UNIT 1

Magnetic Literacy™

Sample Lessons

KEYSTONE SPECIES: SESSIONS 1–5



by i-Ready

GRADE 4

A Week of Connected Literacy Instruction

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

What follows is one week pulled from a complete, year-long core literacy program.* Explore these pages to see how foundational skills and integrated reading and writing 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 30-session unit.

Across these sessions, students examine how keystone species shape an ecosystem through the anchor text *The Wolves of Yellowstone* and a companion text on the park's human history.

They build background on the wolves' disappearance from and reintroduction to Yellowstone, then explain the cause-and-effect relationships and sequence of events behind that story through a gist statement and written analysis.

	Session 1	Session 2	Session 3	Session 4	Session 5
Texts	*The Wolves of Yellowstone* (Unit Opener)	*The Wolves of Yellowstone*, Part 1	*People & Yellowstone National Park*	*The Wolves of Yellowstone*, Part 2	*The Wolves of Yellowstone*, Part 3
Skills	Unit Vocabulary; Preview Texts and Writing Task	Explain Ideas in a Scientific Text (Cause and Effect); Conjunctions	Write a Gist Statement	Sequence/ Time-Order Words	Prepositions
Key Activities	Students respond to the essential question, preview unit vocabulary, and preview the end-of-unit writing task before reading.	Students read and analyze how wolves disappeared from and were reintroduced to the park.	Students read a conceptual timeline text on Yellowstone's human history and write a gist statement.	Students read and explain the sequence scientists followed to move wolves to Yellowstone.	Students read and practice using prepositions to add detail to sentences, then complete a check for understanding.

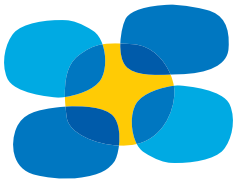
4 Things to Look For:



It's a Thinking Curriculum

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

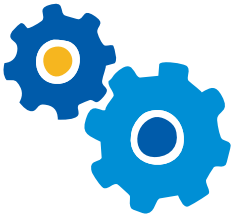
Notice: Students preview the end-of-unit explanatory essay prompt before they've read any of the unit's texts in full, so every session builds toward that goal. See page 14.



Literacy Instruction Is Integrated

Reading, writing, and language skills grow together.

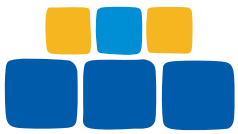
Notice: Students learn to identify cause and effect in a scientific text, then practice conjunctions using a cause-and-effect sentence from that same text, in the same session. See pages 24 and 25.



Skills Connect to Meaning

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

Notice: Every reading session opens by breaking new academic vocabulary into syllables before students use it in context. Students learn parts of speech and word parts, then apply them to sentences from their unit text. See pages 30 and 59.



Responsive Instruction

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

Notice: Checks for Understanding, Exit Tickets, and content-specific English learner supports provide guidance for addressing student learning needs. See pages 16 and 21.



Keystone Species

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1 — 2 — 3 — 4 — 5 — 6

Unit 1 Overview

In this unit, students learn about the return of wolves to Yellowstone National Park and the role of keystone species in an ecosystem. Through reading a variety of texts, students build knowledge about the web of connections between living things in nature. Students then apply this understanding by writing a four-paragraph essay about the effect of keystone species on Yellowstone's ecosystem.

ESSENTIAL QUESTION

How is everything in nature connected?

KNOWLEDGE

- Learn the history of Yellowstone National Park and the role of wolves in shaping its ecosystem.
- Understand how keystone species can change an ecosystem over time.
- Explore the practice of rewilding and how it is used to preserve an ecosystem.

READING SKILLS

- Explain ideas in a scientific text.
- Summarize text.

WRITING SKILLS

- Write explanatory texts.
- Plan, revise, and edit.
- Gather information.
- Introduce and develop the topic.
- Link ideas.
- Provide a conclusion.

KEY LANGUAGE FOCUS

- **Explain/Inform:** Use language to explain how keystone species affect ecosystems and inform others by describing cause-and-effect relationships and sequences of events.

END-OF-UNIT WRITING

Write a four-paragraph essay to explain how keystone species affect the Yellowstone ecosystem. Include details from the unit texts about wolves and about one other keystone species.

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SESSION PREVIEW

SESSION 1: Unit Opener

SESSION GOALS

LEARNING GOALS	SUCCESS CRITERIA	LANGUAGE GOAL
• Read unit texts to build knowledge about the effects of keystone species on ecosystems. • Use information in scientific texts to explain events and concepts. • Write four paragraphs to explain the effects of keystone species on ecosystems.	• N/A	• Use academic and concept vocabulary *(ecosystem, species, living, nonliving)* to describe animals and their ecosystems.

MATERIALS

INTEGRATED LITERACY WHOLE CLASS	SUPPORT & EXTEND SMALL GROUP
• Grade 4, Unit 1, Session 1 Slides	• Grade 4, Unit 1, 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 MINS.	5 MINS.	30 MINS.

ENGLISH LEARNERS

EL SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

After the Talk About It on p. 5, have students begin a personal dictionary with entries for *species* and *ecosystem*. Have them use the tool throughout the unit to record new vocabulary and to use as a reference.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Display the words *species* and *ecosystem* with images to support their meanings. Have students add the terms, definitions, and sentences using the words to their personal dictionaries. Amplify the meaning of *nature* and have students add an entry. Support newcomers with everyday words including *animals, plants,* and *park*.	Display the words *species* and *ecosystems* with images to support their meanings. Have students add the terms, definitions, and sentences using the words to their personal dictionaries. Have students add entries for *nature, living*, and *nonliving*. Ask students for examples of living and nonliving things. Elicit from students that *non-* means not.	Have students add definitions and sentences for the words *species, ecosystem, nature, living,* and *nonliving* to their personal dictionaries. Guide analysis of *ecosystem*. Gauge familiarity with the root word, *system*. Explain that *eco-* relates to nature. Facilitate discussion about how the word parts make meaning together.

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INTRODUCE (5 MINS.)

MODULE 1 SESSION 1

DO NOW

What do you know about wolves? Brainstorm and write what you know (or think you know) about wolves.

live in packs

related to dogs

more active at night

mammals

can be story characters



CHECK Have students complete the Do Now independently to activate prior knowledge about wolves. Then have a few volunteers share their responses.

UNIT GOALS

I will learn how to . . .

- Read unit texts to build knowledge about the effects of keystone species on ecosystems.
- Use information in scientific texts to explain events and concepts.
- Write four paragraphs to explain the effects of keystone species on ecosystems.

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

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MODULE 1 | Unit Opener 3

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 connections among different animals, plants, and habitats within an ecosystem. **Ask,** *"What comes to mind when you think about this question? Why?"*
- Display the Unit Media. Explain that the image and information will introduce the unit's big ideas.

APPLY

- Read the directions aloud to students.
- As you show the image in the Unit Media and read aloud the slide notes, have students write what they notice and wonder.
- After students talk about their charts, use a **Response Protocol** to have volunteers share their ideas and questions with the class.
- Next have students indicate their opinions about the predator statement.

DISCUSS

- After students answer the question, use a **Response Protocol** to have them share their responses.
- Ask students to explain why they agree or disagree with the statement. Tell them they will learn more about how predators affect people and the environment in this unit.

Unit Opener

Essential Question: How is everything in nature connected?

Notice and Wonder

Write what you notice and wonder about the image your teacher shares. Then express your opinion about predators by agreeing or disagreeing with the statement.

Notice	Wonder
Responses will vary.	**Responses will vary.**

TALK ABOUT IT

Discuss with a partner what you noticed and wondered about the images.

I noticed ___.

I wondered ___.

Write a check to show whether you agree or disagree with the statement.

Statement	Yes, I agree.	No, I disagree.
Predators, or animals that eat other animals, are harmful to the environment.		

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Session 1

Unit Vocabulary

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

Word	Definition	Example Sentence
spe•cies (*n.*)	a group of plants or animals that are alike and can produce offspring together	There are 12 **species** of fish in Yellowstone.
e•co•sys•tem (*n.*)	all the living things in one place and their connection to the nonliving things in the same place	A forest **ecosystem** includes trees, plants, animals, rocks, water, fungi, and more.

Draw a picture of an **ecosystem** that includes different **species** of plants and animals. Examples of ecosystems include deserts, rainforests, and coral reefs.

Type of Ecosystem:

Drawings should reflect more than one species of plant and animal that live in an ecosystem.

TALK ABOUT IT

Work with a partner. Discuss your drawing using the sentence starters.

- The ecosystem I drew is . . .
- The animal species in my drawing include ___. The plant species include ___.
- The living parts of the ecosystem are ___. The nonliving parts are ___.

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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 help speakers of Latin-based home languages make connections between the words *species* and *ecosystem* and words they may already know (such as *especies* and *ecosistema* in Spanish).

MODEL

- Read the direction line for the activity.
- Model by describing a scene you might sketch. **Say,** *"If I drew a dolphin, why might I also draw a coral reef?"*
- Engage students in a conversation about the variety of plants and animals in every ecosystem.

APPLY Have students draw independently.

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

EL See the Session Preview for differentiated EL support.

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MODULE 1 | Unit Opener 5

UNIT OPENER

TEACH

- Tell students that they will read one longer anchor text throughout the unit. They will read the anchor text in parts, along with a variety of other supporting texts. Explain that these texts will build their knowledge about keystone species in Yellowstone.
- Add that building this knowledge will make it easier to understand the anchor text.
- Read aloud the paragraphs from *The Wolves of Yellowstone: A Rewilding Story.*

MODEL Model marking questions you have about the text. **Say,** *"I wonder what* Yellowstone *is. I'll put a question mark near the title and keep reading to find out."*

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

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

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.



The Wolves of Yellowstone: A Rewilding Story

by Catherine Barr

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.

101 In total, forty-one wolves were brought to Yellowstone over two years. They are the ancestors of about ten packs of wolves that howl and hunt in the park today.

102 Today, Yellowstone is as wild as ever. But in the summer its roads are busy. Tourists come to see its spectacular hot-water fountains and watch wildlife splashing in the alpine rivers, beavers building magnificent dams, and bison nibbling their way across wide, lush valleys. With patience and sharp eyes, those who are lucky may spot a wolf.

103 The wolves stay back, away from the crowds. On the hunt . . . on the move . . . wolves following food.

104 In nature, animals and plants depend on each other to survive.

105 It is like a jigsaw puzzle, where everything fits together to create a big picture. In nature, this big, complicated picture is the ecosystem.

TALK ABOUT IT

Share what you noticed and wondered about with a partner.

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Session 1

Meet the Unit Texts

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



People & Yellowstone National Park



Food Chains



The Superpower Field Guide: Beavers
by Rachel Poliquin



A Wolf Called Wander
by Rosanne Parry



Bees as Pollinators



Bees Matter
by Erika Wassall

TALK ABOUT IT

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

These texts might help me answer ___.

I might be able to understand ___ better when I read ___ because ___.

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EL DEVELOP ORAL LANGUAGE Have pairs discuss what they see in the pictures by pointing, using their home language, and/or English. Encourage pairs to ask about and clarify any unknown words in the titles.

TEACH

- Explain that these are the 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 keystone species and ecosystems.

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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UNIT OPENER

TEACH

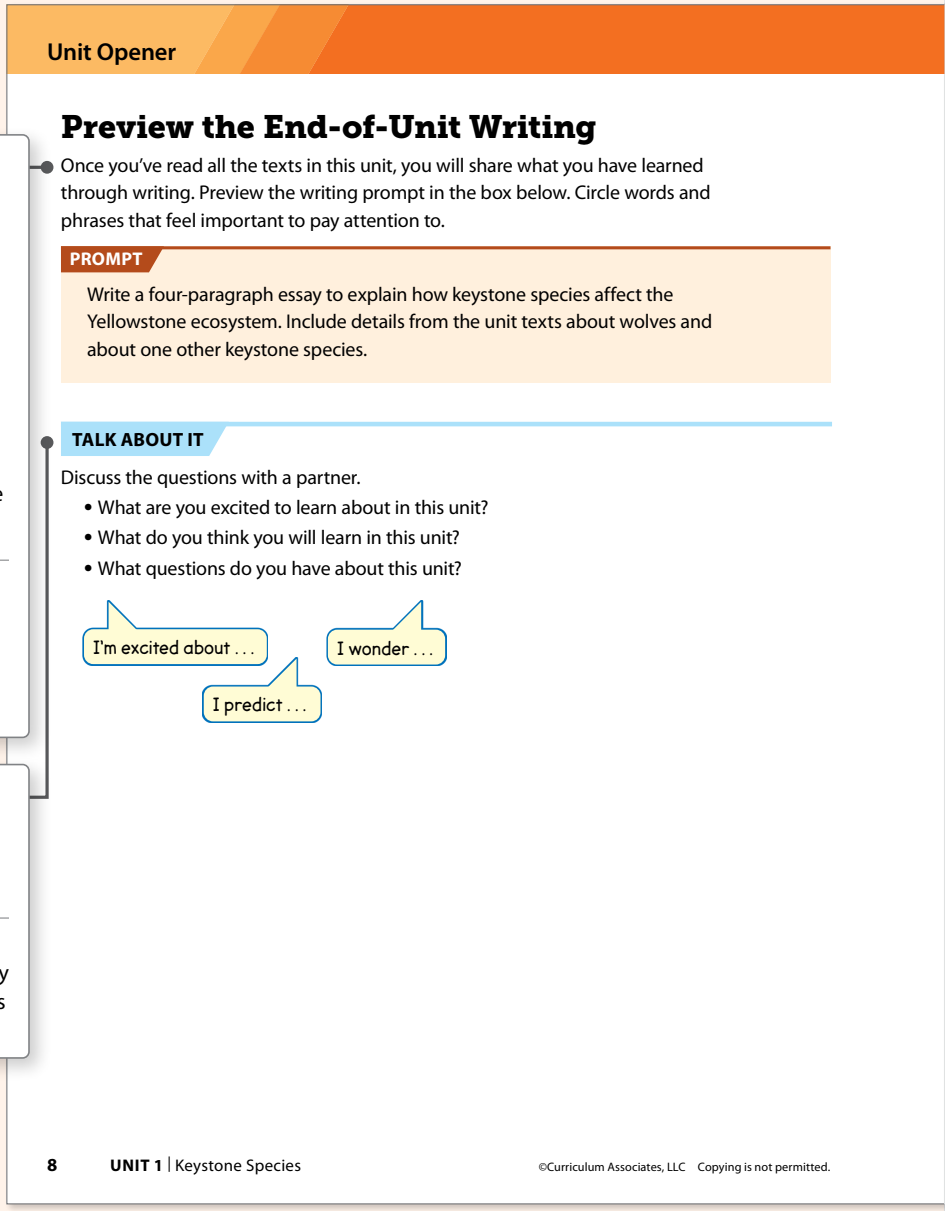
- Invite a volunteer to read aloud the prompt. Explain that students will read a variety of texts in this unit that will prepare them to answer this prompt.
- Clarify that texts in the unit will explore the Yellowstone ecosystem, food chains, and the importance of every species within an ecosystem.
- Share that as students read, they will learn how to explain ideas in a scientific text, identify key details, make inferences, and summarize texts. 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 underlining key words and phrases on their own.
- Ask for volunteers to share which words they underlined and why they underlined them.

EL **GROUP STRATEGICALLY** Partner students who speak the same home language to discuss the questions in the Talk About It to increase accessibility and encourage risk-taking.

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 it.



Unit Opener

Preview the End-of-Unit Writing

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

PROMPT

Write a four-paragraph essay to explain how keystone species affect the Yellowstone ecosystem. Include details from the unit texts about wolves and about one other keystone species.

TALK ABOUT IT

Discuss the 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 this unit?

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REFLECT (5 MINS.)

Session 1

REFLECT

Essential Question: How is everything in nature connected?

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.

Animals drink water and eat plants or other animals to survive. Different species in an ecosystem need each other.

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 how everything is connected in nature 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 *ecosystem, species, living things, nonliving things, animals*, and *plants*. If students would benefit from support, encourage them to revisit their personal dictionaries and revise their work to include one word from their dictionaries.

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MODULE 1 | Unit Opener 9

SESSION PREVIEW

SESSION 2: Read & Analyze

SESSION GOALS

LEARNING GOALS	SUCCESS CRITERIA	LANGUAGE GOAL
• Identify causes and effects in a scientific text. • Combine sentences using a comma and a conjunction.	• Explain causes and effects related to the number of wolves in Yellowstone National Park. • Use conjunctions and a comma to combine sentences about Yellowstone.	• Explain the causes and effects related to the number of wolves in Yellowstone using conjunctions for cause and effect such as *because* and *so*.

MATERIALS

INTEGRATED LITERACY WHOLE CLASS	SUPPORT & EXTEND SMALL GROUP
• Grade 4, Unit 1, Session 2 Slides • Reading routine anchor charts	• Grade 4, Unit 1, Session 2: Grammar • *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 as they complete sentences describing causes and effects related to the wolves of Yellowstone during the practice on p. 20.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Review examples with students of how each conjunction *(because, but, so)* is used in everyday situations. *(I was hungry because I skipped breakfast).* Read aloud item 2 and return to the text to read aloud paragraph 10. **Ask,** *"Who killed the elk?"* Read aloud paragraph 15. **Ask,** *"Why did the elk have no fear?"* Return to the chart and prompt students to try each conjunction to connect the cause and effect in item 2. Repeat for item 3.	Read aloud item 2 and return to the text to read aloud paragraph 10. **Ask,** *"Who killed the elk?"* Read aloud paragraph 15. **Ask,** *"Why did the elk have no fear?"* Return to the chart and prompt students to try each conjunction *(because, but, so)* to connect the cause and effect in item 2. Repeat for item 3.	Have partners work together to connect the cause to its effect using an appropriate conjunction *(because, but, so)* in items 2 and 3. If needed, point them to the definitions and examples in the chart for each conjunction. Remind students to use a comma before *so* and *but* (but not before *because*). Support students to discuss their ideas by providing sentence frames, such as *I think the word* so *works best because* ___.

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INTRODUCE (5 MINS.)



The Wolves of Yellowstone: A Rewilding Story, Part 1

DO NOW

When you hear the word *wolf*, what words or pictures come to mind? Write or draw your ideas.

Responses will vary.

CHECK Have students complete the Do Now independently to activate prior knowledge about wolves. Invite volunteers to share their responses.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . . • Identify causes and effects in a scientific text. • Combine sentences using a comma and a conjunction.	**I will be able to . . .** • Explain causes and effects related to the number of wolves in Yellowstone National Park. • Use conjunctions and a comma to combine sentences about Yellowstone.

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. 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, emphasize the vocabulary word.
- Read the directions for the activity.

MODEL

- Model completing the first sentence. **Say,** *"For the first sentence, I could write* hide *because predators hunt other animals, so it makes sense for them to hide."*
- Ask volunteers to share ideas about other words or phrases that would make sense in that sentence.

EL **SUPPORT MEANING** Use gestures or photographs to help communicate the meaning of each scenario.

APPLY

- Have students complete the remaining sentences to show their understanding of the vocabulary.
- Point out that there are many correct ways to complete each sentence.

DISCUSS

- Have partners discuss each other's sentences in the Talk About It.
- Use a **Response Protocol** to have a few volunteers share their sentences with the class.

Read & Analyze

Unlock the Text

Vocabulary

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

Word	Definition	Example Sentence
pred•a•tor (*n.*)	an animal that kills other animals for food	Adult bears are so big and powerful that they have no natural **predators**.
re•stored (*v.*)	returned to the way it used to be	We **restored** the old playground so that children can play there again.
wil•der•ness (*n.*)	an area of natural land where people do not live	As we hiked deeper into the **wilderness**, we could hear only the sounds of the wind and our feet stepping on dry leaves.

Complete each sentence with a word or phrase that makes sense.

1. To survive, small animals must often _____ hide _____ from **predators**.
2. We had to **restore** our garden after _____ animals dug it up _____.
3. Animals, such as _____ bears _____, live in the **wilderness**.

TALK ABOUT IT

Work with a partner. Use the frames to discuss your sentences.

My sentence for the word ___ is different from yours because ___.

My sentence for the word ___ is similar to yours because ___.

Both of our sentences show ___.

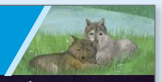
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READ *THE WOLVES OF YELLOWSTONE*, PART 1 (25 MINS.)

Session 2



The Wolves of YELLOWSTONE

A Rewilding Story

by Catherine Barr



1 The wolf is admired and feared in equal measure.

2 Shrouded in myth, this legendary **predator** has been shot, caught, and captured by humans for thousands of years.

3 In fairy tales, the wolf's cry makes some shudder and others lock their door.

4 But for many people, the wolf's haunting howl carries a wild magic—a magic that once **restored** a **barren land**.

Purpose for Reading

Read to discover what happened when wolves were removed from Yellowstone Park.

barren land: *land that does not support or produce many plants*

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

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

ADD CONTEXT

- Point out that this book is also a scientific text, but it's written in a narrative style like a story.
- Explain that in this book, the author shares her excitement about the efforts to rewild wolves in Yellowstone.

BUILD VOCABULARY Remind students that they learned the words *predator* and *restored*. Elicit what the words mean in context. *(animal that eats other animals; returned to the way it used to be)*

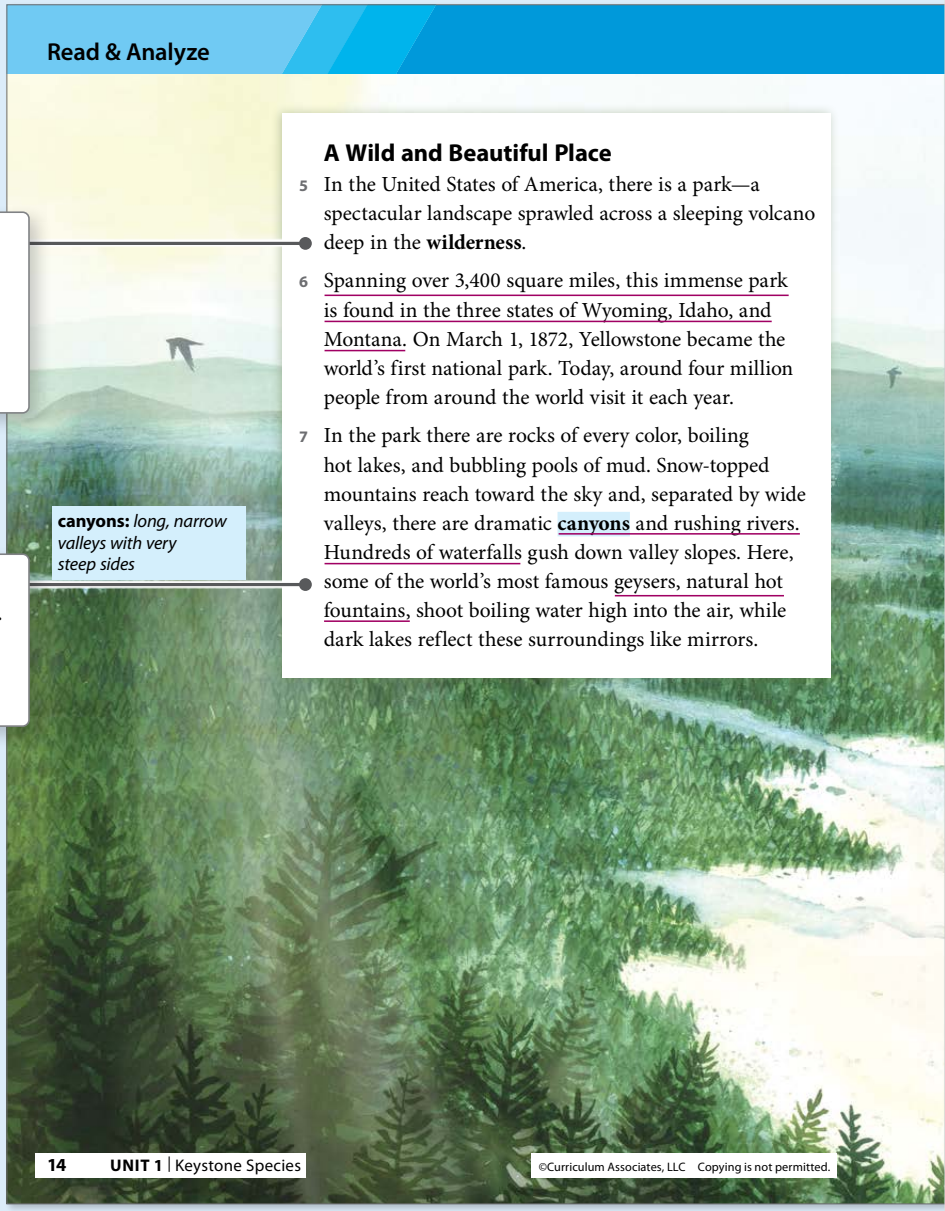
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READ & ANALYZE

BUILD VOCABULARY Remind students that they learned the word *wilderness* and elicit what the word means in context. *(an area of natural land where people do not live)* Point out the shorter word *wild* and ask students how it helps them understand the word *wilderness*.

EL **SUPPORT MEANING** Read aloud the final sentence in paragraph 7. Have students point to the word *geyser*. Ask students if they can explain what a *geyser* is using the information between the commas. *(A geyser is a natural hot fountain.)*



Read & Analyze

A Wild and Beautiful Place

5 In the United States of America, there is a park—a spectacular landscape sprawled across a sleeping volcano deep in the **wilderness**.

6 Spanning over 3,400 square miles, this immense park is found in the three states of Wyoming, Idaho, and Montana. On March 1, 1872, Yellowstone became the world's first national park. Today, around four million people from around the world visit it each year.

7 In the park there are rocks of every color, boiling hot lakes, and bubbling pools of mud. Snow-topped mountains reach toward the sky and, separated by wide valleys, there are dramatic **canyons** and rushing rivers. Hundreds of waterfalls gush down valley slopes. Here, some of the world's most famous geysers, natural hot fountains, shoot boiling water high into the air, while dark lakes reflect these surroundings like mirrors.

canyons: *long, narrow valleys with very steep sides*

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Session 2



8 Yellowstone is home to nearly two thousand different kinds of wildlife. Over three hundred species of birds circle the sky above the park and nest in its thick forests. Colorful fish in all shapes and sizes swim through the streams. Proud elk and shaggy bison roam the wide plains. The park is the perfect hunting ground for large predators. Lynxes, mountain lions, black bears, grizzly bears, coyotes, and wolves all wander to seek out prey.

9 But Yellowstone hasn't always **teemed** with life. Once it was a place without wolves.

teemed: *overflowed*

Stop and Discuss

What makes Yellowstone Park so special?
Underline details in paragraphs 6–8 that help you answer the question.

CHECK FOR UNDERSTANDING

IF Students do not mention details about the many different kinds of landscapes and wildlife in Yellowstone . . .

THEN Use the **Gist Routine** with par. 6–8.

1. **State the topic.** *(features of Yellowstone)*
2. **Identify the most important ideas.** *(Yellowstone is immense, stretching across three states; Yellowstone has canyons, rushing rivers, waterfalls, and geysers; Yellowstone has thousands of different kinds of wildlife, including birds, fish, elk, lions, bears, and wolves.)*
3. **Combine the important ideas to say or write the gist in a sentence or two.** *(Yellowstone is a huge park with many different kinds of landscapes and thousands of different animals.)*

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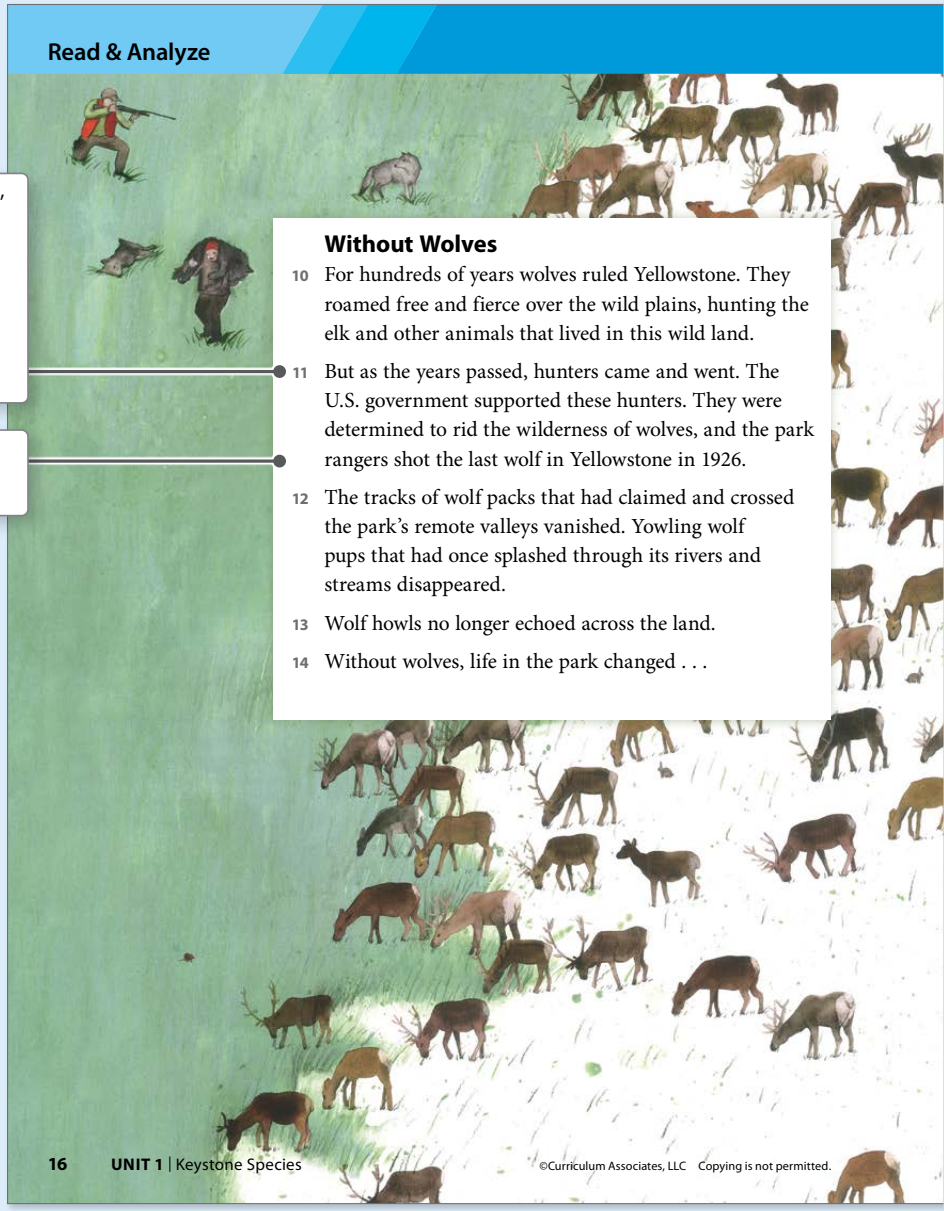
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MODULE 1 | The Wolves of Yellowstone 15

READ & ANALYZE

EL **AMPLIFY SENTENCE STRUCTURE** Support students' comprehension of the third sentence in paragraph 11. Ask students who *They* refers to in the sentence. *(the U.S. government and the hunters)* If needed, have students refer back to the previous sentence. Guide students to understand that two ideas are connected with the conjunction *and*.

STOP AND ASK *"What happened in Yellowstone in 1926?" (Park rangers shot the last wolf.)*



Read & Analyze

Without Wolves

10 For hundreds of years wolves ruled Yellowstone. They roamed free and fierce over the wild plains, hunting the elk and other animals that lived in this wild land.

11 But as the years passed, hunters came and went. The U.S. government supported these hunters. They were determined to rid the wilderness of wolves, and the park rangers shot the last wolf in Yellowstone in 1926.

12 The tracks of wolf packs that had claimed and crossed the park's remote valleys vanished. Yowling wolf pups that had once splashed through its rivers and streams disappeared.

13 Wolf howls no longer echoed across the land.

14 Without wolves, life in the park changed . . .

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Session 2



15 Without wolves, the elk had no fear. They grazed the open valleys from sunrise to sunset.

16 Without wolves, the elk ate and ate and ate. They ripped up grass and tore down leaves. They nibbled the young shoots that lined the riverbanks, so fewer new trees grew. The once lush grasslands became barren and brown.

17 As more elk filled the wide valleys, other wildlife began to disappear. Birds found they had fewer places to nest, so many abandoned the park for another home. Other animals lost their shelter and couldn't find enough food.

18 But one cold winter's day in 1995, wolves stepped back into Yellowstone. The decision to reintroduce wolves followed a twenty-year battle between government officials, lawyers, scientists, and conservationists.

19 This is the story of their homecoming.

Stop and Discuss

What happened when wolves were removed from Yellowstone?

Underline details in paragraphs 15–17 that help you answer the question.

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CHECK FOR UNDERSTANDING

IF Students do not mention that without wolves, the unafraid elk stripped the grasslands, which removed shelter and food for other animals . . .

THEN Use the **Gist Routine** with par. 15–17.

1. **State the topic.** *(Yellowstone without wolves)*
2. **Identify the most important ideas.** *(without wolves, the elk were not afraid; elk ate until grasslands turned brown; wildlife began to disappear; animals lost shelter and food)*
3. **Combine the important ideas to say or write the gist in a sentence or two.** *(Without wolves, the elk were unafraid to graze all day. They stripped the grasslands, which removed shelter and food for other animals.)*

Reflect on the Text

Explain that students will read more of this text in Session 4.

Reflect on the text by revisiting the Purpose for Reading:

- *"What happened when there were no more wolves in Yellowstone?"*

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READ & ANALYZE

ANALYZE (20 MINS.)

TEACH

- Point out that scientific texts often describe cause-effect relationships. As students read *The Wolves of Yellowstone*, they will discover many different cause-effect relationships.
- Review the instruction on the student page.

EL **DEVELOP ACADEMIC LANGUAGE** Demonstrate cause and effect using classroom objects. For example, push an upright book so that it falls over. Have students identify and explain the cause and the effect.

MODEL

- Model identifying the effect of the first cause listed in the chart by rereading par. 11. **Say,** *"The text says people were allowed to hunt wolves, and by 1926 there were no wolves left in Yellowstone. So, what was the effect of the hunting? The effect was that there were no more wolves by 1926. I'll write that in the chart."*
- Have students revist par. 15 and 16 to find the effects of the second cause listed in the chart. Ask volunteers to share their ideas.

APPLY Have partners complete the chart.

CHECK FOR UNDERSTANDING

IF Students do not identify effects . . .

THEN Reread and ask guiding questions:

- **par. 15–16:** *"What happened to the elk without wolves?" (no fear, ate all the grass and baby trees)*
- **par. 17:** *"What happened to other animals when there were fewer plants and trees?" (didn't have food or homes)*
- **par. 18:** *"What did people decide in 1995?" (to bring wolves back to Yellowstone)*

Read & Analyze

Explain Ideas in a Scientific Text

Scientific texts explain how events are connected. They often answer questions such as, *What happened? Why did it happen?*

- A **cause** makes something happen.
- An **effect** is what happens as a result of a cause.

Reread the section of text titled "Without Wolves." Find each cause listed in the chart. Then write the effect of that cause.

Cause	Effect
Paragraph 11 Because the government allowed people to hunt wolves,	the wolves were gone from Yellowstone in 1926.
Paragraphs 15 and 16 Since Yellowstone Park had no more wolves,	**the elk had nothing to fear, so they ate all the grass and the young trees.**
Paragraph 17 Because the valleys had little grass and few trees,	**other animals couldn't find food or shelter.**
Paragraph 18 After a twenty-year battle between the government, lawyers, scientists, and conservationists ended,	**wolves were brought back to Yellowstone.**

TALK ABOUT IT

Work with a partner. Take turns explaining the causes and effects. Include additional details that you remember from the text.

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Session 2



How Sentences Work

Conjunctions

A **conjunction** is a word that shows a connection between two ideas.

- You can use a conjunction to combine two sentences.
- Add a comma before most conjunctions (except *because*).

Look at an example from paragraph 17 of the *The Wolves of Yellowstone*.

conjunction

Birds had fewer places to nest, so many abandoned the park for another home.

Birds had fewer places to nest.	Many birds abandoned the park for another home.

Review this information about conjunctions.

Conjunction	When to Use	Example
because	to connect a cause and an effect	The elk ate all the grass **because** the wolves disappeared.
but	to show a difference	Some people are afraid of wolves, **but** others think they are helpful.
so	to show a result, effect, or consequence	Wolf packs hunt together, **so** they can catch large animals.

TALK ABOUT IT

Work with a partner. Take turns finishing each sentence about wolves.

Wolves disappeared from Yellowstone because ___.

Wolves disappeared from Yellowstone, so ___.

Wolves disappeared from Yellowstone, but ___.

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TEACH

- Point out that authors often combine more than one idea in a single sentence.
- Review the instruction on the student page.

MODEL

- Use the example from the text to explain how to use a conjunction to combine sentences. Note that some repeated words can be left out of the combined sentence. For instance, in the example, the word *birds* appears in each simple sentence, but it only appears one time in the combined sentence. Point out the placement of the comma.
- Invite students to read aloud each conjunction in the chart, its use, and the example in the chart. **Ask,** *"How does the conjunction show the connection or relationship between the two ideas?"*

EL **DEVELOP ORAL LANGUAGE** Invite students to use each conjunction in an informal discussion with a partner about their everyday lives. Provide an example: *I won my soccer match because our team practiced every day.*

DISCUSS Use a **Response Protocol** to have one or two volunteers share how they finished each sentence in the Talk About It.

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MODULE 1 | The Wolves of Yellowstone 19

READ & ANALYZE

MODEL

- Model combining the first two sentences by trying different conjunctions and thinking about which one makes the most sense. **Say,** *"The elk ate all the grass and young trees because the grasslands became barren and brown. That doesn't make sense. The brown grassland didn't make the elk eat grass; the elk eating the grass made the grasslands brown.*
- Ask volunteers which conjunction would make more sense. *(so)* Then ask them whether there should be a comma before the conjunction.

APPLY Have students complete each sentence with a conjunction that shows the relationship between the ideas.

EXTEND Challenge students to write their own sentences about Yellowstone using conjunctions.

EL See the Session Preview for differentiated EL support.

CHECK FOR UNDERSTANDING

IF Students do not combine ideas with conjunctions that make sense . . .

THEN Review the meaning of each conjunction.

- Have students practice the activity aloud before writing. Encourage them to read the sentences with different conjunctions to decide which makes the most sense.
- Have students consider whether there is another conjunction that better represents the connection between the ideas.

Read & Analyze

Use conjunctions to combine the two sentences into one. Add a comma, if needed.

because	but	so

1. The elk ate all the grass and young trees. | The grasslands became barren and brown.

The elk ate all the grass and young trees , so the grasslands became barren and brown.

2. The elk had nothing to fear | The wolves were all gone.

The elk had nothing to fear because the wolves were all gone.

3. The wolves were gone by 1926. | They came back in 1995.

The wolves were gone by 1926 , but they came back in 1995.

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ASSESS (5 MINS.)

Session 2

NAME

EXIT TICKET

Complete the sentences to explain the causes and effects of hunting wolves in Yellowstone.

1. People hunted wolves in Yellowstone because **they wanted to get rid of the wolves.**
2. They didn't realize that removing the wolves would cause **elk to eat all the plants and trees.**

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Revisit Learning Goals

Have students turn and talk about the questions:

- *"How does thinking about cause-effect relationships help you understand* The Wolves of Yellowstone *so far?"*
- *"How did you decide which conjunction to use in each sentence?"*

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MODULE 1 | The Wolves of Yellowstone 21

SESSION PREVIEW

SESSION 3: 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. • Use the meanings of word parts to understand the meanings of words.	• Write a gist statement for a text about Yellowstone National Park. • Read and understand words with the prefix *de-*.	• Explain how human actions affected Yellowstone over time using cause-and-effect language *(because, caused, which led to).*

MATERIALS

INTEGRATED LITERACY WHOLE CLASS	SUPPORT & EXTEND SMALL GROUP
• Grade 4, Unit 1, Session 3 Slides • Reading routine anchor charts	• Grade 4, Unit 1, Session 3: 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 in previewing the text structure of the timeline to activate background knowledge before reading the Timeline of Yellowstone National Park on p. 26.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Preview the timeline entries with a small group. Discuss the meanings of *time* and *line* and how *timeline* describes what students are looking at—a line that shows the progression of time. Have students point—left to right—at the years listed in the entries. **Ask,** *"Where on the timeline would you find something that happened long ago? Something happening now?"*	Preview the text with a small group, asking volunteers to read out a heading from the beginning, middle, and end of the timeline. Ask Spanish speakers to use the cognate *secuencia* to find the meaning of *sequence*. **Ask,** *"How do headings show the sequence of events?"* Offer sentence frames such as: • *The illustrations show ___.* • *A timeline shows the sequence of events by ___.*	Give examples of text features (title, heading, illustration), and have students underline the features as they preview the text independently. Have students discuss with a partner what they noticed about the way the timeline is organized. Offer sentence frames: • *Many years ago,___.* • *More recently, ___. Now, ___.*

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INTRODUCE (5 MINS.)



People & Yellowstone National Park

DO NOW

Think about natural places, such as parks or forests, that you know about. Make a list of ways that humans change those places. Changes may be positive or negative.

Build roads and sidewalks

Cut down trees

Plant trees and flowers

Build fountains or ponds

Leave trash and litter

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . .	**I will be able to . . .**
• Write a gist statement that includes the main idea and details of a text.	• Write a gist statement for a text about Yellowstone National Park.
• Use the meanings of word parts to understand the meaning of words.	• Explain the meanings of words with the prefix *de-*.

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CHECK Have students complete the Do Now independently to activate prior knowledge about human effects on natural environments. Ask a few 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 FOR BACKGROUND

UNLOCK THE TEXT (5 MINS.)

TEACH

- Introduce the session vocabulary. 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, emphasize the vocabulary word.
- 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.
- Point out the root in the word *population*. Explain that more than half of all English words contain Greek or Latin roots, and that these word roots are central to a word's meaning.
- Read the directions for the activity.

MODEL

- Model defining the word *population* and including the word *people*. **Say,** "Pop *means 'people,' and* population *is the number of people who live in a place.*"
- Have a volunteer share the meaning of *popular*.

APPLY

- Have partners discuss the questions.
- Use a **Response Protocol** to have a few volunteers share their sentences.

EL **GROUP STRATEGICALLY** Group students of mixed English language-proficiency levels. Have emerging speakers listen to others before sharing their ideas about example words using the root *pop*.

Read for Background

Unlock the Text

Vocabulary

Read the information in the chart.

Word	Focus Root	Definition	Example Sentence
in•dig•e•nous (*adj.*)		having to do with the first people to live in a place	The Lakota Sioux are one group of **indigenous** people in the Great Plains.
pre•co•lo•ni•al (*adj.*)		before European settlers came to North America and other parts of the world	In **precolonial** times, millions of buffalo roamed across North America.
pop•u•la•tion (*n.*)	pop (people)	the number of people or animals living in a certain place	The **population** of wolves in Yellowstone has changed over time.
set•tlers (*n.*)		people who move to a new place and plan to stay there	European **settlers** brought new crops such as wheat and potatoes to America.

How do each of these words with the root *pop* relate to the meaning of the root? Write the meaning of each word and use the word *people* in each definition.

1. **population**: the number of people who live in a place
2. **popular**: liked by many people
3. **unpopular**: not liked by many people

TALK ABOUT IT

Work with a partner. Take turns creating new sentences with each vocabulary word.

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READ *PEOPLE & YELLOWSTONE NATIONAL PARK* (25 MINS.)

Session 3



People & Yellowstone National Park

1 Yellowstone National Park is a place of awe-inspiring beauty and wonder. Millions of people visit its **geysers**, mountains, canyons, waterfalls, and wildlife every year. Yellowstone has been a national park, or protected area of the United States, for over 150 years, but its history goes back much further than that!

2 Humans have been present in the Yellowstone area for at least 11,000 years. We know this because scientists discovered ancient tools in the park made from obsidian, a black glassy stone. Arrowheads, spear tips, and other tools were used by the nomadic ancestors of **indigenous** people.

Purpose for Reading

Read to discover how people have changed Yellowstone over time.

geysers: *natural pools of hot water that sometimes erupt*

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

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

STOP AND ASK *"What is meant by 'nomadic ancestors' of indigenous people?" (earlier generations that moved from place to place)*

BUILD VOCABULARY Remind students that they learned the word *indigenous* and elicit what it means in context. *(the first people to live in Yellowstone)*

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MODULE 1 | People & Yellowstone National Park 25

READ FOR BACKGROUND

EL See the Session Preview for differentiated EL support.

BUILD VOCABULARY Remind students that they learned the word *precolonial* and elicit what the word means in context. *(before European settlers came to North America)*

BUILD VOCABULARY Remind students that they learned the word *population* and elicit what the word means in context. *(the number of indigenous people in Yellowstone)* **Ask,** *"What does 'remaining population' tell you?" (Many people were gone already.)*

BUILD VOCABULARY Remind students that they learned the word *settlers* and elicit what the word means in context. *(Europeans who moved to the Yellowstone area)*

Timeline of Yellowstone National Park

Precolonial Times – 1800s
For thousands of years, indigenous people are the only humans living on the land we now call Yellowstone. The area is part of the ancestral homelands of the Kiowa, Crow, and Lakota Sioux people. Yellowstone's hot springs and geysers are spiritually important places for indigenous people.

1850s – 1860s

White **settlers** arrive in search of furs, gold, and land. They set up farms and ranches, raising livestock like cows. They share maps, stories, and paintings of the stunning landscape with the rest of the world.

1870s – 1890s
Congress approves paying for construction of roads and buildings in Yellowstone. The U.S. Army and Colonel P.W. Norris take control of Yellowstone, in part to control hunting. They remove the remaining **population** of indigenous people from Yellowstone to make way for tourists.

Congress: *the branch of the U.S. government that makes laws*

1872
President Ulysses S. Grant signs the Yellowstone National Protection Act, making Yellowstone the first national park in the United States. Some see this as a way to protect the environment. Others, such as indigenous people and settlers who live on the land, feel it is unfair for the government to force them to move.

1900s – 1920s

More hotels are built. Yellowstone grows larger. Congress approves more money for the park, and the first park rangers take control.

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Session 3



1914 – 1926

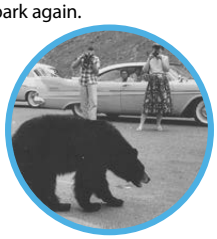
People at the time see wolves as a threat, and park managers kill at least 136 wolves. The last pack of wolves is killed in 1926.

1940s

Use of Yellowstone declines during World War II. Money that would have been spent to care for the park goes to supporting the war.

1950s – 1970s

The federal government puts money and effort into improving Yellowstone. People begin to visit the park again.



1990s

Scientists realize the importance of wolves to Yellowstone's ecosystem. Wildlife officials bring 31 gray wolves from western Canada and 10 wolves from northwest Montana into Yellowstone.





Early 2000s

A new law requires park rangers to consult with tribal leaders on park issues. Today, 27 tribes are formally associated with Yellowstone. They help make decisions for the park and continue to promote the rights of indigenous people.

Present Day

Yellowstone continues to attract millions of visitors every year. It is breathtakingly beautiful and unique.

Stop and Discuss

What caused the removal and return of the Yellowstone wolves?
Underline details on page 27 that help you answer the question.

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EXTEND Remind students of various text structures they already know. **Ask,** *"How has the author organized the information in this text? How does this text structure help readers understand the information?" (Information is presented chronologically, or in order by year, to show when the events took place.)*

EL **AMPLIFY TEXT STRUCTURE** Ask partners to explain how the organization of a timeline helps them better understand the information. Offer a sentence frame: *The timeline helps me understand the information because ___.*

CHECK FOR UNDERSTANDING

IF Students do not explain that the wolves were seen as a threat and removed, but were returned when people understood their importance . . .

THEN Use the **Gist Routine** on page 27.

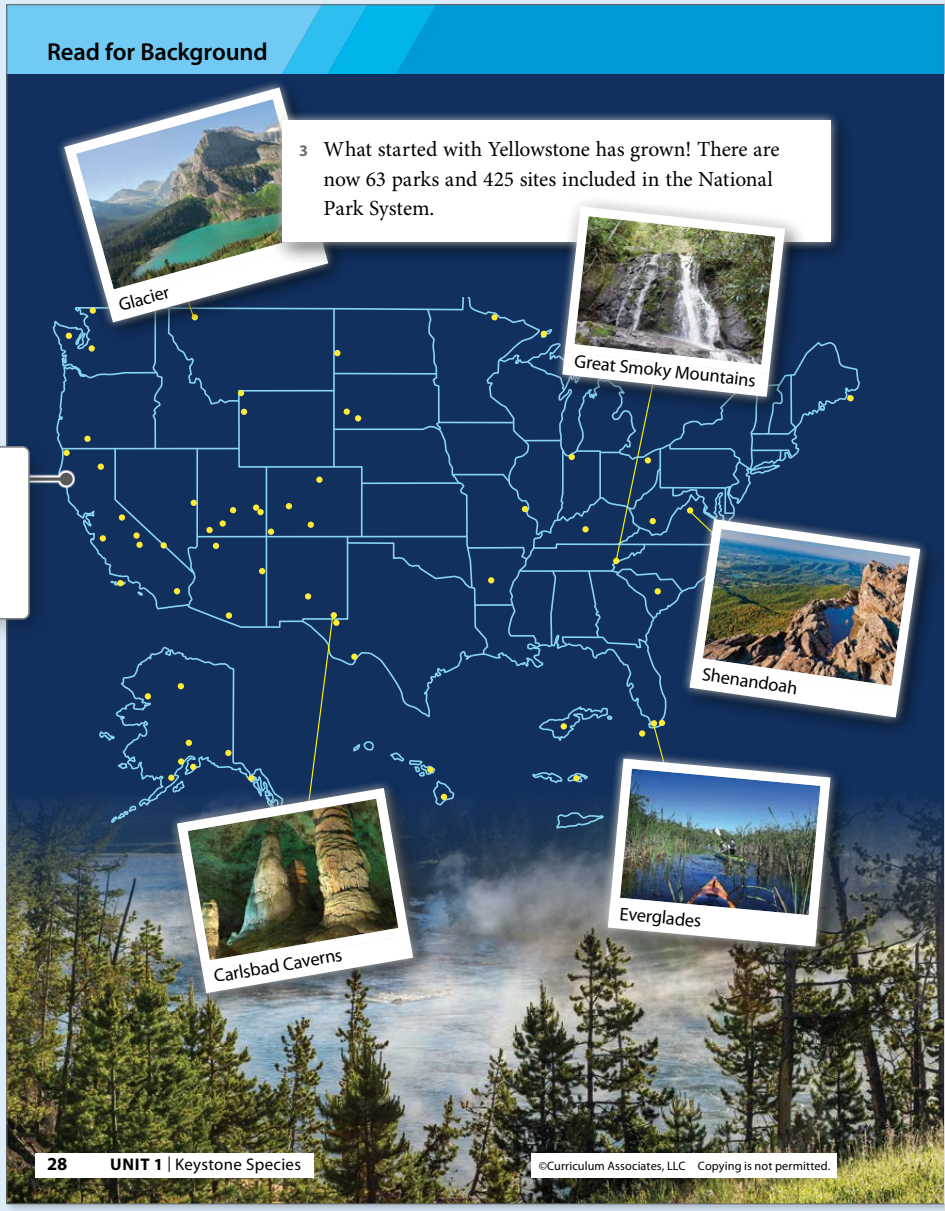
1. **State the topic.** *(the Yellowstone wolves)*
2. **Identify the most important ideas.** *(People saw wolves as a threat, so the wolves were killed off by 1926. In the 1990s, scientists realized the wolves were important to the park's ecosystem. So they brought wolves from Canada and Montana into Yellowstone.)*
3. **Combine the important ideas to say or write the gist in a sentence or two.** *(People removed the wolves but returned them when they understood their importance.)*

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MODULE 1 | People & Yellowstone National Park 27

READ FOR BACKGROUND

EL VALUE STUDENT ASSETS Invite students to share what they know about national parks. Look for the national park closest to your school and challenge students to research more about it to increase engagement.



Reflect on the Text

Reflect on the text by discussing one or both questions:

- **REVISIT PURPOSE FOR READING** *"What did you learn about the history of Yellowstone and how human actions have changed it?"*
- **MAKE A CONNECTION** *"How has learning about Yellowstone's history helped you think about human decisions that could affect nature?"*

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ANALYZE (20 MINS.)

Session 3



Write a Gist

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 "People & Yellowstone National Park."

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

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

- Humans have been present in the Yellowstone area for at least 11,000 years.
- **President Grant made Yellowstone the first national park.**
- **In the 1920s, humans saw wolves as dangerous and killed them.**
- **Scientists brought wolves back to Yellowstone in the 1990s.**

3. Combine the most important ideas from Steps 1 and 2 to write a gist statement in a sentence or two.

Human actions have led to many changes over the history of Yellowstone.

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TEACH

- Read the explanation on the student page.
- If helpful, explain that *gist* is another word for *main idea*, and that it's possible to figure out the gist of a section of text or the gist of an entire text.
- Point out that putting a complicated idea 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. *(the history of Yellowstone)*
- 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 complete Step 3 on their own.
- Instruct students to summarize the topic and most important information in their own words, aiming for 1–2 sentences. Some texts may require slightly longer than two sentences.

EL **OBSERVE LANGUAGE** Look for students' gist statements to explain how humans interacted with Yellowstone over time using cause-effect language *(because, which led to, so)*. If students would benefit from support, provide sentence frames such as *Wolves ___ because ___.*

CHECK FOR UNDERSTANDING

IF Students do not draft a gist statement that accurately states what the text is mostly about . . .

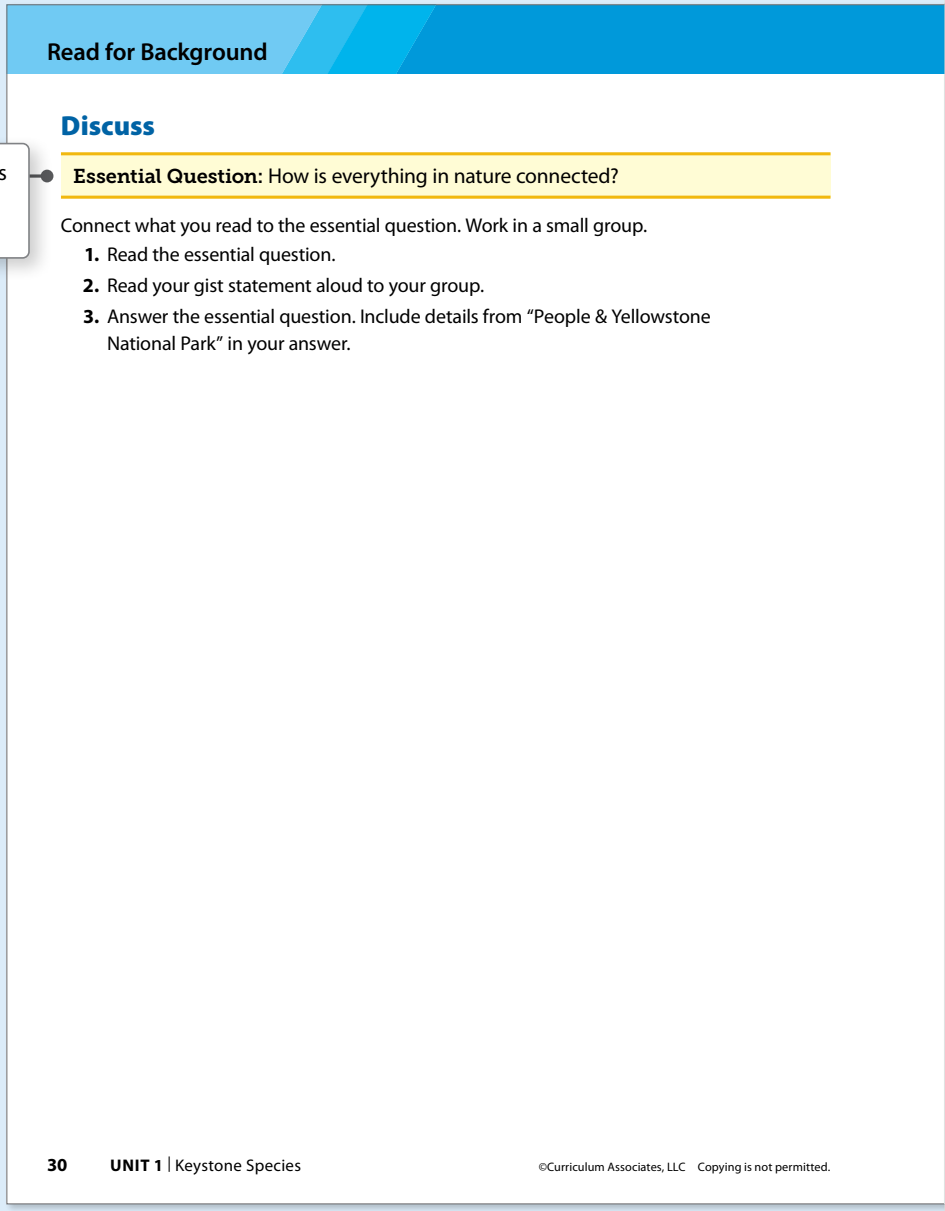
THEN Call on pairs to identify the details they recorded. For each, **ask,** *"What does this detail tell about the topic?"* Ensure that students are noting the most important details in the text.

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MODULE 1 | People & Yellowstone National Park 29

READ FOR BACKGROUND

DISCUSS Use a **Response Protocol** to have students share their gist statements and connections to the essential question.



Read for Background

Discuss

Essential Question: How is everything in nature connected?

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 "People & Yellowstone National Park" in your answer.

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Session 3



How Words Work

Morphology: Prefix *de-*

Many words can be broken down 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	Prefix	Base Word
depopulate (*v.*) to reduce the number of people or animals	**de-** (away from, down, opposite)	**populate:** to provide with people or animals
devalue (*v.*) to rate something as being worth less	**de-** (away from, down, opposite)	**value:** to rate highly
derail (*v.*) to make something go off track	**de-** (away from, down, opposite)	**rail:** a steel bar that keeps a train on the track
deactivate (*v.*) to stop something from working	**de-** (away from, down, opposite)	**activate:** to make active; to put into service

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TEACH

- Review the instruction on the student page.
- Go over the information in the chart. **Say,** *"I see that the prefix* de- *can mean 'the opposite.' So, if* populate *means 'to provide people or members,'* depopulate *must mean to take away people or members."* Guide students to use a similar process to understand the remaining words.
- Have students note whether they have heard or used these words before, and in what context.

EL **CROSSLINGUISTIC CONNECTIONS** Guide students of Latin-based home languages to recall that prefixes and suffixes may also be used in their home language. Support Spanish speakers by providing cognates using the *de-* prefix such as *devalue/devaluar* and *deconstruct/deconstruir.*

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MODULE 1 | People & Yellowstone National Park 31

READ FOR BACKGROUND

MODEL

- Read the first sentence aloud. Point to the word *defrost*.
- Model how to identify word parts and determine the meaning. **Say,** *"I see a word with the prefix* de-. *It's* defrost." Circle *de-*. **Say,** *"The prefix* de- *means 'down' or 'opposite.'"* Underline *frost*. **Say,** *"The base word is* frost, *which means freeze. So, if we defrost something, we do the opposite of freezing—we unfreeze or melt it."*
- Tell students to write the definition of *defrost* on the line.

APPLY Have students complete the rest of the activity independently.

DISCUSS Prompt students to talk about how recognizing the prefix in a word can help them break down the word's meaning or read longer words.

CHECK FOR UNDERSTANDING

IF Students do not identify the meaning of a word with a prefix and base word . . .

THEN Break down the word with a word equation (*de-* + base word = word). Once students gain confidence with the prefix, then have them focus on whole words.

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

Read for Background

Read each sentence. Find the word with the prefix *de-*. Circle the prefix and underline the base word. Then use your knowledge of word parts to write a definition for the complete word.

1. Wolves hunt in every season, so they do not have to wait for the ground to defrost in spring.

   defrost: to melt or make free of ice

2. There are rules and regulations for hunters to follow, but some wanted to deregulate the hunting of wolves.

   deregulate: to remove rules or regulations

3. As people began to study wolves, they started to decode what some of their actions meant.

   decode: to understand the hidden meaning of

TALK ABOUT IT

Work with a partner. Discuss what the meaning of the prefix *de-* can tell you about a word's meaning.

I know that the prefix *de-* means ___.

Knowing the meaning of a word's prefix tells me ___.

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ASSESS (5 MINS.)

Session 3

NAME

EXIT TICKET

How did each event in the chart affect the number of wolves in Yellowstone? Use words or up/down arrows to show the effects.

Events Caused by Humans	Effect on Number of Wolves
1850s–1860s: Settlers arrived in search of animal fur.	**Settlers started killing wolves. Numbers started going down.** ↓
1914–1926: Park managers at Yellowstone see wolves as a threat.	**Park managers hunted wolves until none were left.** ↓
1990s: Scientists realized wolves were an important part of the ecosystem.	**A small number of wolves were brought to Yellowstone.** ↑

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Revisit Learning Goals

Have students turn and talk about the question.

- *"What is one new thing you learned about how humans changed Yellowstone?"*
- *"How does knowing the meaning of a prefix help you understand the meanings of words?"*

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MODULE 1 | People & Yellowstone National Park 33

SESSION PREVIEW

SESSION 4: Read & Analyze

SESSION GOALS

LEARNING GOALS	SUCCESS CRITERIA	LANGUAGE GOAL
• Explain ideas in a scientific text. • Use time-order and sequence words in writing.	• Describe the steps scientists used to bring wolves from Canada to Yellowstone. • Write a paragraph using time-order words to explain how scientists moved wolves to Yellowstone.	• Describe the process of moving the wolves by using time-order words such as *first, next, later, after,* and *finally.*

MATERIALS

INTEGRATED LITERACY WHOLE CLASS	SUPPORT & EXTEND SMALL GROUP
• Grade 4, Unit 1, Session 4 Slides • Reading routine anchor charts	• Grade 4, Unit 1, 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

Use **Collect and Display** to promote the use of time-order words during Talk About It on p. 41.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Record the language students use as they describe how the wolves were moved. Highlight responses that begin with *First, Next,* and *Finally.* Guide students to increase the clarity of their language. **Say,** *"In this example, the time-order words are used correctly, but the sentence lacks clarity.* Next, they darted them." **Ask,** *"Who are* they? *Who does* them *refer to?"* Help students update the example sentence to read *Next, scientists darted the Canadian wolves.*	Collect responses that begin with time-order words. Have students decide if the words are used correctly. Revise to include vocabulary such as *enclosure, instinct,* and *in captivity.* In the example below, revisions can be made for precision and clarity. • *Later, the wolves were kept in pens for ten weeks.* ⟶ *Later, the wolves were taken in crates to Yellowstone, where they were kept in captivity for ten weeks.*	If students are already using the sentence starters in Talk About It correctly, support them in using a wider variety of time-order words. Challenge students to include vocabulary such as *restore* and *population.* • *Finally, they were released into the wild.* ⟶ *At last, they were released into the wilderness of Yellowstone to restore the wolf population.*

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INTRODUCE (5 MINS.)



The Wolves of Yellowstone, Part 2

DO NOW

This photo shows a wolf in Yellowstone. Look closely at it. Then answer each question.



- What do you see? **A wolf, snow, a metal box, some people, a fence**
- What do you wonder about? **Why is there a fence? Who took the picture? What are those people doing?**
- What do you think is happening? **Maybe the box just opened?**

CHECK Have students complete the Do Now independently to prime their thinking about the release of wolves in Yellowstone. Have a few volunteers share their ideas.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . . • Explain ideas in a scientific text. • Use time-order and sequence words in writing.	**I will be able to . . .** • Describe the steps scientists used to move wolves from Canada to Yellowstone. • Write a paragraph using time-order words to explain how scientists moved wolves to Yellowstone.

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. 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, emphasize the vocabulary word.
- Read the directions for the activity.

EL **CONNECT TO COGNATES** Use the **Cognate Routine** to help students connect *instinct* and *dominant* to words they may already know in their Latin-based home languages, such as *instinto* and *dominante* in Spanish.

MODEL

- Read the first sentence aloud and model filling in the blank. **Say,** *"I know that some birds fly south for the winter, and no one teaches them to do that, so migrating is an example of an animal instinct."*
- **Ask,** *"What other behaviors might come naturally to an animal?"* Invite students to share their ideas. Write one idea in the blank.

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

DISCUSS Use a **Response Protocol** to have a few students share their new sentence with the class.

Read & Analyze

Unlock the Text

Vocabulary

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

Word	Definition	Example Sentence
in•stinct (*n.*)	the natural way an animal behaves without being taught	No one shows birds how to build nests, but their **instinct** guides them.
dom•i•nant (*adj.*)	having power over others	The **dominant** wolf leads the group during a hunt.

Complete each sentence with a word or phrase that makes sense.

1. Animals use **instincts** when they Responses will vary.
2. When I see a thunderstorm coming, my **instinct** is to _____
3. The wolves in a pack follow the **dominant** wolf because _____

TALK ABOUT IT

Work with a partner. Share your completed sentences. Then work together to create a new sentence using each vocabulary word.

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READ *THE WOLVES OF YELLOWSTONE,* PART 2 (25 MINS.)

Session 4

***The Wolves of Yellowstone: A Rewilding Story* by Catherine Barr** (PART 2)

Coming Home

Sky View

20 This story begins in the sky.

21 High above the Canadian Rockies, a helicopter arcs above a line of wolves lunging through the snow. A man wearing a harness leans out, bracing himself against the bitter wind. He takes aim and fires. Then he unclips his harness and leaps out of the helicopter before it peels away.

22 The man has **darted** a wolf. It stumbles and falls . . . and is soon asleep. Waiting hands on the ground help the man as he struggles to carry this beast across the snow. Together, they heave this soft, sleeping creature onto a waiting sled.

23 The sled dogs fidget, whimper, and stretch. But when the driver steps up, the pack lurches forward across the snow. The wolf is carried away into inky darkness.

24 Another wolf is darted. Then another. And another. This continues until fourteen wolves are carried through the night on sleds speeding toward a new home far away.

Purpose for Reading

Read to learn how wildlife experts bring wolves back to Yellowstone.

darted: *shot with a drug that makes an animal sleepy*

Stop and Discuss

What is happening to the wolves?
Underline details in paragraphs 21–24 that help you answer the question.



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

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

EL SUPPORT MEANING Think aloud to model using the text, the definition provided, and the illustration to make sense of the multiple-meaning word *dart.* Note that *dart* can name an action (verb) or a thing (noun).

CHECK FOR UNDERSTANDING

IF Students do not explain that the wolves are darted and captured in Canada and carried away on sleds . . .

THEN Use the **Gist Routine** with par. 21–24.

1. **State the topic.** *(what happens to the wolves)*
2. **Identify the most important ideas.** *(A helicopter flies above wolves in Canada. A man darts a wolf. Others help to put the sleeping wolf on a sled. A total of 14 wolves are captured and carried away on sleds.)*
3. **Combine the important ideas to say or write the gist in a sentence or two.** *(Wolves are captured in Canada and carried away on sleds.)*

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READ & ANALYZE

ADD CONTEXT Display a map of North America. Point out the Canadian Rockies and then Yellowstone in Wyoming to illustrate the distance the wolves are traveling in this part of the text.

SCAFFOLD To support understanding of the steps in the wolves' journey, have students act out the actions happening in each paragraph.



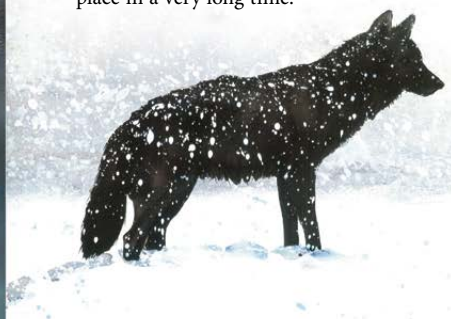
Night Journey

25 The procession heads south. The Canadian wolves crouch in cold metal crates. In a small plane they fly over rugged lands.

26 Soon they are hidden inside a truck and traveling down a highway that cuts through some of the wildest country in North America. The truck brakes slowly. It pulls over. The crates are lifted onto sleighs, this time pulled by mules with ice-crusted manes. These hardy animals weave their way into the heart of Yellowstone National Park. In the distance, herds of elk gather in the darkness.

27 When the sleighs reach the specially built enclosures deep in the park, the crates are finally unlocked. A brave wolf steps out onto the white snow. His giant paws spread like snowshoes. He scans his new home with curious, intelligent eyes.

28 He is the first wolf to step into this wild place in a very long time.



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Session 4

Watch and Wait

29 The wolves are kept in pens in three places in the park, each covering an acre of snow-blanketed land.

30 Although the wolves long to escape, they must stay **in captivity** for a little longer. If they are released too soon, the wolves' natural homing **instinct** will pull them north back toward Canada. In the pens, living is easy. People bring elk, deer, moose, or bison carcasses to the wolves so they can feed.

31 Behind the fences, the wolves bond and three packs begin to form, each one led by a **dominant** alpha male and female. This alpha pair is in charge; they are respected and feared by the other wolves in their pack.

32 The wolves wait for freedom. They pace the fences surrounding the pens. They learn new scents, sights, and sounds. They sense the wilderness beyond.

33 Ten weeks pass. At last, it is time for the wolves to run free.

in captivity: *enclosed and unable to run free*

Stop and Discuss

Why are the wolves kept in pens for ten weeks?
Underline text details that help you answer the question.



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BUILD VOCABULARY Remind students that they learned the word *instinct* and elicit what the word means in context. *(the natural desire to return home)*

BUILD VOCABULARY Remind students that they learned the word *dominant* and elicit what the word means in context. *(leader of the wolf pack)*

CHECK FOR UNDERSTANDING

IF Students do not explain that the wolves need time to get used to their new environment or they will try to go back north toward Canada . . .

THEN Use the **Unpack Sentences Routine** with the second sentence in par. 30.

1. **Identify the chunks.** *(If they are released too soon / the wolves' natural homing instinct / will pull them north back toward Canada.)*
2. **Figure out what each chunk means.** *(released too soon = let out of the cages; natural homing instinct = desire to return to their original home; will pull them north back toward Canada = their instinct will drive them to migrate back to where they came from.)*
3. **Restate each chunk and put them together.** *(The wolves need time to get used to their new environment, otherwise they'll try to go back north.)*

Reflect on the Text

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

Reflect on the text by revisiting the Purpose for Reading:

- *"What did you learn about the process of bringing wolves back to Yellowstone?"*

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READ & ANALYZE

ANALYZE (20 MINS.)

TEACH

- Point out that the author describes the process of bringing wolves back to Yellowstone in the order that the steps took place.
- Review the instruction on the student page.
- Explain that when a text or section of text is organized to describe the sequence, or order of events, this is called a *sequential text structure*.

MODEL

- Model writing the sequence of events. **Say,** *"I'll review paragraph 21, which describes the helicopter flying over the wolves, and a man shooting one with a dart. I'll write that as the first event or step."*
- Have students review par. 24 and discuss what the next step in the process was. Complete the box together.

APPLY

- Have partners complete the chart.
- Remind them to review the text to help identify the steps in each section.

EL **SCAFFOLD RESPONSES** Before students identify the steps from each paragraph, prompt them to summarize the general order of events in the text. Include time-order words such *as first, then,* and *after* in questions, such as *What happened after scientists darted the wolves?*

CHECK FOR UNDERSTANDING

IF Students do not accurately identify the steps . . .

THEN Have students reread the associated sections, one paragraph at a time. Prompt students to retell what is happening. **Ask,** *"How could you describe this step in your own words?"*

Read & Analyze

Explain Ideas in a Scientific Text

Scientific texts often explain how things happen by describing a sequence of events. A **sequence** is the order in which events or steps in a process take place.

What process did wildlife experts follow to bring wolves back to Yellowstone? Reread the paragraphs noted in each box and write the sequence of events.

Paragraph 21
A helicopter flew over wolves in Canada, and a man shot a wolf with a dart.

↓

Paragraph 24
Fourteen wolves were darted and taken away on sleds.

↓

Paragraphs 25–26
Wolves were taken in crates to Yellowstone.

↓

Paragraph 29
The wolves were kept in pens.

↓

Paragraph 33
The wolves were set free after ten weeks.

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Session 4



Authors use time-order words and phrases to show when events happen. For example, the words *first*, *next*, *finally*, *before*, and *after* help show the sequence of events.

What other words and phrases can you find in the text that show sequence?

then, soon, until, when, at last

TALK ABOUT IT

Work with a partner. Describe how wolves were moved from Canada to Yellowstone Park. Use time-order words to explain the order of events.

First, ___. Next, ___. Later, ___. Finally, ___.

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TEACH

- Invite students to think about words and phrases that authors use to show the order in which steps happen. **Ask,** *"What words can give you clues about the steps in a process?"*
- Review the instruction on the student page.
- Discuss the meaning of the example words and phrases.

APPLY

- Have students review *The Wolves of Yellowstone* to look for other time-order words. Ask volunteers to share what they found. *(then: par. 21, 24; soon: par. 22, 26;* until*: par. 24;* when*: par. 27;* at last*: par. 33)*
- Have students complete the Talk About It to show understanding of time-order words and sequential text structure.
- Prepare students for Write to Respond by having pairs explain their ideas.

EL See the Session Preview for differentiated EL support.

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MODULE 1 | The Wolves of Yellowstone 41

READ & ANALYZE

TEACH

- Read aloud the prompt on the student page.
- Have students identify the most important phrases. **Say,** *"Circle the phrases in the prompt that tell you what you need to write." (moved wolves from Canada to Yellowstone, sequence of events, time-order words)*
- Have volunteers share examples of time-order words. *(first, next, then, later, earlier, finally)*

APPLY

- Provide time for students to review the previous two pages to help them remember the details of the text.
- Prompt students with questions to get them ready to write. **Ask,** *"Which events will you include in the sequence? Which time-order words will you use?"*
- Have students complete the writing.

EL OBSERVE LANGUAGE Look for the use of time-order words to connect ideas. If students use simple time-order words (*first, next, finally*), but do not include words such as *before, after,* or *until*, ask them to finish a sentence starter that makes sense with their writing, such as *After that, we* ___.

CHECK FOR UNDERSTANDING

IF Students do not use time-order words . . .

THEN Model using a time-order word to introduce events. Have students talk through the events in their chart in order, using time-order words.

RESPONSIVE INSTRUCTION Use the rubric to evaluate students' writing. Track formative data to determine what level of support students may need when they revisit this skill again in Session 5.

Read & Analyze

Write to Respond

Read and respond to the prompt in the box.

PROMPT

Write a paragraph that explains how wildlife experts moved wolves from Canada to Yellowstone. Describe the sequence of events and use time-order words in your explanation.

When wildlife experts moved wolves from Canada to Yellowstone, first they flew a helicopter over the woods of Canada. Then they found and darted wolves. Next, they put the wolves onto sleds and drove them to a small plane. Then they put the wolves in metal crates to keep them safe while they were on the plane. After the plane ride, they loaded the crates onto a truck and drove the wolves closer to the park. Then they put the crates onto sleighs. Finally, they drove the sleighs deeper into the park and put the wolves into big pens.

SCORING GUIDANCE: SESSION 4		
3: MEETS EXPECTATIONS	**2: PROGRESSING**	**1: NEEDS IMPROVEMENT**
Response includes all of the steps in the sequence and uses time-order words effectively. The steps are clear and easy to understand.	Response includes most of the steps in the sequence. Time-order words are used mostly effectively, but the steps are out of order or lack clarity.	Response includes some of the steps in the sequence, but they are not in order. Time-order words are not used correctly, and the steps are not easy to understand.

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ASSESS (5 MINS.)

Session 4

NAME

EXIT TICKET

These steps describe how scientists moved wolves to Yellowstone. Number each step (1–6) to show the correct sequence.

__4__ fly the crates out of Canada

__2__ dart the wolves

__6__ keep the wolves in pens for ten weeks

__5__ drive the crates through North America

__1__ fly in a helicopter above the wolves in Canada

__3__ put the wolves in crates

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Revisit Learning Goals

Have students turn and talk about the questions.

- *"Why do you think the author chose to organize the information as a sequence?"*
- *"How did using time-order words help you write about the steps in a process?"*

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MODULE 1 | The Wolves of Yellowstone 43

SESSION PREVIEW

SESSION 5: Read & Analyze

SESSION GOALS

LEARNING GOALS	SUCCESS CRITERIA	LANGUAGE GOAL
• Explain ideas in a scientific text. • Use prepositions in writing.	• Explain the sequence of actions wolves take to hunt elk. • Expand sentences about wolves by adding phrases with prepositions.	• Explain in detail how wolves hunt elk using time-order words and prepositional phrases to add details about location, time, or direction, such as *through dark forests*.

MATERIALS

INTEGRATED LITERACY WHOLE CLASS	SUPPORT & EXTEND SMALL GROUP
• Grade 4, Unit 1, Session 5 Slides • Reading routine anchor charts	• Grade 4, Unit 1, Session 5: Grammar • *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 paraphrasing and sequencing ideas during Explain Ideas in a Scientific Text on p. 52.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Model looking for evidence in paragraphs 43–45. Highlight the sentence "The wolves watch them, waiting for the perfect moment to strike." Explain that *them* refers to the elk. Provide a sentence frame for partners to use with each paragraph: • *The wolves worked together by* ___.	Model how to look at paragraphs 43–45 for evidence. Ask students to share what sentence(s) give them information about how the wolves worked together. Prompt students to share their responses using: • *The wolves worked together by* ___. • *I know this because* ___. Ask partners to repeat this process with the other paragraphs.	Have partners review paragraphs 43–45 and highlight information that tells how the wolves worked together. Invite partners to share their highlighting with each other. Ask partners to repeat this process with the other paragraphs, then share their responses with another pair to compare/contrast their responses.

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INTRODUCE (5 MINS.)



The Wolves of Yellowstone, Part 3

DO NOW

In Session 4, you read about the journey of Canadian wolves to temporary pens in Yellowstone Park. What do you predict the wolves will do when the pens are opened? Draw two or three predictions. Label each one.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . . • Explain ideas in a scientific text. • Use prepositions in writing.	**I will be able to . . .** • Explain the sequence of actions wolves take to hunt elk. • Expand sentences about wolves by adding phrases with prepositions.

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CHECK Have students complete the Do Now independently to prime their thinking about the wolves' return to Yellowstone. Have a few volunteers share their ideas and drawings.

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. 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, emphasize the vocabulary word.
- Read the directions for the activity.

EL **DEVELOP VOCABULARY** Draw a word web with *eat* in the center and *graze* and *scavenge* around it. Discuss how different words describe ways of eating, such as *gobbling* food and *nibbling* it. Use gestures to show the differences in meaning.

APPLY

- Have students complete the sentences to show their understanding of the vocabulary.
- Have partners create new sentences during the Talk About It.
- Use a **Response Protocol** to have a few students share their sentences with the class.

Read & Analyze

Unlock the Text

Vocabulary

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

Word	Definition	Example Sentence
ter•ri•to•ry (*n.*)	an area controlled and defended by animals or people	Each wolf pack has its own **territory** in the park.
graze (*v.*)	to feed on grasses and leaves	Elk **graze** on grass, clover, and the leaves of trees.
scav•enge (*v.*)	to eat dead or decaying plants or animals	Grizzly bears **scavenge** meat from elk carcasses left behind by wolves.

Fill in the blanks to practice using the vocabulary words.

1. A grassy field is a perfect place for sheep to _____graze_____.
2. The crows waited to _____scavenge_____ for food after the deer was killed.
3. My dog protects her _____territory_____ by barking at the mail carrier.

TALK ABOUT IT

Work with a partner. Take turns making up new sentences using each vocabulary word.

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READ *THE WOLVES OF YELLOWSTONE,* PART 3 (25 MINS.)

Session 5



***The Wolves of Yellowstone: A Rewilding Story* by Catherine Barr** (PART 3)



On the Run

34 The pens are flung open but the wolves stand still. Scientists watch, holding their breath.

35 After three days the **wary** predators break free from their guards' watch and cross into the wild. One by one, the wolves take slow, careful steps beyond the pens . . . quickening as they vanish into the forest.

36 Now free, each pack establishes its own **territory**. Scientists name the packs after the area of the park where they are released, calling them Crystal Creek Pack, Rose Creek Pack, and Soda **Butte** Pack. Later, these three packs will become four, as a female from Rose Creek and a male from Crystal Creek leave to begin life together as Leopold Pack.

Purpose for Reading

Read to learn how the wolves adapted to their new habitat in Yellowstone.

wary: *worried or suspicious*

butte: *a hill with steep sides and a flat top*



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

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

BUILD VOCABULARY Remind students that they learned the word *territory* and elicit what the word means in context. *(an area the pack controls)*

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MODULE 1 | The Wolves of Yellowstone 47

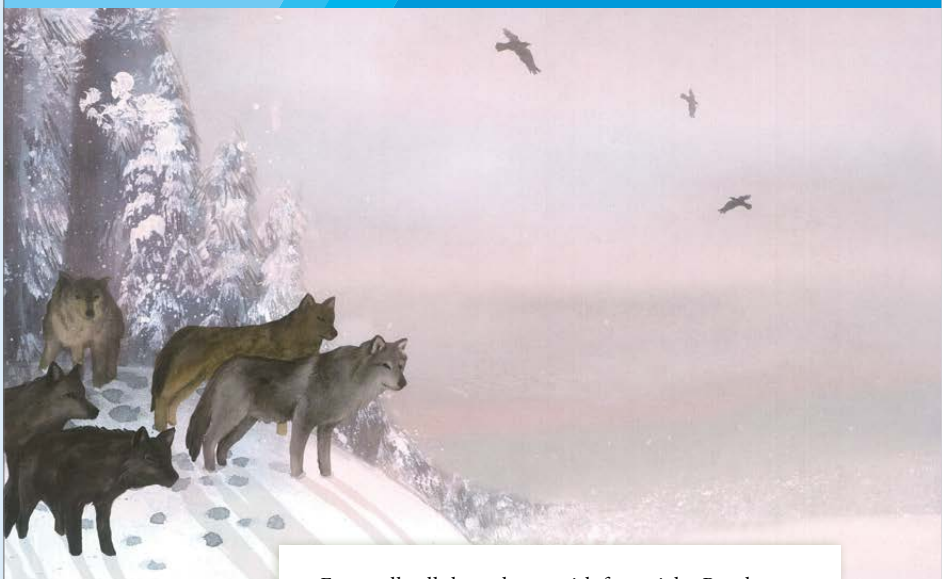
READ & ANALYZE

CHECK FOR UNDERSTANDING

IF Students do not explain that after the pens are opened, the wolves stay inside for three days, then they cross into the wild, and each pack establishes its own territory . . .

THEN Use the **Gist Routine** with par. 34–37.

1. **State the topic.** *(the wolves)*
2. **Identify the most important ideas.** *(The pens are flung open but the wolves stand still. After three days, the wolves cross into the wild. Each pack establishes its own territory. The wolves vanish from sight.)*
3. **Combine the important ideas to say or write the gist in a sentence or two.** *(After the pens are opened, the wolves stay inside for three days. Then they cross into the wild, and each pack establishes its own territory.)*



Stop and Discuss

What happens when the wolves are freed from the pens?

Underline details in paragraphs 34–37 that help you answer the question.

37 Eventually all the wolves vanish from sight. But they are not lost. Each wolf has been given a number and a radio collar, so it can be tracked. Signals from the collars will help scientists map the wolves' travels: to discover where they go and learn how they live.

38 Each pack journeys far and wide through dark forests, across wild rivers, and up steep mountains.

39 The wolves of Yellowstone are back on the run.

relentless: *constant, without stopping*

plummet: *fall, decrease*

Elk Encounter

40 During winter in Yellowstone, animals face a **relentless** fight for survival. Temperatures **plummet** as low as -30° F, rivers freeze, and a heavy blanket of snow cloaks the earth. Food is scarce and everyone is hungry.

41 Wolves need to eat, and wolves eat elk.

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Session 5



42 When the wolves return, there are 19,000 elk on the move. In winter, the elk **tread** in each other's footsteps as they travel, saving energy to find food. They make their way toward the flat fields in the valleys where the snow is soft and the grass underneath is easier to **graze**. But there is not enough food to fill their bellies—the elk are weak and hungry.

tread: *walk or step*

43 The wolves, however, are strong. The elk are easy to spot in the open plains. The wolves watch them, waiting for the perfect moment to strike. They look for patches of deep snow, water, and ice, where elk may get stuck or fall.

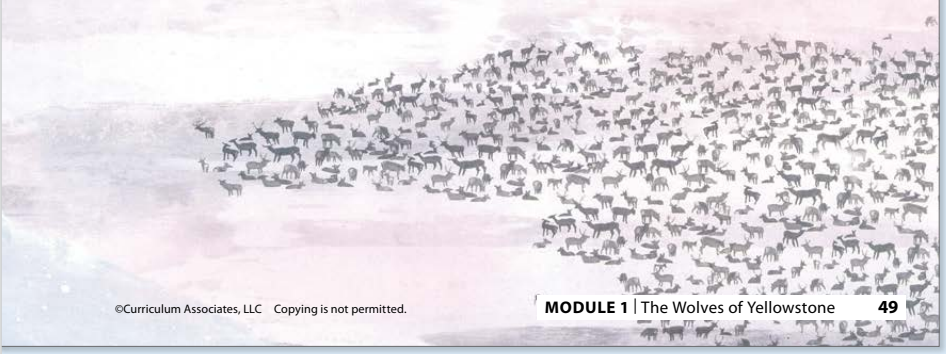
44 The best time to hunt is when the sun is low and long shadows reach across the land. As the sun sinks, the elk stiffen, heads held high. Ears twitch, eyes widen, and males' antlers shift across the fading light. None of the herd has ever seen a wolf here, yet instincts still tell them that danger is coming. Frightened, they huddle closer together.

45 Black ravens watch as the wolves wait for sunset. And then the hunt is on.

BUILD VOCABULARY Remind students that they learned the word *graze* and elicit what the word means in context. *(to feed on the grasses)* **Ask,** *"What words in the previous sentence help you understand the meaning of 'graze' in this sentence?" (find food)*

EL USE HOME LANGUAGE Invite students to use their home language to say what is happening in paragraph 44. Ask how the elk are described and have students act out their behavior. **Ask,** *"Why would the elk be afraid?"* Elicit responses that explain how the elk's instincts (in Spanish, *instintos)* have kicked in.

STOP AND ASK *"What are the wolves hunting?" (elk)*



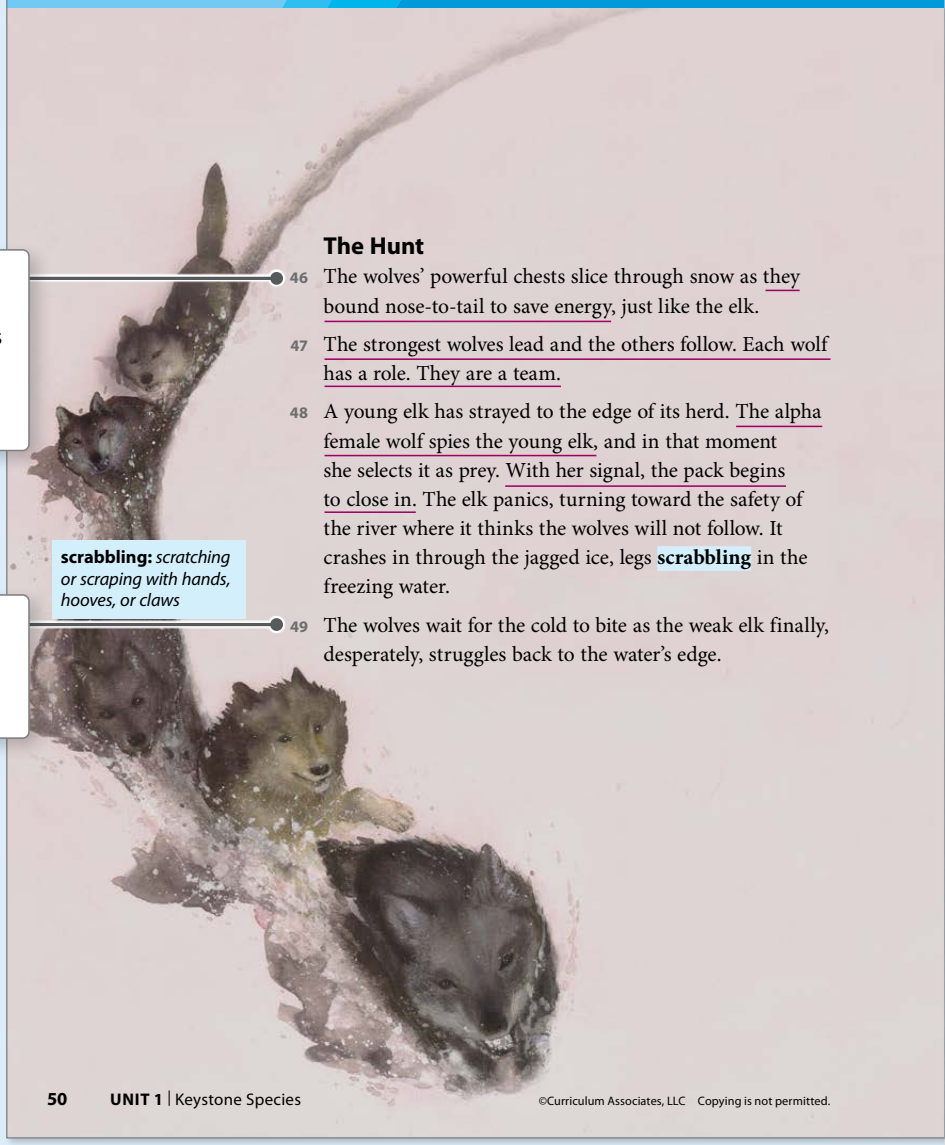
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READ & ANALYZE

SCAFFOLD Before reading this section, support students' comprehension of the hunting sequence by reviewing the text illustrations. Discuss why the wolves are watching the elk from above, which wolf is the alpha, how they are running in the snow, and what's happening in the image after they catch the elk.

AMPLIFY LANGUAGE Read aloud paragraph 49 and ask students if the cold temperature really "bites" like a mouth. Ask students how this descriptive language helps them imagine the setting.



The Hunt

46 The wolves' powerful chests slice through snow as they bound nose-to-tail to save energy, just like the elk.

47 The strongest wolves lead and the others follow. Each wolf has a role. They are a team.

48 A young elk has strayed to the edge of its herd. The alpha female wolf spies the young elk, and in that moment she selects it as prey. With her signal, the pack begins to close in. The elk panics, turning toward the safety of the river where it thinks the wolves will not follow. It crashes in through the jagged ice, legs **scrabbling** in the freezing water.

scrabbling: *scratching or scraping with hands, hooves, or claws*

49 The wolves wait for the cold to bite as the weak elk finally, desperately, struggles back to the water's edge.

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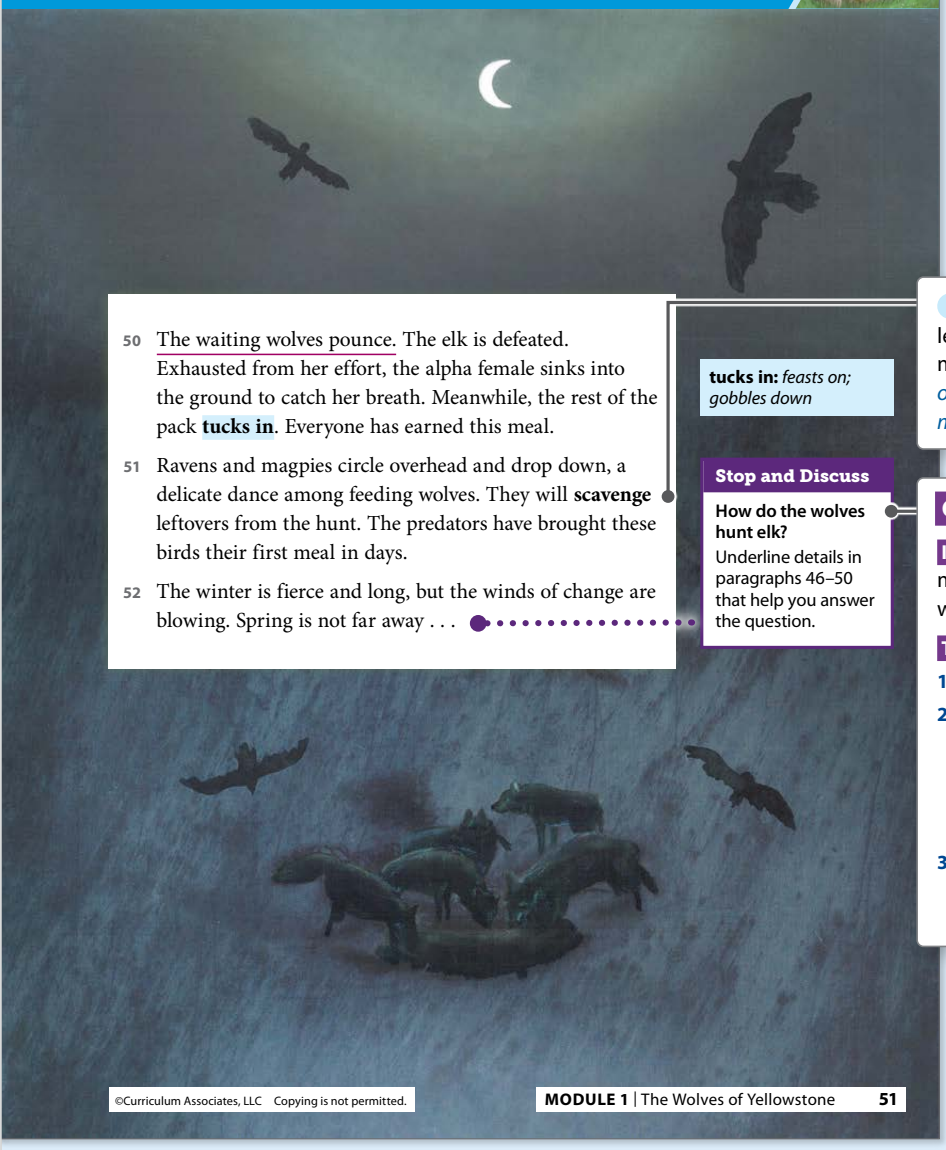
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Session 5





50 The waiting wolves pounce. The elk is defeated. Exhausted from her effort, the alpha female sinks into the ground to catch her breath. Meanwhile, the rest of the pack **tucks in**. Everyone has earned this meal.

51 Ravens and magpies circle overhead and drop down, a delicate dance among feeding wolves. They will **scavenge** leftovers from the hunt. The predators have brought these birds their first meal in days.

52 The winter is fierce and long, but the winds of change are blowing. Spring is not far away . . .

tucks in: *feasts on; gobbles down*

Stop and Discuss

How do the wolves hunt elk?

Underline details in paragraphs 46–50 that help you answer the question.

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BUILD VOCABULARY Remind students that they learned the word *scavenge* and elicit what the word means in context. *(to eat dead animals)* **Ask,** *"Which other word in the sentence helps you understand the meaning?" (leftovers)*

CHECK FOR UNDERSTANDING

IF Students do not explain that the wolves hunt by moving and working together as a team in which each wolf has a role . . .

THEN Use the **Gist Routine** with par. 46–50.

1. **State the topic.** *(the wolves)*
2. **Identify the most important ideas.** *(The wolves move forward nose to tail. The strongest wolves lead and the other wolves follow. Each wolf plays a role. The alpha female wolf gives a signal and the pack moves in. The wolves pounce on the elk.)*
3. **Combine the important ideas to say or write the gist in a sentence or two.** *(Wolves work as a team to hunt the elk.)*

Reflect on the Text

Explain that students will read more of this text in Session 12.

Reflect on the text by revisiting the Purpose for Reading:

- *"What did you learn about how the wolves adapted to their new habitat in Yellowstone?"*

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READ & ANALYZE

ANALYZE (20 MINS.)

TEACH

- Remind students that scientific texts often explain how things happen by telling the order of steps or events that take place.
- Review the instruction on the student page.

MODEL

- Model recording the steps of the wolves' actions in order. **Say,** *"I'm looking in paragraphs 43–45 to find the first action that the wolves took. The wolves are watching the elk in the field as they wait for sunset, so I write that in the chart."*
- Have students review paragraphs 46–47 and offer ideas for the second step of the process. Have students complete the second box as a class.

APPLY Have students complete the chart independently.

EL See the Session Preview for differentiated EL support.

EXTEND Use **Pass It On** to have students discuss the question: *"Do you think the wolves complete the same sequence of actions every time they hunt an elk? Why, or why not? Use text evidence to support your answer."*

DISCUSS

- Have partners discuss the process that the wolves followed to hunt elk.
- Use a **Response Protocol** to have a few volunteers share the steps in the sequence with the class, using time-order words.

Read & Analyze

Explain Ideas in a Scientific Text

Scientific texts often explain how things happen by telling the **sequence**, or order, of steps and events.

In *The Wolves of Yellowstone*, the wolves worked together to catch an elk. Describe the wolves' actions in the order that they happened.

Paragraphs 43–45

The wolves watched the elk in the field and waited for sunset.

Paragraphs 46–47

The wolves moved in a pack, with the strongest wolves leading.

Paragraphs 48–49

The alpha wolf chose an elk. The wolves chased the elk into cold water, but the elk had to come out before it froze.

Paragraphs 50–51

The pack caught the elk and shared the meat.

TALK ABOUT IT

Work with a partner. Review the details in your chart. Then take turns describing the process the wolves follow to hunt elk. Use time-order words in your description.

First, ___. Then, ___. After that, ___. Finally, ___.

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Session 5



How Sentences Work

Prepositions

A **preposition** is a word that shows how one idea in a sentence is related to another idea in the sentence. Prepositions often tell where something is, when it happened, where it happened, or how long it took.

Prepositions	What They Show
in, on, at, by, near, between, above	Where?
for, before, after, during, until, since	When? For how long?
to, from, into, through, across, over	In what direction?

Read this sentence from the text.

Each pack journeys through dark forests, across wild rivers, and up steep mountains.

preposition preposition preposition

Read each simple sentence. Answer the *where?* or *when?* question. Then write an expanded sentence that includes the new detail. Circle the proposition in your expanded sentence.

Simple Sentence: Wolves chase elk.

Where? in Yellowstone

Expanded Sentence: Wolves chase elk (in) Yellowstone.

Simple Sentence: Hungry wolves eat.

When? after they hunt

Expanded Sentence: Hungry wolves eat (after) they hunt.

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TEACH

- Begin by reminding students that sentences have different parts.
- Review the instruction on the student page.
- Have a volunteer read the example sentence. **Ask,** *"What do the prepositions and phrases in blue show about the packs' journeys?" (what direction they went)*
- Now explain to students that they will expand simple sentences by adding prepositions. As appropriate, explain that a simple sentence is a short sentence with one complete idea or action. It has a subject (what or who the sentence is about) and a predicate (what the subject is or does).

EL **SUPPORT MEANING** Review what each preposition in the chart means. Have students complete the sentence frame *The wolves walk* ___ with each preposition. *(e.g., The wolves walk on the ice; The wolves walk between the trees; The wolves walk on the ridge above the river.)*

MODEL

- Model expanding the first simple sentence. **Say,** *"First I'll read the sentence: 'Wolves chase elk.' Now I need to ask myself where wolves chase elk. I think the phrase 'in Yellowstone' tells where wolves chase elk. I'll write that."* Students may have other acceptable ideas that tell where wolves chase elk.
- Have students write the expanded sentence. Ask a volunteer to point out the preposition and have students circle the preposition in their sentence.

APPLY

- Have students expand the second simple sentence independently.
- Use a **Response Protocol** to have a few students share their expanded sentences. If students used different preposition in their sentences, talk about the differences in meaning.

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MODULE 1 | The Wolves of Yellowstone 53

READ & ANALYZE

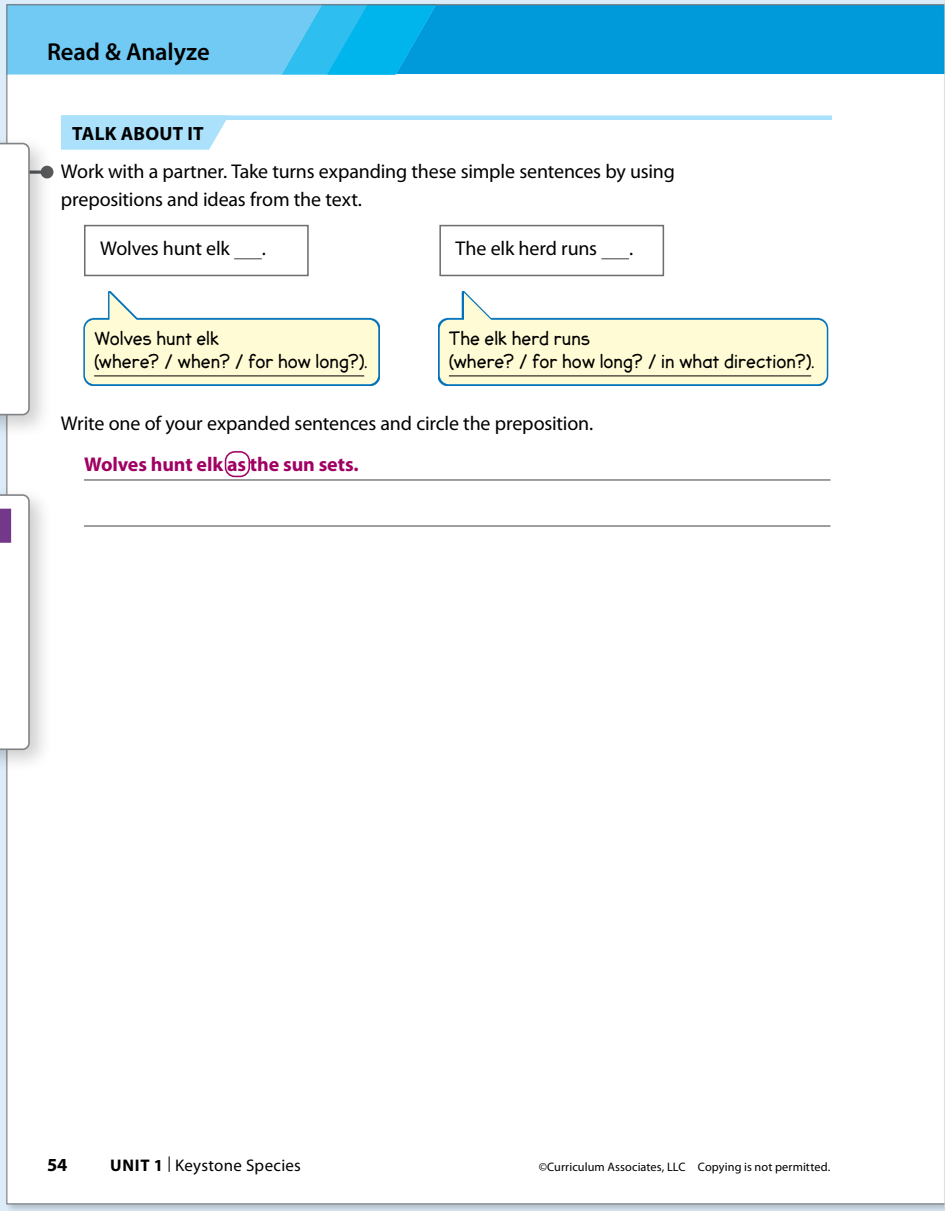
DISCUSS

- Have partners expand the simple sentences in the Talk About It.
- Remind partners to take turns saying their complete expanded sentences out loud.
- Use a **Response Protocol** to have a few volunteers share their expanded sentences with the class. Have the class identify the preposition each time.

CHECK FOR UNDERSTANDING

IF Students do not identify the preposition in their sentence . . .

THEN Remind them that prepositions give information about *where*, *when*, and *in what direction*. Review students' sentences word by word, asking prompting questions, until they find the preposition.



Read & Analyze

TALK ABOUT IT

Work with a partner. Take turns expanding these simple sentences by using prepositions and ideas from the text.

Wolves hunt elk ___.

Wolves hunt elk (where? / when? / for how long?).

The elk herd runs ___.

The elk herd runs (where? / for how long? / in what direction?).

Write one of your expanded sentences and circle the preposition.

Wolves hunt elk as the sun sets.

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ASSESS (5 MINS.)

Session 5

NAME

EXIT TICKET

Write a preposition to complete each sentence about wolves in Yellowstone. Choose from the words in the box.

through	into	when	to
in	until	as	

1. Scientists release the wolf packs _____to/into_____ Yellowstone.
2. The wolves start to hunt elk _____as/when_____ the sun sets.
3. The wolves run _____through/in_____ the snow, looking for elk.
4. The wolves find a young elk and chase it _____in/into_____ an icy river.
5. The wolves wait _____until_____ the young elk is freezing and weak, then attack.

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Revisit Learning Goals

Have students turn and talk about these questions.

- *"What did you learn about how wolves hunt elk?"*
- *"How can using prepositions help you add information to sentences?"*

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MODULE 1 | The Wolves of Yellowstone 55



UNIT 1

Keystone Species

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DO NOW

What do you know about wolves? Brainstorm and write what you know (or think you know) about wolves.

live in packs



UNIT GOALS

I will learn how to . . .

- Read unit texts to build knowledge about the effects of keystone species on ecosystems.
- Use information in scientific texts to explain events and concepts.
- Write four paragraphs to explain the effects of keystone species on ecosystems.

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Unit Opener

Essential Question: How is everything in nature connected?

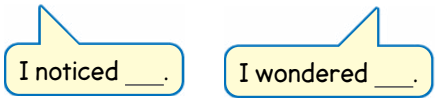
Notice and Wonder

Write what you notice and wonder about the image your teacher shares. Then express your opinion about predators by agreeing or disagreeing with the statement.

Notice	Wonder

TALK ABOUT IT

Discuss with a partner what you noticed and wondered about the images.



Write a check to show whether you agree or disagree with the statement.

Statement	Yes, I agree.	No, I disagree.
Predators, or animals that eat other animals, are harmful to the environment.		

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Unit Vocabulary

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

Word	Definition	Example Sentence
spe•cies (*n.*)	a group of plants or animals that are alike and can produce offspring together	There are 12 **species** of fish in Yellowstone.
e•co•sys•tem (*n.*)	all the living things in one place and their connection to the nonliving things in the same place	A forest **ecosystem** includes trees, plants, animals, rocks, water, fungi, and more.

Draw a picture of an **ecosystem** that includes different **species** of plants and animals. Examples of ecosystems include deserts, rainforests, and coral reefs.

Type of Ecosystem:

TALK ABOUT IT

Work with a partner. Discuss your drawing using the sentence starters.

The ecosystem I drew is . . .

The animal species in my drawing include ___. The plant species include ___.

The living parts of the ecosystem are ___. The nonliving parts are ___.

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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.



The Wolves of Yellowstone: A Rewilding Story

by Catherine Barr

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.

101 In total, forty-one wolves were brought to Yellowstone over two years. They are the ancestors of about ten packs of wolves that howl and hunt in the park today.

102 Today, Yellowstone is as wild as ever. But in the summer its roads are busy. Tourists come to see its spectacular hot-water fountains and watch wildlife splashing in the alpine rivers, beavers building magnificent dams, and bison nibbling their way across wide, lush valleys. With patience and sharp eyes, those who are lucky may spot a wolf.

103 The wolves stay back, away from the crowds. On the hunt . . . on the move . . . wolves following food.

104 In nature, animals and plants depend on each other to survive.

105 It is like a jigsaw puzzle, where everything fits together to create a big picture. In nature, this big, complicated picture is the ecosystem.

TALK ABOUT IT

Share what you noticed and wondered about with a partner.

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Meet the Unit Texts

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



People & Yellowstone National Park



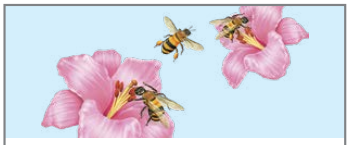
Food Chains



The Superpower Field Guide: Beavers
by Rachel Poliquin



A Wolf Called Wander
by Rosanne Parry



Bees as Pollinators



Bees Matter
by Erika Wassall

TALK ABOUT IT

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

These texts might help me answer ___.

I might be able to understand ___ better when I read ___ because ___.

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Unit Opener

Preview the End-of-Unit Writing

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

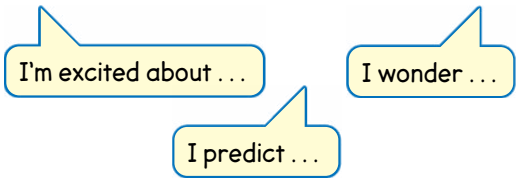
PROMPT

Write a four-paragraph essay to explain how keystone species affect the Yellowstone ecosystem. Include details from the unit texts about wolves and about one other keystone species.

TALK ABOUT IT

Discuss the 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 this unit?



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REFLECT

Essential Question: How is everything in nature connected?

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

The Wolves of Yellowstone: A Rewilding Story, Part 1

DO NOW

When you hear the word *wolf*, what words or pictures come to mind? Write or draw your ideas.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . . • Identify causes and effects in a scientific text. • Combine sentences using a comma and a conjunction.	**I will be able to . . .** • Explain causes and effects related to the number of wolves in Yellowstone National Park. • Use conjunctions and a comma to combine sentences about Yellowstone.

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Read & Analyze

Unlock the Text

Vocabulary

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

Word	Definition	Example Sentence
pred•a•tor (*n.*)	an animal that kills other animals for food	Adult bears are so big and powerful that they have no natural **predators**.
re•stored (*v.*)	returned to the way it used to be	We **restored** the old playground so that children can play there again.
wil•der•ness (*n.*)	an area of natural land where people do not live	As we hiked deeper into the **wilderness**, we could hear only the sounds of the wind and our feet stepping on dry leaves.

Complete each sentence with a word or phrase that makes sense.

1. To survive, small animals must often hide from **predators**.
2. We had to **restore** our garden after _____.
3. Animals, such as _____, live in the **wilderness**.

TALK ABOUT IT

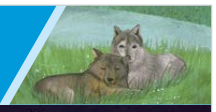
Work with a partner. Use the frames to discuss your sentences.

My sentence for the word ___ is different from yours because ___.

My sentence for the word ___ is similar to yours because ___.

Both of our sentences show ___.

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The Wolves of YELLOWSTONE

A Rewilding Story

by Catherine Barr

1 The wolf is admired and feared in equal measure.

2 Shrouded in myth, this legendary **predator** has been shot, caught, and captured by humans for thousands of years.

3 In fairy tales, the wolf's cry makes some shudder and others lock their door.

4 But for many people, the wolf's haunting howl carries a wild magic—a magic that once **restored** a **barren land**.

Purpose for Reading

Read to discover what happened when wolves were removed from Yellowstone Park.

barren land: *land that does not support or produce many plants*

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Read & Analyze

A Wild and Beautiful Place

5 In the United States of America, there is a park—a spectacular landscape sprawled across a sleeping volcano deep in the **wilderness**.

6 Spanning over 3,400 square miles, this immense park is found in the three states of Wyoming, Idaho, and Montana. On March 1, 1872, Yellowstone became the world's first national park. Today, around four million people from around the world visit it each year.

7 In the park there are rocks of every color, boiling hot lakes, and bubbling pools of mud. Snow-topped mountains reach toward the sky and, separated by wide valleys, there are dramatic **canyons** and rushing rivers. Hundreds of waterfalls gush down valley slopes. Here, some of the world's most famous geysers, natural hot fountains, shoot boiling water high into the air, while dark lakes reflect these surroundings like mirrors.

canyons: *long, narrow valleys with very steep sides*

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8 Yellowstone is home to nearly two thousand different kinds of wildlife. Over three hundred species of birds circle the sky above the park and nest in its thick forests. Colorful fish in all shapes and sizes swim through the streams. Proud elk and shaggy bison roam the wide plains. The park is the perfect hunting ground for large predators. Lynxes, mountain lions, black bears, grizzly bears, coyotes, and wolves all wander to seek out prey.

9 But Yellowstone hasn't always **teemed** with life. Once it was a place without wolves.

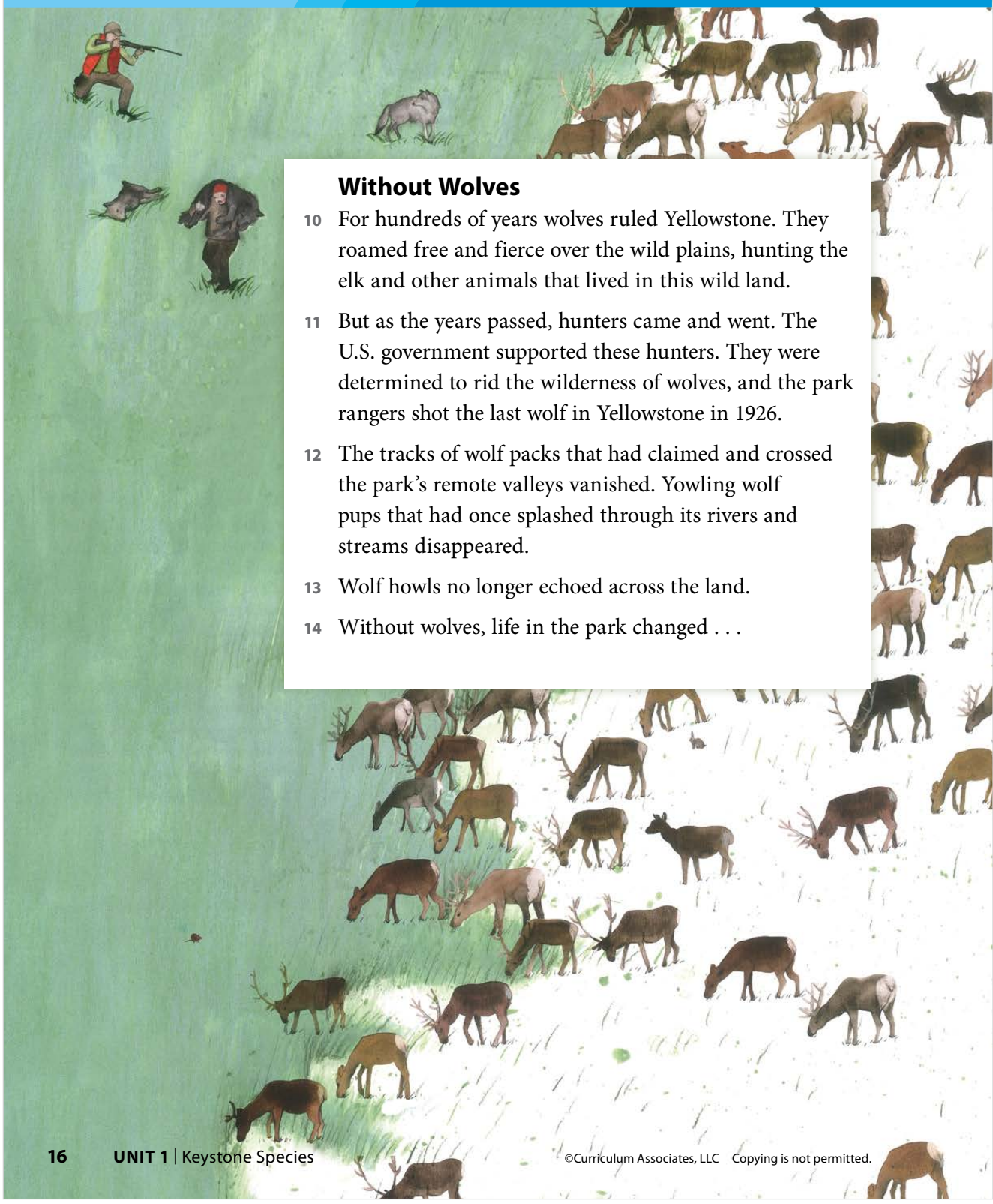
teemed: *overflowed*

Stop and Discuss

What makes Yellowstone Park so special?
Underline details in paragraphs 6–8 that help you answer the question.

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Read & Analyze



Without Wolves

10 For hundreds of years wolves ruled Yellowstone. They roamed free and fierce over the wild plains, hunting the elk and other animals that lived in this wild land.

11 But as the years passed, hunters came and went. The U.S. government supported these hunters. They were determined to rid the wilderness of wolves, and the park rangers shot the last wolf in Yellowstone in 1926.

12 The tracks of wolf packs that had claimed and crossed the park's remote valleys vanished. Yowling wolf pups that had once splashed through its rivers and streams disappeared.

13 Wolf howls no longer echoed across the land.

14 Without wolves, life in the park changed . . .

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15 Without wolves, the elk had no fear. They grazed the open valleys from sunrise to sunset.

16 Without wolves, the elk ate and ate and ate. They ripped up grass and tore down leaves. They nibbled the young shoots that lined the riverbanks, so fewer new trees grew. The once lush grasslands became barren and brown.

17 As more elk filled the wide valleys, other wildlife began to disappear. Birds found they had fewer places to nest, so many abandoned the park for another home. Other animals lost their shelter and couldn't find enough food.

18 But one cold winter's day in 1995, wolves stepped back into Yellowstone. The decision to reintroduce wolves followed a twenty-year battle between government officials, lawyers, scientists, and conservationists.

19 This is the story of their homecoming.

Stop and Discuss

What happened when wolves were removed from Yellowstone?

Underline details in paragraphs 15–17 that help you answer the question.

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Read & Analyze

Explain Ideas in a Scientific Text

Scientific texts explain how events are connected. They often answer questions such as, *What happened? Why did it happen?*

- A **cause** makes something happen.
- An **effect** is what happens as a result of a cause.

Reread the section of text titled "Without Wolves." Find each cause listed in the chart. Then write the effect of that cause.

Cause	Effect
Paragraph 11 Because the government allowed people to hunt wolves,	the wolves were gone from Yellowstone in 1926.
Paragraphs 15 and 16 Since Yellowstone Park had no more wolves,	
Paragraph 17 Because the valleys had little grass and few trees,	
Paragraph 18 After a twenty-year battle between the government, lawyers, scientists, and conservationists ended,	

TALK ABOUT IT

Work with a partner. Take turns explaining the causes and effects. Include additional details that you remember from the text.

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How Sentences Work

Conjunctions

A **conjunction** is a word that shows a connection between two ideas.

- You can use a conjunction to combine two sentences.
- Add a comma before most conjunctions (except *because*).

Look at an example from paragraph 17 of the *The Wolves of Yellowstone*.

conjunction

Birds had fewer places to nest, so many abandoned the park for another home.

Birds had fewer places to nest.	Many birds abandoned the park for another home.

Review this information about conjunctions.

Conjunction	When to Use	Example
because	to connect a cause and an effect	The elk ate all the grass **because** the wolves disappeared.
but	to show a difference	Some people are afraid of wolves, **but** others think they are helpful.
so	to show a result, effect, or consequence	Wolf packs hunt together, **so** they can catch large animals.

TALK ABOUT IT

Work with a partner. Take turns finishing each sentence about wolves.

Wolves disappeared from Yellowstone because ___.

Wolves disappeared from Yellowstone, so ___.

Wolves disappeared from Yellowstone, but ___.

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Read & Analyze

Use conjunctions to combine the two sentences into one. Add a comma, if needed.

because	but	so

1. The elk ate all the grass and young trees. | The grasslands became barren and brown.

The elk ate all the grass and young trees , so _____ the grasslands became barren and brown.

2. The elk had nothing to fear | The wolves were all gone.

The elk had nothing to fear _____ the wolves were all gone.

3. The wolves were gone by 1926. | They came back in 1995.

The wolves were gone by 1926 _____ they came back in 1995.

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NAME

EXIT TICKET

Complete the sentences to explain the causes and effects of hunting wolves in Yellowstone.

1. People hunted wolves in Yellowstone because _____

_____

2. They didn't realize that removing the wolves would cause _____

_____

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MODULE 1 SESSION 3

People & Yellowstone National Park

DO NOW

Think about natural places, such as parks or forests, that you know about. Make a list of ways that humans change those places. Changes may be positive or negative.

Build roads and sidewalks

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . . • Write a gist statement that includes the main idea and details of a text. • Use the meanings of word parts to understand the meaning of words.	**I will be able to . . .** • Write a gist statement for a text about Yellowstone National Park. • Explain the meanings of words with the prefix *de-*.

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Read for Background

Unlock the Text

Vocabulary

Read the information in the chart.

Word	Focus Root	Definition	Example Sentence
in•dig•e•nous (*adj.*)		having to do with the first people to live in a place	The Lakota Sioux are one group of **indigenous** people in the Great Plains.
pre•co•lo•ni•al (*adj.*)		before European settlers came to North America and other parts of the world	In **precolonial** times, millions of buffalo roamed across North America.
pop•u•la•tion (*n.*)	pop (people)	the number of people or animals living in a certain place	The **population** of wolves in Yellowstone has changed over time.
set•tlers (*n.*)		people who move to a new place and plan to stay there	European **settlers** brought new crops such as wheat and potatoes to America.

How do each of these words with the root *pop* relate to the meaning of the root? Write the meaning of each word and use the word *people* in each definition.

1. **population**: the number of people who live in a place
2. **popular**: _____
3. **unpopular**: _____

TALK ABOUT IT

Work with a partner. Take turns creating new sentences with each vocabulary word.

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People & Yellowstone National Park

1 Yellowstone National Park is a place of awe-inspiring beauty and wonder. Millions of people visit its **geysers**, mountains, canyons, waterfalls, and wildlife every year. Yellowstone has been a national park, or protected area of the United States, for over 150 years, but its history goes back much further than that!

2 Humans have been present in the Yellowstone area for at least 11,000 years. We know this because scientists discovered ancient tools in the park made from obsidian, a black glassy stone. Arrowheads, spear tips, and other tools were used by the nomadic ancestors of **indigenous** people.

Purpose for Reading

Read to discover how people have changed Yellowstone over time.

geysers: *natural pools of hot water that sometimes erupt*

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Read for Background

Timeline of Yellowstone National Park

Precolonial Times – 1800s

For thousands of years, indigenous people are the only humans living on the land we now call Yellowstone. The area is part of the ancestral homelands of the Kiowa, Crow, and Lakota Sioux people. Yellowstone's hot springs and geysers are spiritually important places for indigenous people.

1850s – 1860s



White **settlers** arrive in search of furs, gold, and land. They set up farms and ranches, raising livestock like cows. They share maps, stories, and paintings of the stunning landscape with the rest of the world.

1870s – 1890s

Congress approves paying for construction of roads and buildings in Yellowstone. The U.S. Army and Colonel P.W. Norris take control of Yellowstone, in part to control hunting. They remove the remaining **population** of indigenous people from Yellowstone to make way for tourists.

Congress: *the branch of the U.S. government that makes laws*

1872

President Ulysses S. Grant signs the Yellowstone National Protection Act, making Yellowstone the first national park in the United States. Some see this as a way to protect the environment. Others, such as indigenous people and settlers who live on the land, feel it is unfair for the government to force them to move.



1900s – 1920s

More hotels are built. Yellowstone grows larger. Congress approves more money for the park, and the first park rangers take control.

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1914 – 1926

People at the time see wolves as a threat, and park managers kill at least 136 wolves. The last pack of wolves is killed in 1926.

1940s

Use of Yellowstone declines during World War II. Money that would have been spent to care for the park goes to supporting the war.

1950s – 1970s

The federal government puts money and effort into improving Yellowstone. People begin to visit the park again.



1990s

Scientists realize the importance of wolves to Yellowstone's ecosystem. Wildlife officials bring 31 gray wolves from western Canada and 10 wolves from northwest Montana into Yellowstone.





Early 2000s

A new law requires park rangers to consult with tribal leaders on park issues. Today, 27 tribes are formally associated with Yellowstone. They help make decisions for the park and continue to promote the rights of indigenous people.

Present Day

Yellowstone continues to attract millions of visitors every year. It is breathtakingly beautiful and unique.

Stop and Discuss

What caused the removal and return of the Yellowstone wolves?
Underline details on page 27 that help you answer the question.

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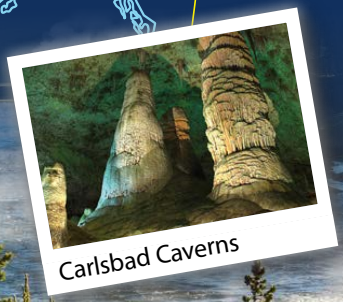
Read for Background

3 What started with Yellowstone has grown! There are now 63 parks and 425 sites included in the National Park System.


Glacier


Great Smoky Mountains


Shenandoah


Carlsbad Caverns


Everglades

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Write a Gist

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 "People & Yellowstone National Park."

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.

• Humans have been present in the Yellowstone area for at least 11,000 years.

3. Combine the most important ideas from Steps 1 and 2 to write a gist statement in a sentence or two.

_____

_____

_____

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Read for Background

Discuss

Essential Question: How is everything in nature connected?

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 "People & Yellowstone National Park" in your answer.

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How Words Work

Morphology: Prefix *de-*

Many words can be broken down 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	Prefix	Base Word
depopulate (*v.*) to reduce the number of people or animals	**de-** (away from, down, opposite)	**populate:** to provide with people or animals
devalue (*v.*) to rate something as being worth less	**de-** (away from, down, opposite)	**value:** to rate highly
derail (*v.*) to make something go off track	**de-** (away from, down, opposite)	**rail:** a steel bar that keeps a train on the track
deactivate (*v.*) to stop something from working	**de-** (away from, down, opposite)	**activate:** to make active; to put into service

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Read for Background

Read each sentence. Find the word with the prefix *de-*. Circle the prefix and underline the base word. Then use your knowledge of word parts to write a definition for the complete word.

1. Wolves hunt in every season, so they do not have to wait for the ground to defrost in spring.

_____

2. There are rules and regulations for hunters to follow, but some wanted to deregulate the hunting of wolves.

_____

3. As people began to study wolves, they started to decode what some of their actions meant.

_____

TALK ABOUT IT

Work with a partner. Discuss what the meaning of the prefix *de-* can tell you about a word's meaning.

I know that the prefix *de-* means ___.

Knowing the meaning of a word's prefix tells me ___.

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NAME

EXIT TICKET

How did each event in the chart affect the number of wolves in Yellowstone? Use words or up/down arrows to show the effects.

Events Caused by Humans	Effect on Number of Wolves
1850s–1860s: Settlers arrived in search of animal fur.	
1914–1926: Park managers at Yellowstone see wolves as a threat.	
1990s: Scientists realized wolves were an important part of the ecosystem.	

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MODULE 1 SESSION 4

The Wolves of Yellowstone, Part 2

DO NOW

This photo shows a wolf in Yellowstone. Look closely at it. Then answer each question.



- What do you see? _____

_____

- What do you wonder about? _____

_____

- What do you think is happening? _____

_____

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . . • Explain ideas in a scientific text. • Use time-order and sequence words in writing.	**I will be able to . . .** • Describe the steps scientists used to move wolves from Canada to Yellowstone. • Write a paragraph using time-order words to explain how scientists moved wolves to Yellowstone.

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Read & Analyze

Unlock the Text

Vocabulary

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

Word	Definition	Example Sentence
in•stinct (*n.*)	the natural way an animal behaves without being taught	No one shows birds how to build nests, but their **instinct** guides them.
dom•i•nant (*adj.*)	having power over others	The **dominant** wolf leads the group during a hunt.

Complete each sentence with a word or phrase that makes sense.

1. Animals use **instincts** when they _____.
2. When I see a thunderstorm coming, my **instinct** is to _____

   _____.
3. The wolves in a pack follow the **dominant** wolf because _____

   _____.

TALK ABOUT IT

Work with a partner. Share your completed sentences. Then work together to create a new sentence using each vocabulary word.

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The Wolves of Yellowstone: A Rewilding Story by Catherine Barr (PART 2)

Coming Home



Sky View

20 This story begins in the sky.

21 High above the Canadian Rockies, a helicopter arcs above a line of wolves lunging through the snow. A man wearing a harness leans out, bracing himself against the bitter wind. He takes aim and fires. Then he unclips his harness and leaps out of the helicopter before it peels away.

22 The man has **darted** a wolf. It stumbles and falls . . . and is soon asleep. Waiting hands on the ground help the man as he struggles to carry this beast across the snow. Together, they heave this soft, sleeping creature onto a waiting sled.

23 The sled dogs fidget, whimper, and stretch. But when the driver steps up, the pack lurches forward across the snow. The wolf is carried away into inky darkness.

24 Another wolf is darted. Then another. And another. This continues until fourteen wolves are carried through the night on sleds speeding toward a new home far away.

Purpose for Reading

Read to learn how wildlife experts bring wolves back to Yellowstone.

darted: *shot with a drug that makes an animal sleepy*

Stop and Discuss

What is happening to the wolves?
Underline details in paragraphs 21–24 that help you answer the question.



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Read & Analyze



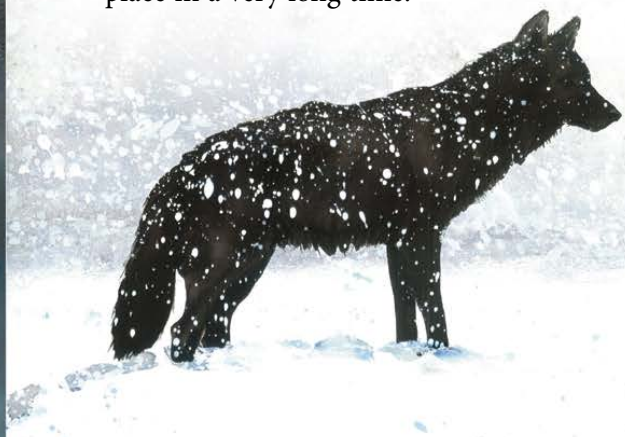
Night Journey

25 The procession heads south. The Canadian wolves crouch in cold metal crates. In a small plane they fly over rugged lands.

26 Soon they are hidden inside a truck and traveling down a highway that cuts through some of the wildest country in North America. The truck brakes slowly. It pulls over. The crates are lifted onto sleighs, this time pulled by mules with ice-crusted manes. These hardy animals weave their way into the heart of Yellowstone National Park. In the distance, herds of elk gather in the darkness.

27 When the sleighs reach the specially built enclosures deep in the park, the crates are finally unlocked. A brave wolf steps out onto the white snow. His giant paws spread like snowshoes. He scans his new home with curious, intelligent eyes.

28 He is the first wolf to step into this wild place in a very long time.



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Watch and Wait

29 The wolves are kept in pens in three places in the park, each covering an acre of snow-blanketed land.

30 Although the wolves long to escape, they must stay **in captivity** for a little longer. If they are released too soon, the wolves' natural homing **instinct** will pull them north back toward Canada. In the pens, living is easy. People bring elk, deer, moose, or bison carcasses to the wolves so they can feed.

in captivity: *enclosed and unable to run free*

31 Behind the fences, the wolves bond and three packs begin to form, each one led by a **dominant** alpha male and female. This alpha pair is in charge; they are respected and feared by the other wolves in their pack.

32 The wolves wait for freedom. They pace the fences surrounding the pens. They learn new scents, sights, and sounds. They sense the wilderness beyond.

33 Ten weeks pass. At last, it is time for the wolves to run free.

Stop and Discuss

Why are the wolves kept in pens for ten weeks?
Underline text details that help you answer the question.



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Read & Analyze

Explain Ideas in a Scientific Text

Scientific texts often explain how things happen by describing a sequence of events. A **sequence** is the order in which events or steps in a process take place.

What process did wildlife experts follow to bring wolves back to Yellowstone? Reread the paragraphs noted in each box and write the sequence of events.

Paragraph 21
A helicopter flew over wolves in Canada, and a man shot a wolf with a dart.

↓

Paragraph 24

↓

Paragraphs 25–26

↓

Paragraph 29

↓

Paragraph 33

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Authors use time-order words and phrases to show when events happen. For example, the words *first*, *next*, *finally*, *before*, and *after* help show the sequence of events.

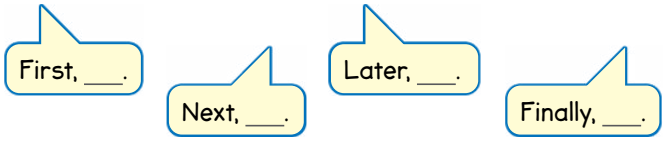
What other words and phrases can you find in the text that show sequence?

_____

_____

TALK ABOUT IT

Work with a partner. Describe how wolves were moved from Canada to Yellowstone Park. Use time-order words to explain the order of events.



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Write to Respond

Read and respond to the prompt in the box.

PROMPT

Write a paragraph that explains how wildlife experts moved wolves from Canada to Yellowstone. Describe the sequence of events and use time-order words in your explanation.

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NAME

EXIT TICKET

These steps describe how scientists moved wolves to Yellowstone. Number each step (1–6) to show the correct sequence.

_____ fly the crates out of Canada

_____ dart the wolves

_____ keep the wolves in pens for ten weeks

_____ drive the crates through North America

_____ fly in a helicopter above the wolves in Canada

_____ put the wolves in crates

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MODULE 1 SESSION 5

The Wolves of Yellowstone, Part 3

DO NOW

In Session 4, you read about the journey of Canadian wolves to temporary pens in Yellowstone Park. What do you predict the wolves will do when the pens are opened? Draw two or three predictions. Label each one.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . . • Explain ideas in a scientific text. • Use prepositions in writing.	**I will be able to . . .** • Explain the sequence of actions wolves take to hunt elk. • Expand sentences about wolves by adding phrases with prepositions.

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Read & Analyze

Unlock the Text

Vocabulary

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

Word	Definition	Example Sentence
ter•ri•to•ry (*n.*)	an area controlled and defended by animals or people	Each wolf pack has its own **territory** in the park.
graze (*v.*)	to feed on grasses and leaves	Elk **graze** on grass, clover, and the leaves of trees.
scav•enge (*v.*)	to eat dead or decaying plants or animals	Grizzly bears **scavenge** meat from elk carcasses left behind by wolves.

Fill in the blanks to practice using the vocabulary words.

1. A grassy field is a perfect place for sheep to _____.
2. The crows waited to _____ for food after the deer was killed.
3. My dog protects her _____ by barking at the mail carrier.

TALK ABOUT IT

Work with a partner. Take turns making up new sentences using each vocabulary word.

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***The Wolves of Yellowstone: A Rewilding Story* by Catherine Barr** (PART 3)



Purpose for Reading

Read to learn how the wolves adapted to their new habitat in Yellowstone.

On the Run

34 The pens are flung open but the wolves stand still. Scientists watch, holding their breath.

35 After three days the **wary** predators break free from their guards' watch and cross into the wild. One by one, the wolves take slow, careful steps beyond the pens . . . quickening as they vanish into the forest.

wary: *worried or suspicious*

36 Now free, each pack establishes its own **territory**. Scientists name the packs after the area of the park where they are released, calling them Crystal Creek Pack, Rose Creek Pack, and Soda **Butte** Pack. Later, these three packs will become four, as a female from Rose Creek and a male from Crystal Creek leave to begin life together as Leopold Pack.

butte: *a hill with steep sides and a flat top*



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

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Complete each sentence with a word or phrase that makes sense.

1. Animals use **instincts** when they _____.
2. When I see a thunderstorm coming, my **instinct** is to _____

   _____.
3. The wolves in a pack follow the **dominant** wolf because _____

   _____.

TALK ABOUT IT

Work with a partner. Share your completed sentences. Then work together to create a new sentence using each vocabulary word.

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The Wolves of Yellowstone: A Rewilding Story by Catherine Barr (PART 2)

Coming Home



Sky View

20 This story begins in the sky.

21 High above the Canadian Rockies, a helicopter arcs above a line of wolves lunging through the snow. A man wearing a harness leans out, bracing himself against the bitter wind. He takes aim and fires. Then he unclips his harness and leaps out of the helicopter before it peels away.

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Read to learn how wildlife experts bring wolves back to Yellowstone.

darted: *shot with a drug that makes an animal sleepy*

Stop and Discuss

What is happening to the wolves?
Underline details in paragraphs 21–24 that help you answer the question.



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Read & Analyze



Night Journey

25 The procession heads south. The Canadian wolves crouch in cold metal crates. In a small plane they fly over rugged lands.

26 Soon they are hidden inside a truck and traveling down a highway that cuts through some of the wildest country in North America. The truck brakes slowly. It pulls over. The crates are lifted onto sleighs, this time pulled by mules with ice-crusted manes. These hardy animals weave their way into the heart of Yellowstone National Park. In the distance, herds of elk gather in the darkness.

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Watch and Wait

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30 Although the wolves long to escape, they must stay **in captivity** for a little longer. If they are released too soon, the wolves' natural homing **instinct** will pull them north back toward Canada. In the pens, living is easy. People bring elk, deer, moose, or bison carcasses to the wolves so they can feed.

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32 The wolves wait for freedom. They pace the fences surrounding the pens. They learn new scents, sights, and sounds. They sense the wilderness beyond.

33 Ten weeks pass. At last, it is time for the wolves to run free.

Stop and Discuss

Why are the wolves kept in pens for ten weeks?
Underline text details that help you answer the question.



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Read & Analyze

Explain Ideas in a Scientific Text

Scientific texts often explain how things happen by describing a sequence of events. A **sequence** is the order in which events or steps in a process take place.

What process did wildlife experts follow to bring wolves back to Yellowstone? Reread the paragraphs noted in each box and write the sequence of events.

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↓

Paragraph 24

↓

Paragraphs 25–26

↓

Paragraph 29

↓

Paragraph 33

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Session 4



Authors use time-order words and phrases to show when events happen. For example, the words *first*, *next*, *finally*, *before*, and *after* help show the sequence of events.

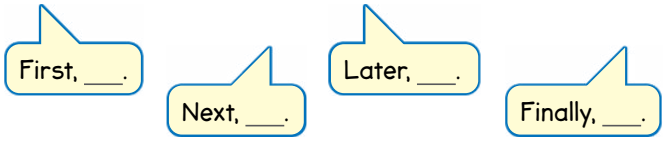
What other words and phrases can you find in the text that show sequence?

_____

_____

TALK ABOUT IT

Work with a partner. Describe how wolves were moved from Canada to Yellowstone Park. Use time-order words to explain the order of events.



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Write to Respond

Read and respond to the prompt in the box.

PROMPT

Write a paragraph that explains how wildlife experts moved wolves from Canada to Yellowstone. Describe the sequence of events and use time-order words in your explanation.

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NAME

EXIT TICKET

These steps describe how scientists moved wolves to Yellowstone. Number each step (1–6) to show the correct sequence.

_____ fly the crates out of Canada

_____ dart the wolves

_____ keep the wolves in pens for ten weeks

_____ drive the crates through North America

_____ fly in a helicopter above the wolves in Canada

_____ put the wolves in crates

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MODULE 1 SESSION 5

The Wolves of Yellowstone, Part 3

DO NOW

In Session 4, you read about the journey of Canadian wolves to temporary pens in Yellowstone Park. What do you predict the wolves will do when the pens are opened? Draw two or three predictions. Label each one.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to . . . • Explain ideas in a scientific text. • Use prepositions in writing.	**I will be able to . . .** • Explain the sequence of actions wolves take to hunt elk. • Expand sentences about wolves by adding phrases with prepositions.

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Read & Analyze

Unlock the Text

Vocabulary

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

Word	Definition	Example Sentence
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scav•enge (*v.*)	to eat dead or decaying plants or animals	Grizzly bears **scavenge** meat from elk carcasses left behind by wolves.

Fill in the blanks to practice using the vocabulary words.

1. A grassy field is a perfect place for sheep to _____.
2. The crows waited to _____ for food after the deer was killed.
3. My dog protects her _____ by barking at the mail carrier.

TALK ABOUT IT

Work with a partner. Take turns making up new sentences using each vocabulary word.

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***The Wolves of Yellowstone: A Rewilding Story* by Catherine Barr** (PART 3)



Purpose for Reading

Read to learn how the wolves adapted to their new habitat in Yellowstone.

On the Run

34 The pens are flung open but the wolves stand still. Scientists watch, holding their breath.

35 After three days the **wary** predators break free from their guards' watch and cross into the wild. One by one, the wolves take slow, careful steps beyond the pens . . . quickening as they vanish into the forest.

wary: *worried or suspicious*

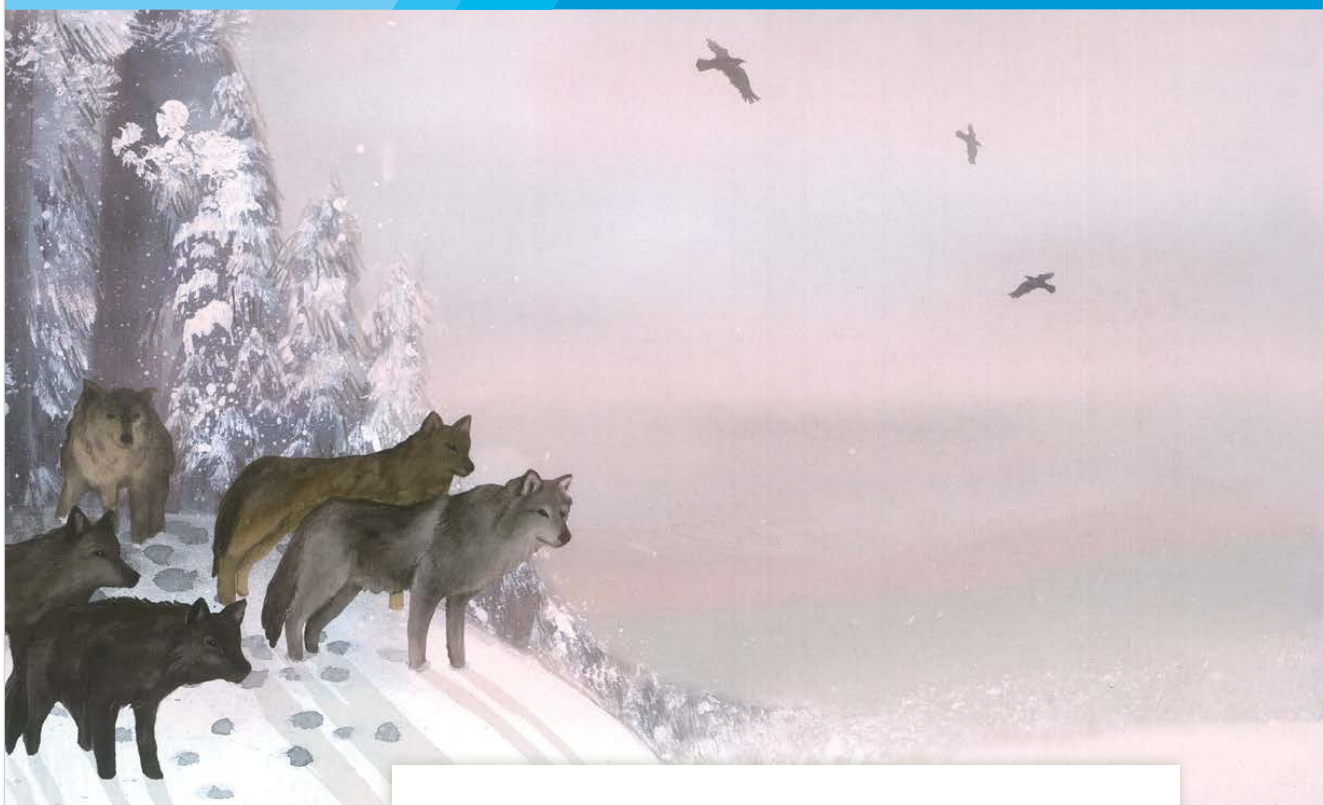
36 Now free, each pack establishes its own **territory**. Scientists name the packs after the area of the park where they are released, calling them Crystal Creek Pack, Rose Creek Pack, and Soda **Butte** Pack. Later, these three packs will become four, as a female from Rose Creek and a male from Crystal Creek leave to begin life together as Leopold Pack.

butte: *a hill with steep sides and a flat top*



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Read & Analyze



Stop and Discuss

What happens when the wolves are freed from the pens?

Underline details in paragraphs 34–37 that help you answer the question.

37 Eventually all the wolves vanish from sight. But they are not lost. Each wolf has been given a number and a radio collar, so it can be tracked. Signals from the collars will help scientists map the wolves' travels: to discover where they go and learn how they live.

38 Each pack journeys far and wide through dark forests, across wild rivers, and up steep mountains.

39 The wolves of Yellowstone are back on the run.

Elk Encounter

40 During winter in Yellowstone, animals face a **relentless** fight for survival. Temperatures **plummet** as low as -30° F, rivers freeze, and a heavy blanket of snow cloaks the earth. Food is scarce and everyone is hungry.

41 Wolves need to eat, and wolves eat elk.

relentless: *constant, without stopping*

plummet: *fall, decrease*

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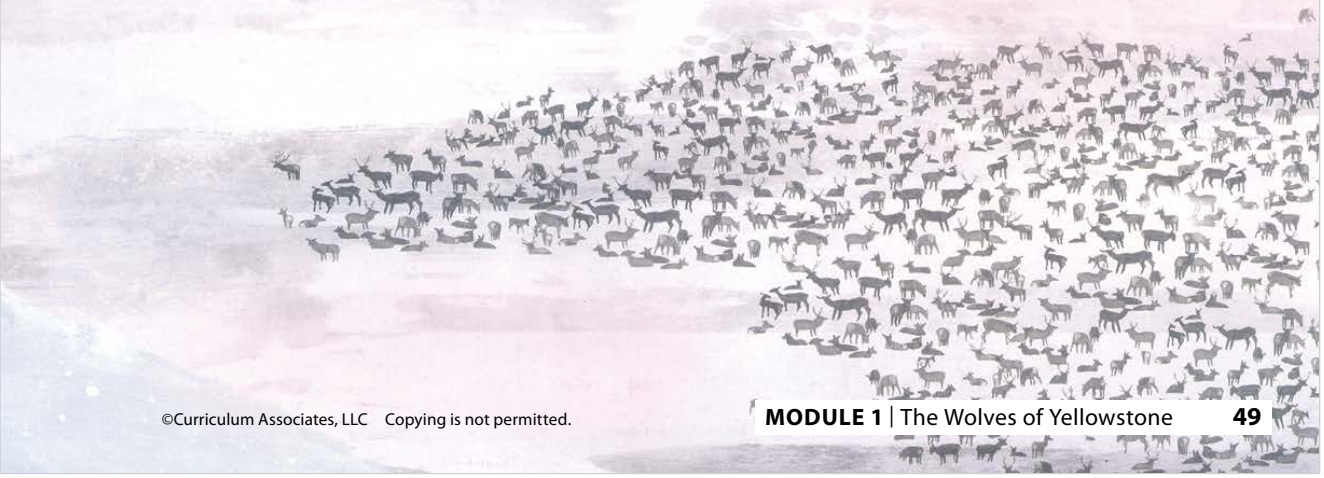
42 When the wolves return, there are 19,000 elk on the move. In winter, the elk **tread** in each other's footsteps as they travel, saving energy to find food. They make their way toward the flat fields in the valleys where the snow is soft and the grass underneath is easier to **graze**. But there is not enough food to fill their bellies—the elk are weak and hungry.

tread: *walk or step*

43 The wolves, however, are strong. The elk are easy to spot in the open plains. The wolves watch them, waiting for the perfect moment to strike. They look for patches of deep snow, water, and ice, where elk may get stuck or fall.

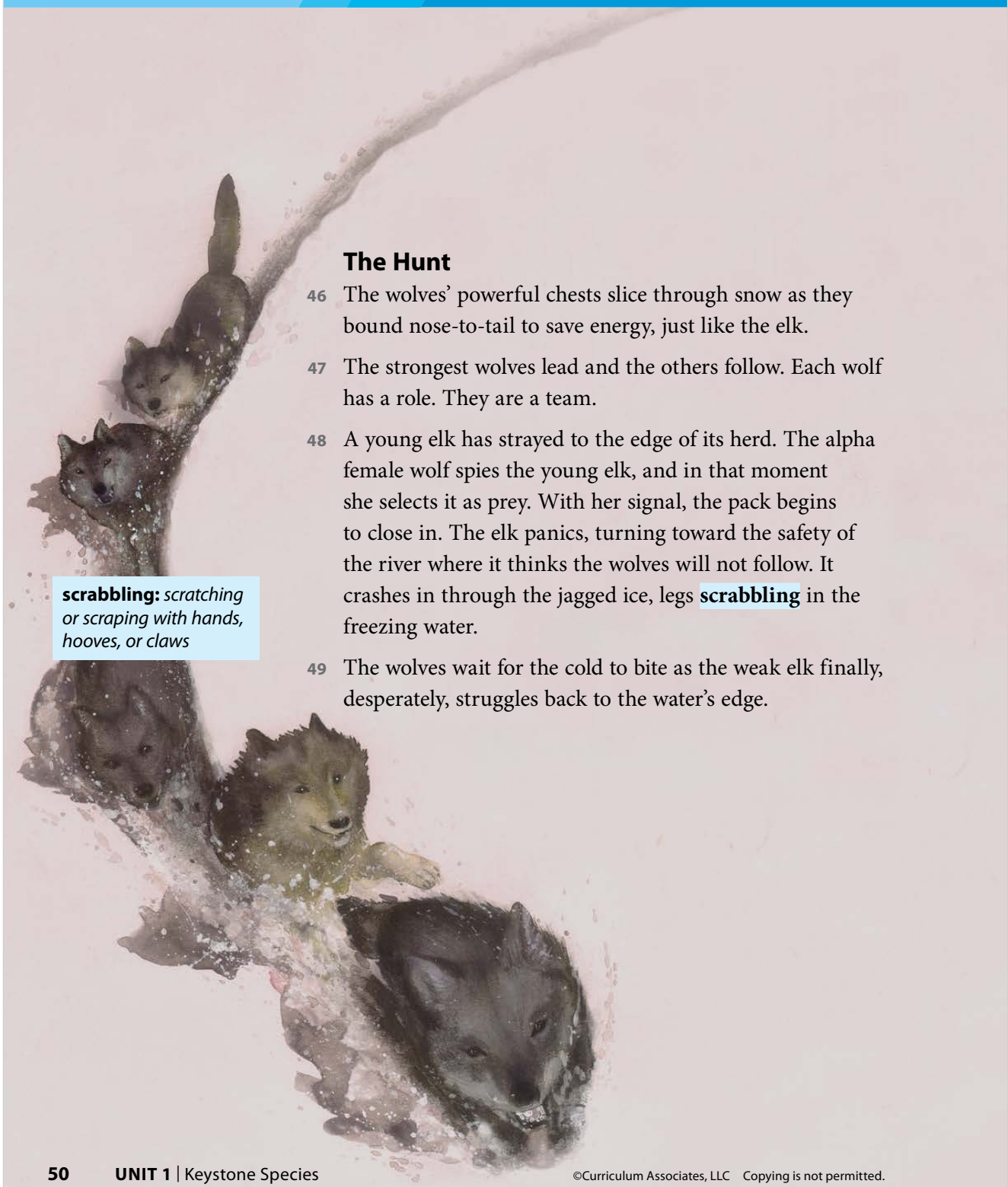
44 The best time to hunt is when the sun is low and long shadows reach across the land. As the sun sinks, the elk stiffen, heads held high. Ears twitch, eyes widen, and males' antlers shift across the fading light. None of the herd has ever seen a wolf here, yet instincts still tell them that danger is coming. Frightened, they huddle closer together.

45 Black ravens watch as the wolves wait for sunset. And then the hunt is on.



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Read & Analyze



The Hunt

46 The wolves' powerful chests slice through snow as they bound nose-to-tail to save energy, just like the elk.

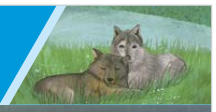
47 The strongest wolves lead and the others follow. Each wolf has a role. They are a team.

48 A young elk has strayed to the edge of its herd. The alpha female wolf spies the young elk, and in that moment she selects it as prey. With her signal, the pack begins to close in. The elk panics, turning toward the safety of the river where it thinks the wolves will not follow. It crashes in through the jagged ice, legs **scrabbling** in the freezing water.

49 The wolves wait for the cold to bite as the weak elk finally, desperately, struggles back to the water's edge.

scrabbling: *scratching or scraping with hands, hooves, or claws*

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50 The waiting wolves pounce. The elk is defeated. Exhausted from her effort, the alpha female sinks into the ground to catch her breath. Meanwhile, the rest of the pack **tucks in**. Everyone has earned this meal.

51 Ravens and magpies circle overhead and drop down, a delicate dance among feeding wolves. They will **scavenge** leftovers from the hunt. The predators have brought these birds their first meal in days.

52 The winter is fierce and long, but the winds of change are blowing. Spring is not far away . . .

tucks in: *feasts on; gobbles down*

Stop and Discuss

How do the wolves hunt elk?
Underline details in paragraphs 46–50 that help you answer the question.

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Read & Analyze

Explain Ideas in a Scientific Text

Scientific texts often explain how things happen by telling the **sequence**, or order, of steps and events.

In *The Wolves of Yellowstone*, the wolves worked together to catch an elk. Describe the wolves' actions in the order that they happened.

Paragraphs 43–45

The wolves watched the elk in the field and waited for sunset.

↓

Paragraphs 46–47

↓

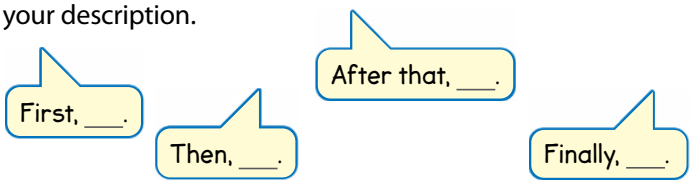
Paragraphs 48–49

↓

Paragraphs 50–51

TALK ABOUT IT

Work with a partner. Review the details in your chart. Then take turns describing the process the wolves follow to hunt elk. Use time-order words in your description.



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How Sentences Work

Prepositions

A **preposition** is a word that shows how one idea in a sentence is related to another idea in the sentence. Prepositions often tell where something is, when it happened, where it happened, or how long it took.

Prepositions	What They Show
in, on, at, by, near, between, above	Where?
for, before, after, during, until, since	When? For how long?
to, from, into, through, across, over	In what direction?

Read this sentence from the text.

Each pack journeys through dark forests, across wild rivers, and up steep mountains.

preposition preposition preposition

Read each simple sentence. Answer the *where?* or *when?* question. Then write an expanded sentence that includes the new detail. Circle the proposition in your expanded sentence.

Simple Sentence: Wolves chase elk.

Where? in Yellowstone

Expanded Sentence: _____

Simple Sentence: Hungry wolves eat.

When? _____

Expanded Sentence: _____

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Read & Analyze

TALK ABOUT IT

Work with a partner. Take turns expanding these simple sentences by using prepositions and ideas from the text.

Wolves hunt elk ___.

Wolves hunt elk
(where? / when? / for how long?).

The elk herd runs ___.

The elk herd runs
(where? / for how long? / in what direction?).

Write one of your expanded sentences and circle the preposition.

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NAME

EXIT TICKET

Write a preposition to complete each sentence about wolves in Yellowstone. Choose from the words in the box.

through	**into**	**when**	**to**
in	**until**	**as**	

1. Scientists release the wolf packs _____ Yellowstone.
2. The wolves start to hunt elk _____ the sun sets.
3. The wolves run _____ the snow, looking for elk.
4. The wolves find a young elk and chase it _____ an icy river.
5. The wolves wait _____ the young elk is freezing and weak, then attack.

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by i-Ready