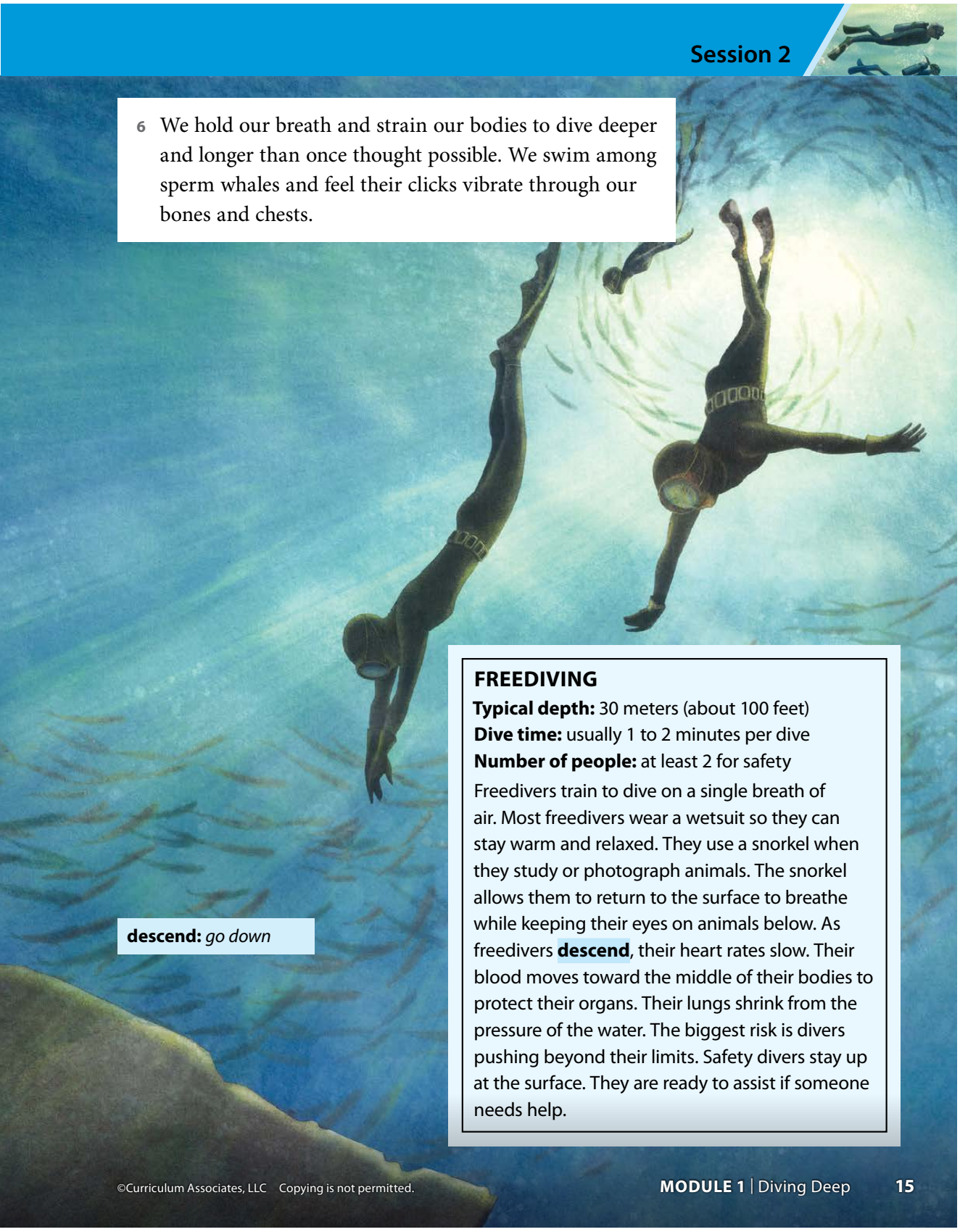
depth: *distance from top to bottom*

SNORKELING

Maximum depth: about a meter (a few feet)
Time: until the swimmer is tired or cold
Number of people: at least 2 for safety

Swimmers keep their faces **submerged** and breathe through a snorkel. A snorkel is a tube attached to a mask. The mask lets swimmers see. Anyone who knows how to swim can learn to snorkel. There isn't much danger involved.

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6 We hold our breath and strain our bodies to dive deeper and longer than once thought possible. We swim among sperm whales and feel their clicks vibrate through our bones and chests.

descend: *go down*

FREEDIVING

Typical depth: 30 meters (about 100 feet)
Dive time: usually 1 to 2 minutes per dive
Number of people: at least 2 for safety

Freedivers train to dive on a single breath of air. Most freedivers wear a wetsuit so they can stay warm and relaxed. They use a snorkel when they study or photograph animals. The snorkel allows them to return to the surface to breathe while keeping their eyes on animals below. As freedivers **descend**, their heart rates slow. Their blood moves toward the middle of their bodies to protect their organs. Their lungs shrink from the pressure of the water. The biggest risk is divers pushing beyond their limits. Safety divers stay up at the surface. They are ready to assist if someone needs help.

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Read & Analyze



don: *put on*

7 We **don** fins and masks and strap air tanks onto our backs. We fly among fishes and spy on an octopus in its den.

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SCUBA DIVING

Recreational depth: 40 meters (about 130 feet)
Time: usually 30 to 50 minutes
Number of people: at least 2 for safety

The word scuba comes from "self-contained underwater breathing apparatus." Scuba divers breathe **compressed air** from a tank. People age ten and up can become certified scuba divers. Divers use dive tables or a dive computer to determine how deep they can go. The information also tells them how long they can safely stay at depth. Gases collect in a diver's bloodstream from breathing compressed air. The gases can bubble inside the body if a diver rises to the surface too quickly. A slow return to the surface helps to avoid decompression sickness (DCS, or "the bends"). At the very least, DCS is painful. At its worst, it can be life threatening.

recreational: *for fun or enjoyment*

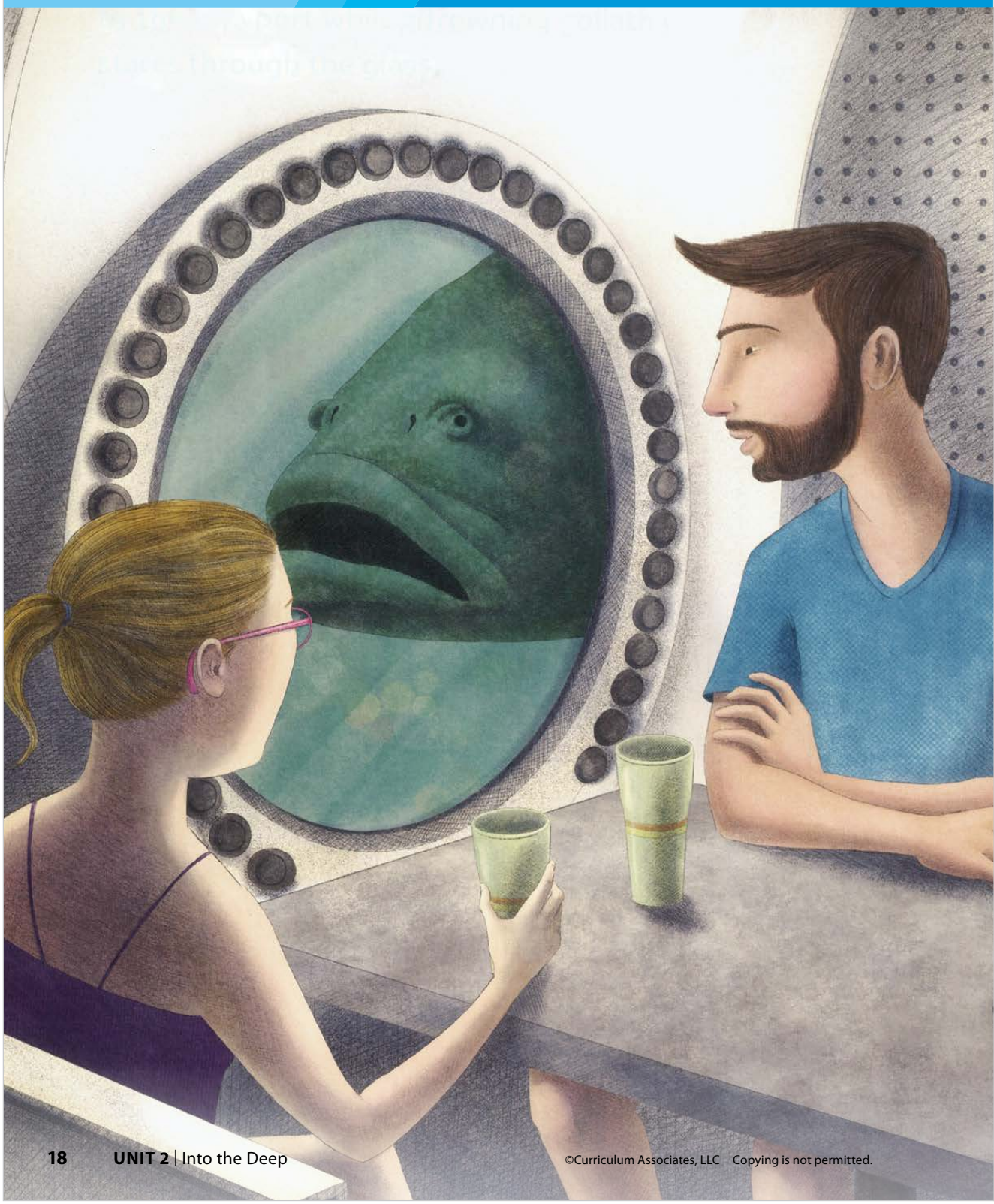
compressed air: *air that has been pushed together tightly into a small space*

Stop and Discuss

How do people use special equipment to explore underwater?
Underline details on pages 14–17 that help you answer the question.

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Read & Analyze



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8 We live in an underwater **habitat** for ten days or more, breathing steamy, compressed air. We dine by the viewport while a frowning goliath grouper stares through the glass.

SATURATION DIVING

Lab depth: 15 meters (about 50 feet)
Dive depth outside lab: 12 to 28 meters (about 40 to 100 feet)
Time: about 10 days
Number of people: 6

Aquarius Reef Base is an underwater lab located off the coast of Florida. It is slightly bigger than a city bus. Scientists who live and work in Aquarius dive to the lab using scuba gear. They live at two and a half times the **pressure** at sea level. Other scientists at the surface observe the **habitat** through live video and audio feeds. By living at depth, scientists can dive for many more hours than from a boat on the surface. This helps them complete research projects in less time. Before returning to the surface, they go through seventeen hours of decompression inside Aquarius. Then, they swim to the surface using a small tank of air. Dangers include Aquarius system failure or DCS during quick emergency returns to the surface.

pressure: *force of water pushing against things; pressure increases the deeper you go in the ocean*

Stop and Discuss

How does living underwater help scientists do their research?
Underline details that help you answer the question.

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Read & Analyze

Identify Key Details

The **topic** of a text is what the text is mostly about.

- The topic of a text can usually be stated in a word or phrase.
- The **title,** or name of the text, often gives a clue about the topic.
- **Key details** are important facts, examples, and other information that tell about the topic.

Complete the chart. First, write the topic of *Diving Deep*. Then write key details from each section of the text.

Topic

Key Details (page 14)	Key Details (page 15)	Key Details (pages 16–17)
snorkeling		
Equipment used	**Equipment used**	**Equipment used**
What the people see	**What the people see**	**What the people see**
What the risk is	**What the risk is**	**What the risk is**

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Write to Respond

Read and respond to the prompt in the box.

PROMPT

Write a short paragraph to explain how people dive to explore the ocean. Describe at least one type of diving you've read about so far in *Diving Deep*. Include key details about the equipment divers use, what they can see, and if the type of diving is dangerous.

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Read & Analyze

How Words Work

Morphology: Suffix *-ion*

Many words can be broken into parts that give clues about the word's meaning:

- A **base word** is a word that can stand on its own.
- A **prefix** is a word part that comes before a base word.
- A **suffix** is a word part that comes after a base word.
- Prefixes and suffixes change the meaning of the base word.

Word	Base Word	Suffix
action (*n.*): the process of doing something	**act** (*v.*): to do something	**-ion** (the process, state, or result of)
decision (*n.*): the result of making a choice	**decide** (*v.*): to make a choice	**-ion** (the process, state, or result of)
pollution (*n.*): the result of making the air, water, or land dirty	**pollute** (*v.*): to make air, water, or land dirty and unsafe	**-ion** (the process, state, or result of)

Write the base word for each word with *-ion*. Then write ***n*** or ***v*** below each word to say if it is a noun or a verb. Use each word pair in the sentences.

decision: _____ **direction:** _____ **collection:** _____

1. Deep-sea divers must _____ when it's time to return to the surface. This is an important safety _____.

2. In which _____ should we go? Let's ask someone to _____ us.

3. I have a large _____ of seashells. It took me many years to _____ them.

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NAME

EXIT TICKET

Match each type of diving from *Diving Deep* with the key details from the text that describe it.

Freediving	Use a breathing tube to explore near the surface of the ocean.
Snorkeling	Use air tanks to dive deeply in the ocean for hours at a time.
Saturation Diving	Wear a wet suit and hold your breath to dive deeper in the ocean.
Scuba Diving	Live in an underwater habitat for days at a time.

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MODULE 1 SESSION 3

Diving Deep, Part 2

DO NOW

Read the different ways of exploring the ocean listed in the box. Circle the way you would choose to explore the ocean. Then complete the sentence to explain your choice.

snorkeling	**freediving**	**scuba diving**	**saturation diving**

I would explore the ocean by _____

because _____

_____

_____

_____

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . . • Identify the topic, main idea, and key details in an informational text. • Write about the main idea of a text.	**I will be able to . . .** • Identify the topic, main idea, and key details in Part 2 of *Diving Deep*. • Write about the main idea of Part 2 of *Diving Deep*.

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Read & Analyze

Unlock the Text

Vocabulary

Read each word, definition, and example sentence in the chart.

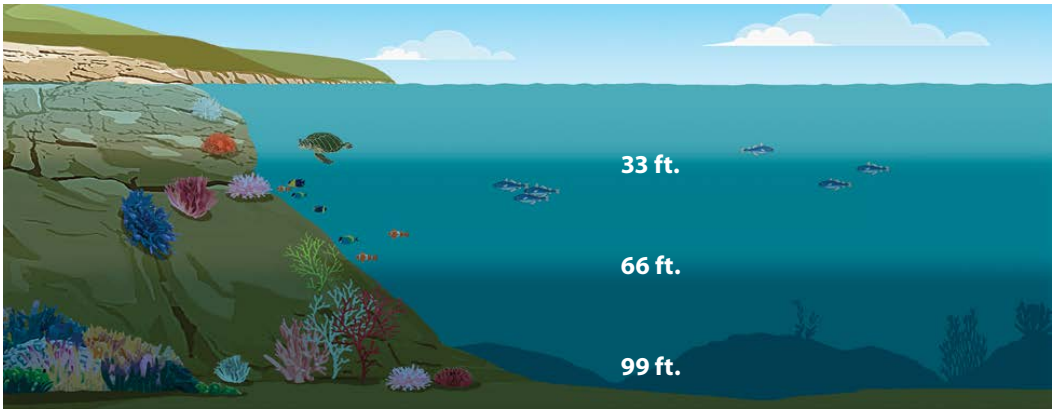
Word	Definition	Example Sentence
sea lev•el (*n.*)	the height of the ocean's surface	The beach is at **sea level**, but the mountains are above **sea level**.
pres•sure (*n.*)	a heavy weight or force pushing on something	If you squeeze a balloon with too much **pressure**, it will pop.

Read to learn more about sea level and pressure in the ocean.

When a person dives in the ocean, they feel **pressure** from the water. The deeper a person dives, the more pressure they feel. This happens because more water is pushing down on a person the deeper they go. The human body is not built for high underwater pressure. So, when people dive deep in the ocean, they use special equipment that keeps the pressure as low as it is at **sea level**.

TALK ABOUT IT

Discuss the picture with a partner. Where is sea level? Where is water pressure lowest? Where is it highest?



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from *Diving Deep* by Michelle Cusolito (PART 2)



9 We put on a submarine suit with backpack thrusters and soar along the seafloor. We stop and walk on the bottom to collect **specimens** and photograph new species of **bioluminescent** animals.

Purpose for Reading

Continue reading to learn more about how and why people explore the deep ocean.

specimens: *samples*

bioluminescent: *able to make its own light*

ATMOSPHERIC DIVING SUITS

Maximum depth: 300 meters (about 1,000 feet)
Time: about 5 hours
Number of people: 1

An Exosuit is a wearable submarine that flies through the water. The pilot breathes air from a tank. The hard suit protects them from the **pressure**. They use foot pedals to control thrusters that push them along. The suit is connected to the surface by a special cable. The cable provides two-way communication and a live video feed. The pressure inside the suit is the same as at **sea level**. This allows the pilot to return to the surface without having to decompress. Dangers include system failure or entanglement.

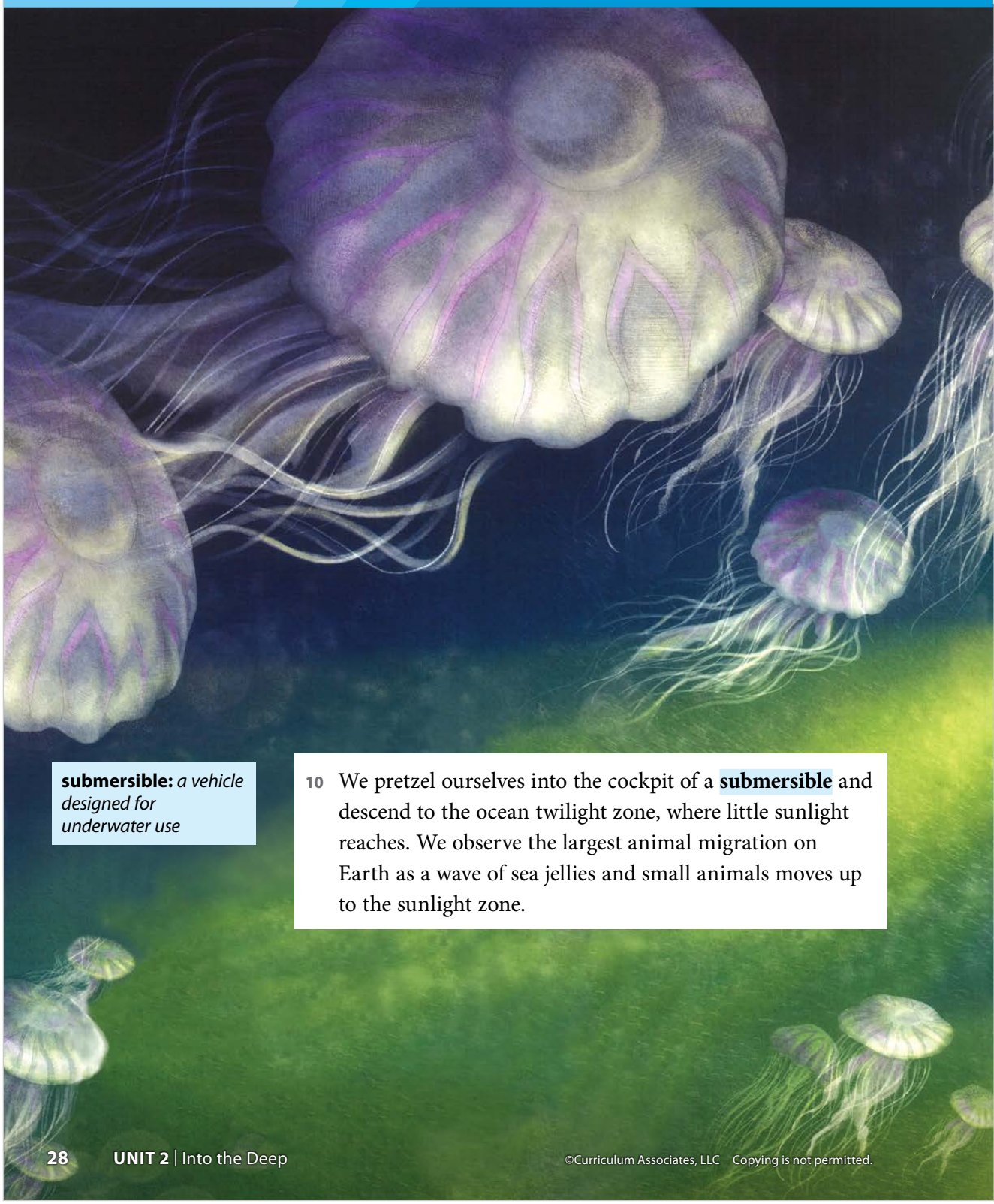
Stop and Discuss

How do atmospheric diving suits help people explore safely?

Underline details that help you answer the question.

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Read & Analyze



submersible: *a vehicle designed for underwater use*

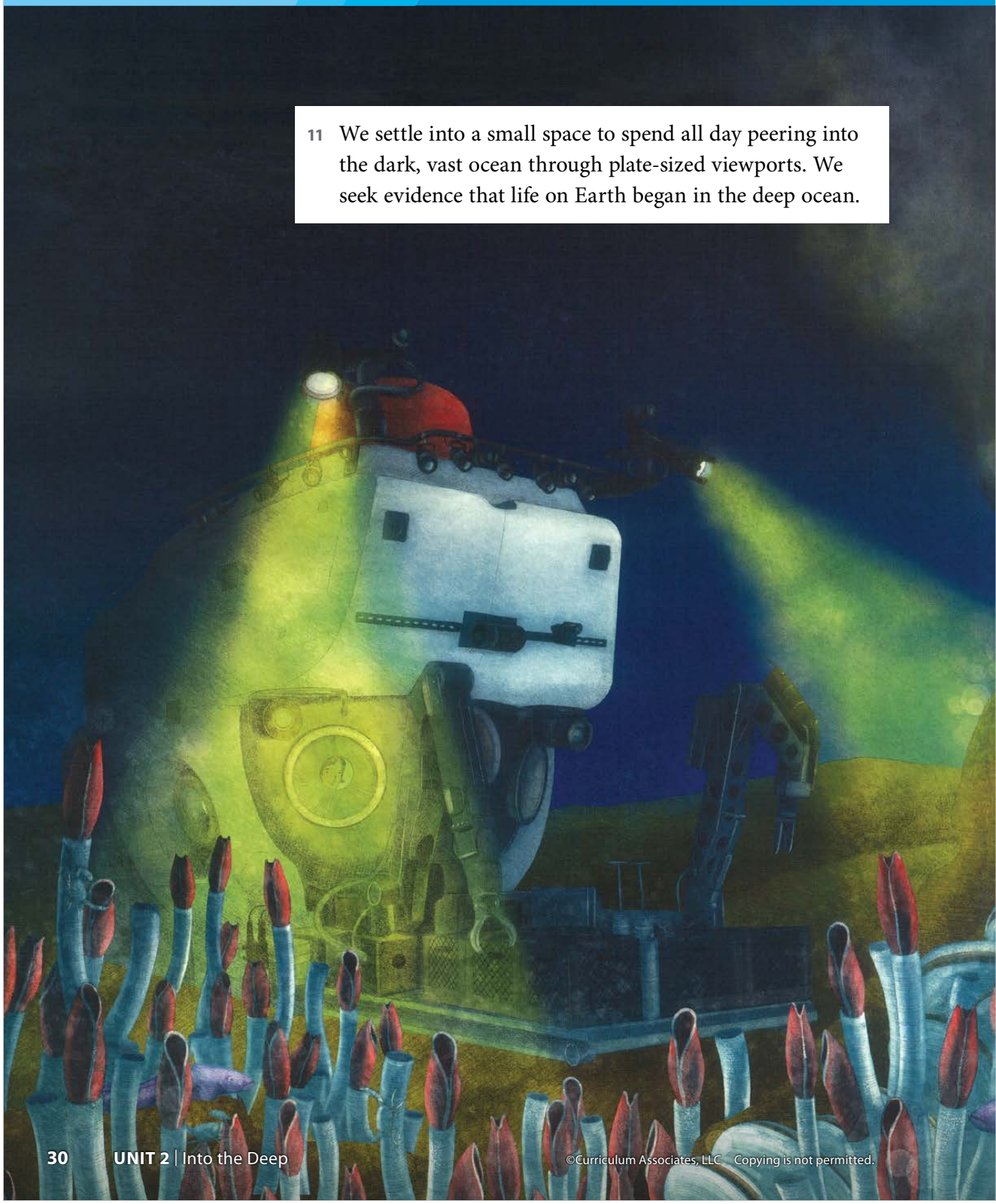
10 We pretzel ourselves into the cockpit of a **submersible** and descend to the ocean twilight zone, where little sunlight reaches. We observe the largest animal migration on Earth as a wave of sea jellies and small animals moves up to the sunlight zone.

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Read & Analyze



11 We settle into a small space to spend all day peering into the dark, vast ocean through plate-sized viewports. We seek evidence that life on Earth began in the deep ocean.

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DEEPER-DIVING SUBMERSIBLES

Maximum depth: 6,500 meters (21,325 feet)
Time: about 9 hours
Number of people: 3

Alvin is the longest continuously operating submersible in the world. It carries one pilot and two scientists. Pilots go through a lot of training and are certified by the US Navy. From its launch in 1964 through 2020, *Alvin* completed more than 5,000 dives. It carried 3,021 different people to the seafloor. *Shinkai 6500* also carries three people: two pilots and one researcher. From 1989 to 2020, it completed more than 1,500 dives. It carried more than a thousand different people. A thick metal sphere keeps people safe from intense deep-sea pressure. One of the biggest dangers is entanglement in anchor chains or fishing nets. Getting caught in chains or nets could prevent a safe return to the surface.

Stop and Discuss

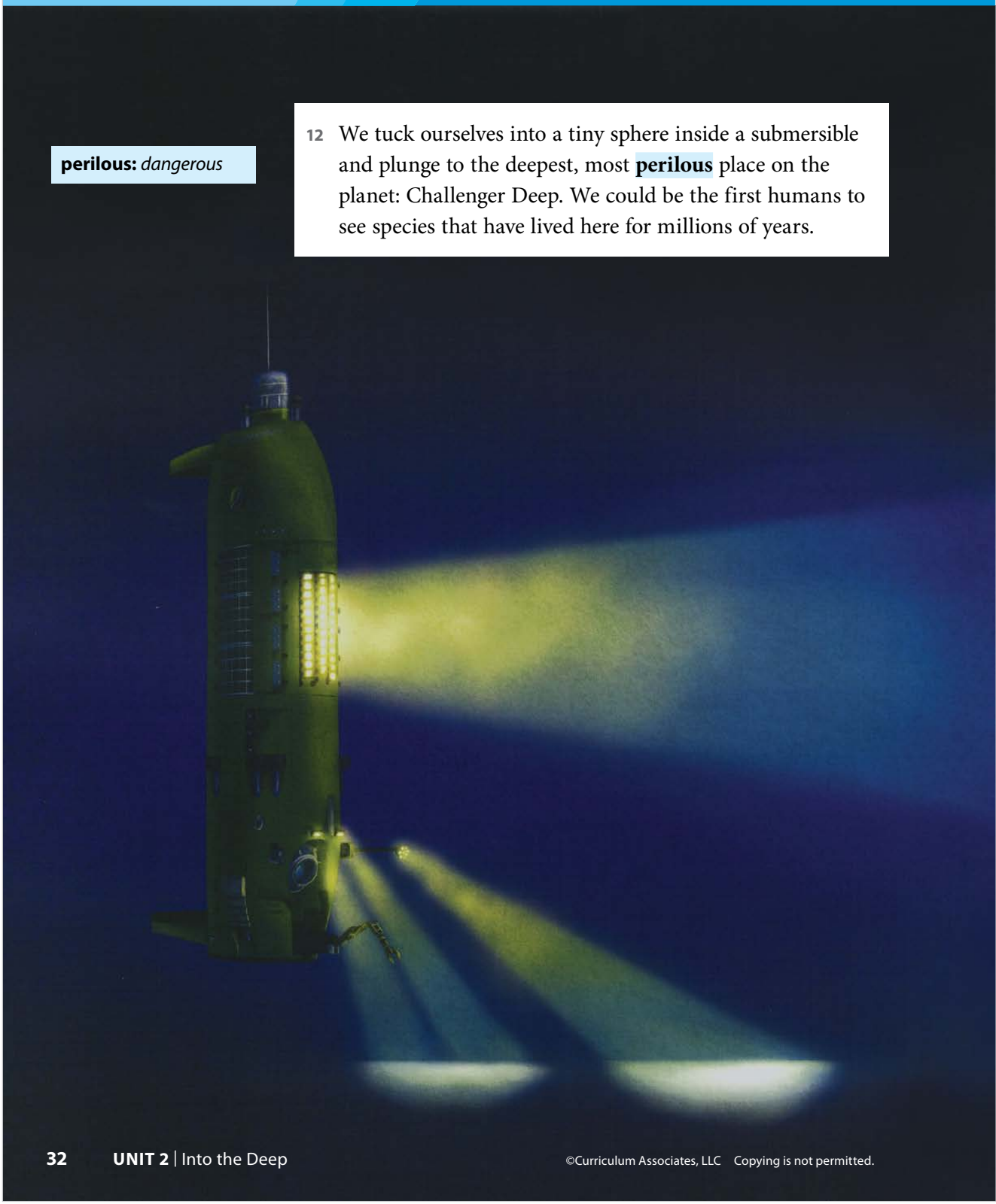
Where can people go in a submersible that they can't with other equipment?
Underline details on pages 28–31 that help you answer the question.

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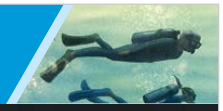
Read & Analyze

perilous: *dangerous*

12 We tuck ourselves into a tiny sphere inside a submersible and plunge to the deepest, most **perilous** place on the planet: Challenger Deep. We could be the first humans to see species that have lived here for millions of years.



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THE DEEPEST DIVE

Maximum depth: 10.9 kilometers (6.8 miles)
Time: 11 to 12 hours
Number of people: 1 to 2

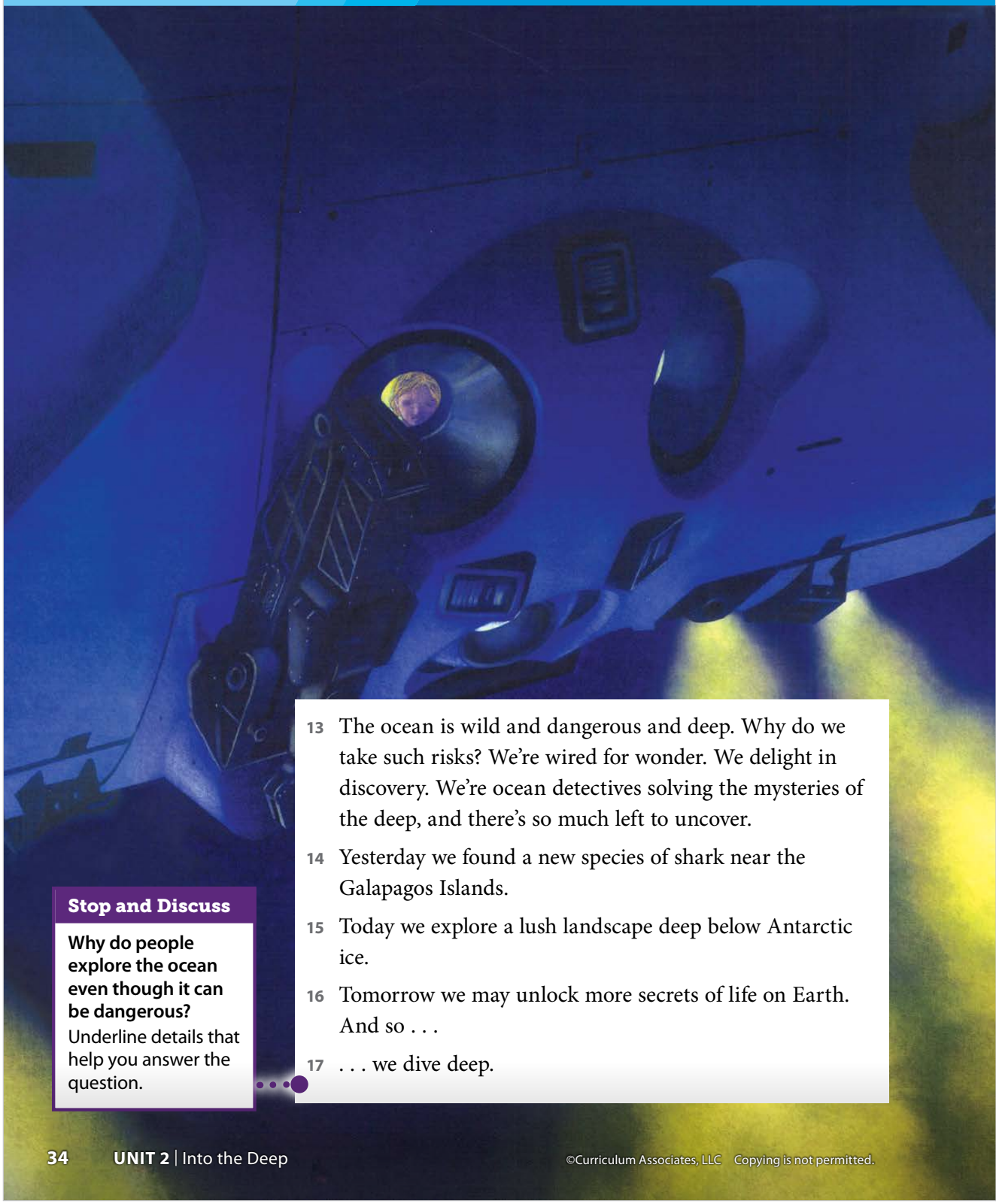
Until 2019, only three people had been to Challenger Deep. Challenger Deep is in the Pacific Ocean. It is the deepest known place on Earth. Jacques Piccard and Don Walsh made the historic first dive in the *Trieste* in 1960. More than fifty years later, in 2012, filmmaker and explorer James Cameron torpedoed to Challenger Deep in *Deepsea Challenger*. Then, in 2019, Victor Vescovo dove to Challenger Deep in *Limiting Factor*. More people have since made the trip in *Limiting Factor*. One of those people is astronaut Dr. Kathy Sullivan in 2020. She's the first person to both walk in space and dive to Challenger Deep. These deepest dives are dangerous, but a thick metal sphere protects the passengers from the crushing pressure. Careful engineering helps manage the risks.

Stop and Discuss

What is Challenger Deep like?
Underline details on pages 32–33 that help you answer the question.

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Read & Analyze



13 The ocean is wild and dangerous and deep. Why do we take such risks? We're wired for wonder. We delight in discovery. We're ocean detectives solving the mysteries of the deep, and there's so much left to uncover.

14 Yesterday we found a new species of shark near the Galapagos Islands.

15 Today we explore a lush landscape deep below Antarctic ice.

16 Tomorrow we may unlock more secrets of life on Earth. And so . . .

17 . . . we dive deep.

Stop and Discuss

Why do people explore the ocean even though it can be dangerous?
Underline details that help you answer the question.

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Identify Main Idea

The **main idea** of a text is the most important idea the author wants you to know about the text. The main idea is always stated in a complete sentence.

- Sometimes the main idea is stated directly in the text.
- If the main idea is not stated in the text, you can create one by finding key details in the text that support the main idea.

Complete the chart for Part 2 of *Diving Deep*. First, find and write the key details for each section. Then work with your teacher to find the main idea.

Topic
Diving and exploring the ocean

Key Details **Atmospheric Diving Suit**	**Key Details** **Deeper-Diving Submersible**
Where it helps you go ocean floor	**Where it helps you go**
What it helps you see and do	**What it helps you see and do**
Some dangers	**Some dangers**

Main Idea

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Write to Respond

Read and respond to the prompt in the box. If you'd like, draw a picture to go with your writing.

PROMPT

Write a paragraph about how one type of special equipment in *Diving Deep* helps you explore the ocean safely. Include key details from the text that tell what part of the ocean the equipment helps you explore, what the equipment helps you study, and one danger of using the equipment.

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EXIT TICKET

Read the sentences below. Put an "X" next to the sentence that states the main idea of *Diving Deep*.

- ☐ Ocean diving is dangerous, and it's not worth the risk because there's not much to see in the deep ocean.
- ☐ With scuba diving equipment, people can explore deeper in the ocean than if they are freediving.
- ☐ Special diving equipment helps people explore the amazing world that is found deep in the ocean.
- ☐ Challenger Deep in the Pacific Ocean is the deepest known place on Earth.

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MODULE 1 SESSION 4

Discovering the Aliens of the Deep

DO NOW

Humans can't live in the deep ocean without help, but fish and other sea creatures can. What qualities do you think fish or other sea creatures have that let them live in the ocean without help? Write or draw your ideas.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . . • Write a gist statement that includes the main idea and details of a text. • Identify how and why animals live in the deep sea.	**I will be able to . . .** • Write a gist statement for a text about animals that live in the deep sea. • Identify reasons and ways that some animals are able to survive in the deep sea.

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Read for Background

Unlock the Text

Vocabulary

Read each word, definition, and example sentence in the chart.

Word	Definition	Example Sentence
a•dapt (*v.*)	to change something so it better fits a specific environment	Deep-sea fish **adapt** to the dark by making their own light.
pro•cess (*n.*)	a series of steps	There is a **process** for putting on scuba gear correctly.
bi•o•lu•mi•nes•cence (*n.*)	the ability of some living things to make their own light	A firefly uses **bioluminescence** to glow in the dark.

Complete the sentences to show your understanding of the vocabulary words.

1. **Bioluminescence** gives some animals the ability to _____

   _____

2. Washing your hands is a simpler **process** than _____

   _____

3. When you start a new school year, you have to **adapt** to _____

   _____

TALK ABOUT IT

Share your completed sentences with a partner. Were your sentences the same or different? Work together to create new sentences that use the vocabulary words.

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Discovering the Aliens of the Deep

by Kathryn Hulick

Purpose for Reading

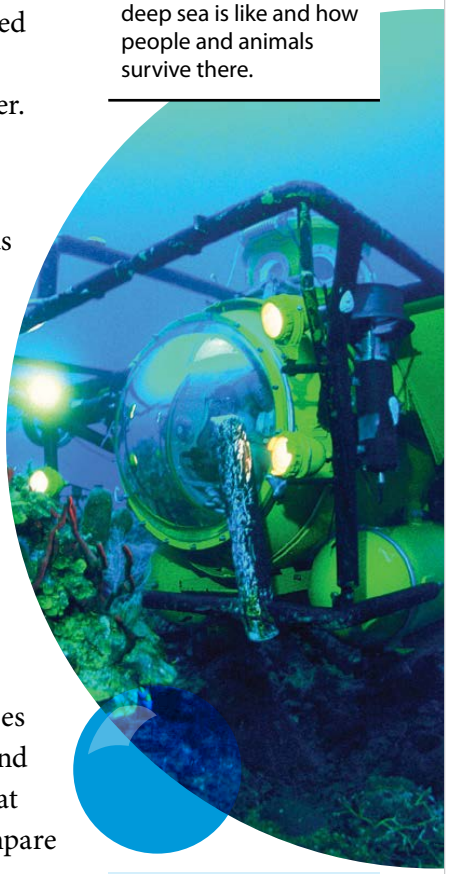
Read to learn what the deep sea is like and how people and animals survive there.

1 Edith Widder's submersible sank deeper and deeper. She's an explorer who studies deep-sea animals. She was used to diving in the ocean in a submersible. But this time, something was wrong. Her feet slid into a pool of water. And more water was coming in. If her sub filled with water, she would drown.

2 Widder ordered the sub back to the surface. But she was worried. "The deeper I sank, the greater the pressure," she said. High pressure would make more water come in, and she'd sink even faster. If she'd already gone too deep, she might not be able to rise back up.

3 To her relief, the sub did rise, slowly at first, then faster. At the surface, her team helped her get out. Just an hour later, **technicians** had fixed the problem. Widder was ready to dive again. "I was **rattled**, but **still game**," she said.

4 Why was she so determined to dive again? Because she knew that almost every time an ocean explorer goes into the deep sea, they discover something new. Around 75 percent of the ocean floor remains unexplored. That means we know very little about the ocean floor. Compare that with what we know about Mars. The whole surface of Mars has already been mapped. We know more about the surface of the planet Mars than we do about our own ocean floor! Scientists want to learn more about this huge part of our own planet. But exploring here is dangerous, difficult, and expensive.



technicians: *people who have special skills*

rattled: *upset or nervous*

still game: *willing to go again*

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Read for Background

An Alien World

5 The deep sea may as well be another planet. It's not very friendly to human visitors, for several reasons. The first is the lack of air. People can't breathe underwater, so deep-sea explorers must bring air with them. A submersible allows them to do this.

6 Another issue is the lack of sunlight. On land, sunshine brings light and warmth. But it doesn't reach the deep ocean. Deep-sea water is pitch black and colder than a refrigerator in most places. Explorers like Widder need to stay warm. They must also carry lights in order to see. Submersibles can be **equipped** with all kinds of tools that help deep-sea explorers stay warm and see underwater.

7 There's one more big problem for people trying to explore the deep sea. The deeper explorers go, the more water is overhead. That results in more pressure. At the deepest point in the ocean, the pressure would feel like 100 adult elephants standing on your head. A submersible must be very strong or it could get crushed. Or it could leak and fill with water.

equipped: *supplied*

Stop and Discuss

What makes the deep sea dangerous for human visitors?
Underline details in paragraphs 5–7 that help you answer the question.



Scientists stay safe in their submersible while exploring the depths of the Indian Ocean.

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A rare deep-water sea creature, the frilled shark

How to Thrive in the Deep

8 In the past, scientists thought nothing could survive in the deep ocean. Yet life learns to **adapt.** The conditions here are harsh for people, but they are perfectly normal to deep-sea animals. To them, our world of trees and air and sunlight would be completely alien.

9 Many ocean animals have soft, delicate bodies. It may seem like the pressure of the deep sea should crush them. However, only bodies with air or other gases inside feel the weight of the water. For example, a human body has air in the lungs. But bodies of deep-ocean animals contain only water. So they are safe. Water pressure doesn't crush water.

10 Cold temperatures slow down the **process** an animal's body uses to turn food into energy. As a result, most deep-sea creatures move and grow very slowly. It is almost as if they live in slow motion. And they live this way for a long, long time. Deep-sea animals that live in the coldest parts of the ocean have long **lifespans** because of their slow body processes.

lifespan: *the length of time something lives, from birth to death*

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Read for Background

700 degrees Fahrenheit: *Fahrenheit is a scale for measuring temperature. 700 degrees Fahrenheit is hotter than most ovens.*

11 Other animals survive in the deep sea by staying warm near deep sea vents, where hot water sprays out. Water that has been heated deep inside the Earth escapes back into the ocean from these vents. The escaping water may be as hot as **700 degrees Fahrenheit**. This warms a large area around the vent. This is a great home for many forms of life.

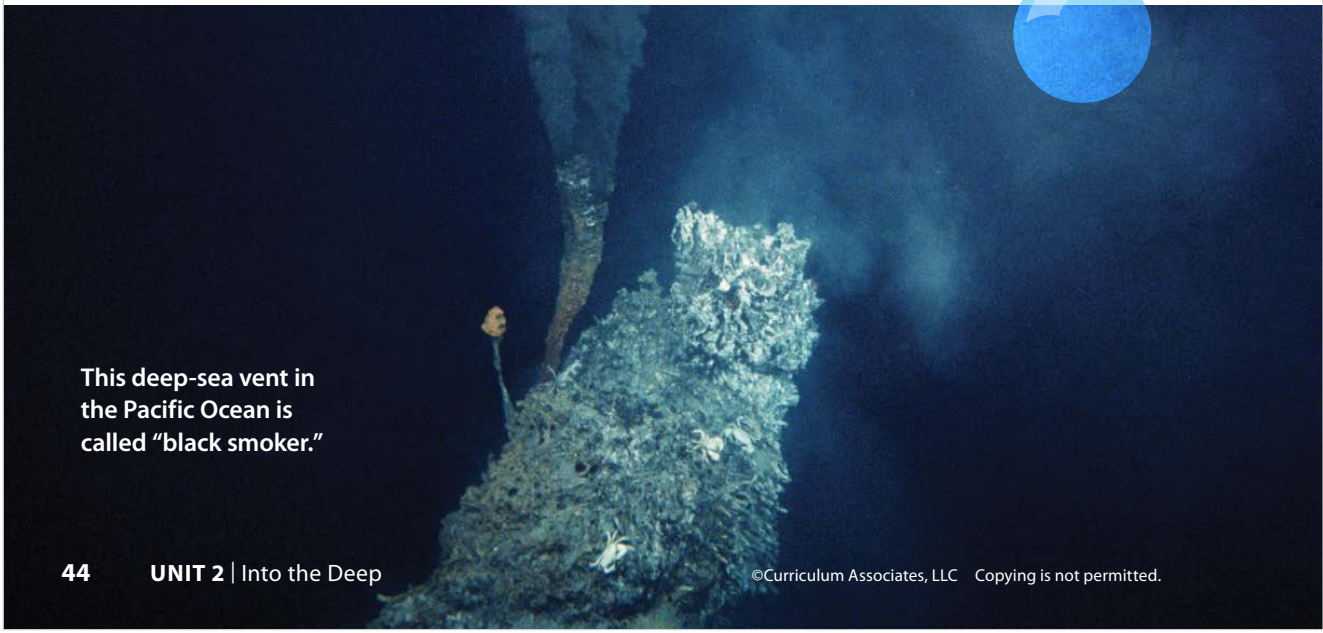
12 Another fascinating feature of deep-sea life is how animals survive in darkness. Most creatures who live beyond the reach of sunlight make their own light. This is called **bioluminescence**. Edith Widder saw this during her first deep-ocean dive in the 1980s. "It was incredible! There were explosions of light everywhere, like being in the middle of a silent fireworks display," she said.

migrate: *move from one place to another*

Stop and Discuss

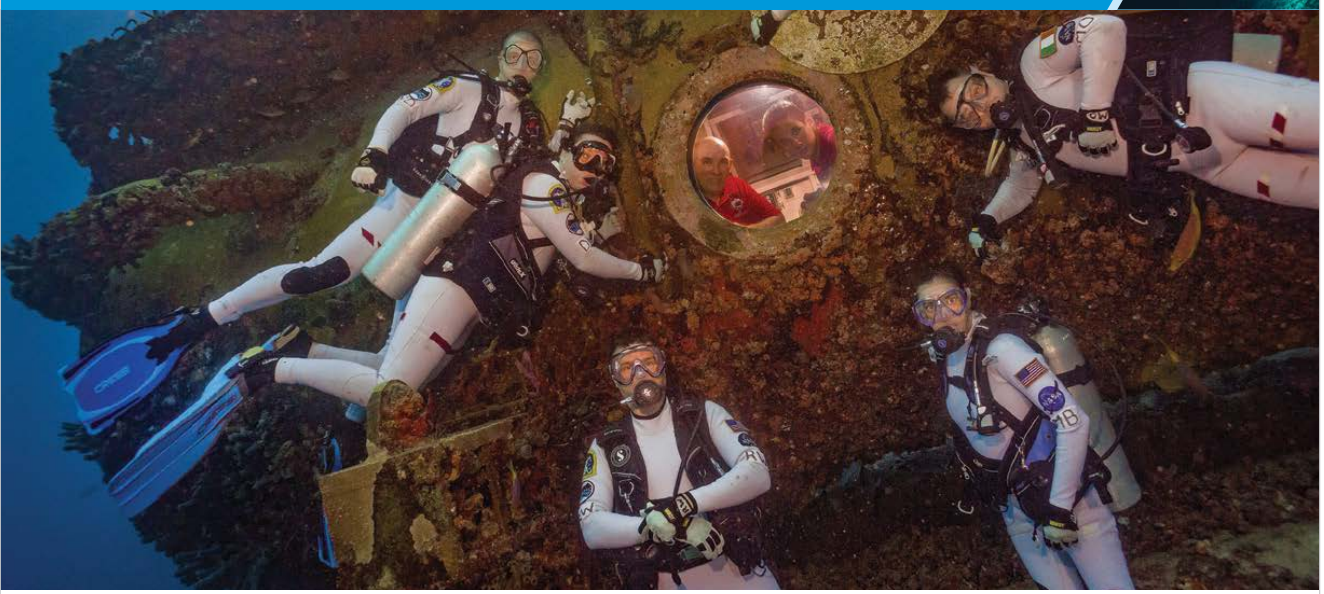
How do some animals survive in the deep ocean?
Underline details in paragraphs 8–13 that help you answer the question.

13 To find food, many deep ocean animals **migrate** closer to the surface at night and then return to the depths during the day. Some hunt in the depths. Others feed on marine snow. That's a pleasant-sounding name for bits of poop, scales, and dead things. This stuff drifts down from the upper parts of the ocean.



This deep-sea vent in the Pacific Ocean is called "black smoker."

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NASA aquanauts do practice "spacewalks" underwater to prepare for future space missions.

The Bizarre and the Beautiful

14 Some people wonder about aliens that may live on other planets. However, we don't need to travel through outer space to find remarkable new forms of life. They are here on Earth, in the deep ocean. The extreme conditions of the deep are one reason that so many unusual life forms have developed.

15 One great example of an unusual, alien-like adaptation is bioluminescence—the "fireworks" that Widder noticed. In fact, this became the focus of her research. These blue, red, or yellow lights have many different purposes. Sometimes, a light **lures** food closer. Other times, a light scares predators away. One worm releases glowing balloon-like orbs that likely distract predators. Some squid even communicate by changing patterns of light on their skin.

lures: *attracts*

Stop and Discuss

What is the purpose of bioluminescence? Underline details in paragraph 15 that help you answer the question.

16 The more scientists explore the deep ocean, the more they discover. In 2024, scientists announced four new deep-sea octopus species. "What else could be out there?" Widder wonders. To find out, we have to take risks and make the effort. We have to keep exploring.

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Read for Background

Write a Gist Statement

A **gist statement** is a one-sentence or two-sentence summary of a text. It answers the question, *What is this text mostly about?*

Follow these steps to write a gist statement for "Discovering the Aliens of the Deep."

1. State the topic of the text. Write it in one word or phrase.

2. Identify the most important ideas about the topic. Write them in the box.

3. Combine what you wrote in steps 1 and 2 to write a gist statement.

Discuss

Essential Question: Why do people explore the deep sea?

Connect what you read to the essential question. Work in a small group.

1. Read the essential question.
2. Read your gist statement aloud to your group.
3. Answer the essential question. Include details from "Discovering the Aliens of the Deep" in your answer.

People explore the deep sea because ___.

A risk/benefit of exploring the deep sea is ___.

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EXIT TICKET

Draw lines to show how the bodies of deep-sea animals survive the deep sea.

Challenge	Quality that Helps Animals Survive
high water pressure	bioluminescence
no sunlight	bodies filled only with water
very cold	slow body processes

Now write 1–2 sentences that explain how humans survive the same challenges in the deep sea.

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MODULE 1 SESSION 5

Writer's Craft

DO NOW

Based on what you read in *Diving Deep,* number the methods of diving from 1 to 7 to show how far underwater each method allows explorers to go. Write 1 next to the shallowest method.

_____ deep-diving submersibles

_____ snorkeling

_____ scuba diving

_____ atmospheric diving suits

_____ freediving

_____ saturation diving

_____ deeper-diving submersibles

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . . • Read fluently to understand texts. • Sort evidence into categories. • Write an opinion statement using simple verb tenses.	**I will be able to . . .** • Read a passage fluently, focusing on appropriate rate. • Sort evidence to support two opinions on scuba diving. • Write an opinion statement about scuba diving using simple verb tenses.

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Writer's Craft

Fluency Practice

Read the words to a partner. Use the **Read Words Routine** if you get stuck.

underwater	**scuba**	**surface**	**system**
slightly	**research**	**habitat**	**emergency**
observe	**pressure**	**decompression**	**scientists**

Follow along as you listen to your teacher read the passage aloud. Then practice reading the passage with a partner.

Aquarius Reef Base is an underwater lab located off the coast of Florida. It is slightly bigger than a city bus. Scientists who live and work in Aquarius dive to the lab using scuba gear. They live at two and a half times the pressure at sea level. Other scientists at the surface observe the habitat through live video and audio feeds. By living at depth, scientists can dive for many more hours than from a boat on the surface. This helps them complete research projects in less time. Before returning to the surface, they go through seventeen hours of decompression inside Aquarius. Then they swim to the surface using a small tank of air. Dangers include Aquarius system failure or DCS during quick emergency returns to the surface.

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How Sentences Work

Simple Verb Tenses

A **verb** is a word that shows action (like *run* or *eat*) or tells what something is (like *is* or *are*). Verb tenses tell when an action happens. The most common tenses are:

- **past tense:** an action that has already happened
  The past tense of regular verbs is formed by adding ***-ed*** to the base word.

> The scuba diver **jumped** into the ocean.

- **present tense:** an action that is happening in the present
  The base word is the present tense of a verb.

> The scuba diver **jumps** into the ocean.

- **future tense:** an action that will happen in the future
  The future tense is formed by adding *will* before the base word.

> The scuba diver **will jump** into the ocean.

Past	Present	Future
jumped	jump	will jump
played	play	will play
ate	eat	will eat

Fill in the missing verb tenses.

Past	Present	Future
explored	explore	
	study	
dove		will dive

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Writer's Craft

PRACTICE

Choose the correct verb tense to complete each sentence.

1. Tomorrow, I will go scuba diving.
   [went / go / will go]

2. I enjoy scuba diving, because I _____ to swim.
   [like / liked / will like]

3. My mom went scuba diving when she _____ Hawaii.
   [visited / visit / will visit]

4. She enjoyed scuba diving because she _____ lots of fish and coral.
   [saw / see / will see]

5. I hope I _____ some exciting sea animals tomorrow!
   [saw / see / will see]

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Analyze an Opinion

An **opinion** is an idea or belief that a person has about something.

- People may have different opinions about the same topic.
- An opinion is different from a fact. A **fact** is a piece of information that can be proven and is known to be true.
- Describing words, such as *fun* and *scary,* show opinions because they tell a person's belief or feelings about a topic.

Fact	Opinion
A snorkel is a tube attached to a mask.	Another fascinating feature of deep-sea life is how animals survive in darkness.

Read each sentence. Write an **F** next to the sentence if it states a fact. Write an **O** if it states an opinion.

1. _____ The word *scuba* stands for "self-contained underwater breathing apparatus."
2. _____ Deep-sea animals are amazing!
3. _____ The escaping water could be as hot as 700 degrees Fahrenheit.
4. _____ It is important to study deep-sea creatures.
5. _____ From 1964 through 2020, *Alvin* completed more than 5,000 dives.

TALK ABOUT IT

Which sentences did you label as opinions? How can you tell they are opinions?

One sentence I labeled as an opinion is ___.

I know it is an opinion because ___.

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Writer's Craft

Plan an Opinion Statement

An **opinion statement** is a sentence that tells the writer's opinion about a topic.

- Writers review text evidence before deciding on their opinion.
- Writers often begin an opinion statement with phrases like *I think* or *I believe*.

Read the prompt and the two opinions. Review the *Diving Deep* Evidence Bank. Write each piece of evidence under the opinion it supports.

PROMPT

Is scuba diving a good method for exploring the sea? Write an opinion statement that answers the question.

Opinion Statement Planner

Scuba diving is a good method for exploring the sea.	Scuba diving is not a good method for exploring the sea.
Diving equipment tells scuba divers how deep they can go.	

Diving Deep Evidence Bank

Diving equipment tells scuba divers how deep they can go.	Scuba divers can stay underwater for only 30 to 50 minutes.	People can scuba dive at the age of 10 and up.
Scuba divers only need one other person to dive, instead of a whole team.	Surfacing too quickly can give you decompression sickness.	Scuba divers can only go down 130 feet.

TALK ABOUT IT

Which opinion statement do you agree with more? Why?

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Write an Opinion Statement

Review the evidence you collected in the Opinion Statement Planner. Based on the evidence, circle the opinion you will write about. Then write an opinion statement to answer the prompt.

REFLECT

Use the following checklist to review your opinion statement.

Writing Checklist

- ☐ I clearly state an opinion about scuba diving.
- ☐ I use simple present tense verbs correctly.

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by i-Ready