UNIT 1

Magnetic Literacy™

Sample Lessons

GET OUT ALIVE!: SESSIONS 1–5



GRADE 6

by i-Ready

A Week of Connected Literacy Instruction

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

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



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

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Your Guide to This Sample Week

Connected Learning at a Glance

Sessions 1–5 form the opening week of this 31-session unit.

Across these sessions, students explore what survival stories can teach us about overcoming challenges through Unit Media and the anchor text *All Thirteen*, the true account of the Thai cave rescue.

They build background on the psychology of resilience, then analyze how the text's central idea develops through key details, deepening their thinking through a gist statement and written analysis.

	Session 1	Session 2	Session 3	Session 4	Session 5
Texts	Unit Media (Unit Opener)	*All Thirteen* (Unit Opener)	*Building Resilience with Survival Psychology*	*All Thirteen*, Part 1	*All Thirteen*, Part 2
Skills	Unit Vocabulary; Preview Texts and Writing Task	Determine Word Meaning; Morphology	Summarize (Gist Statement)	Analyze Central Idea; Context Clues	Analyze Text Elements; Clauses
Key Activities	Students review the Knowledge Guide and Unit Media to build background knowledge and spark curiosity about the unit topic.	Students explore unit vocabulary, then read a short, high-interest excerpt of *All Thirteen* and preview the end-of-unit writing task.	Students read about the behaviors associated with resilience to build background, then write a gist statement.	Students begin reading *All Thirteen* to learn about the challenges the team faces and how they respond.	Students continue reading *All Thirteen* and build awareness of how a central idea develops through key details.

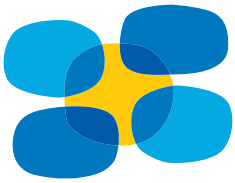
4 Things to Look For:



It's a Thinking Curriculum

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

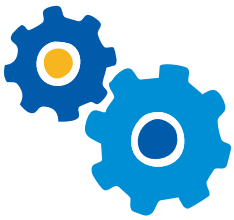
Notice: Students preview the end-of-unit argument essay prompt before they've read any of the unit's texts in full, so every session builds toward that goal. See page 26.



Literacy Instruction Is Integrated

Reading, writing, and language skills grow together.

Notice: Students identify challenges and responses in a narrative nonfiction text, then learn independent and dependent clauses using a sentence from that same text, in the same session. See page 64.



Skills Connect to Meaning

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

Notice: Students practice word analysis by breaking resilience and psychology into meaningful parts before engaging with those words in a unit text. See pages 20 and 21.



Responsive Instruction

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

Notice: Checks for Understanding, daily Exit Tickets, and tiered English learner supports appear throughout. See pages 52 and 64.



Get Out Alive!

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1 2 3 4 5 6

Unit 1 Overview

In this unit, students learn about psychological behaviors that are proven to support resilience. They read texts about real-life survivors, including the Wild Boars soccer team who survived 18 days trapped in a cave. Students analyze how survivors and rescuers respond to challenges, and then write a four-paragraph argument essay in which they make a claim about which two behaviors are most critical to survival.

ESSENTIAL QUESTION

What can survival stories teach us about overcoming challenges?

KNOWLEDGE

- Understand which psychological behaviors linked to resilience the Wild Boars soccer team used in the cave.
- Analyze how the survivor of a plane crash managed to stay resilient in the Amazon rainforest.
- Examine how the rescuers who saved the Wild Boars soccer team made a plan and responded to challenges.

READING SKILLS

- Summarize.
- Analyze central idea.
- Analyze text elements.

WRITING SKILLS

- Write expository texts.
- Plan, revise, and edit.
- Write and support arguments.
- Introduce a claim.
- Organize evidence.
- Establish a formal tone.
- Use transitions and a conclusion.

KEY LANGUAGE FOCUS

- **Argue/Explain**: Use language to support a claim about important psychological behaviors for survival and explain how these behaviors help people respond to extreme situations.

END-OF-UNIT WRITING

Write a four-paragraph argument essay in which you make a claim about which two psychological behaviors of those you've read about are most critical to survival. Support your claim with reasons and evidence from *All Thirteen* and *Lost in the Amazon*.

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SESSION PREVIEW

SESSION 1: Unit Opener

SESSION GOALS

UNIT GOALS	SUCCESS CRITERIA	LANGUAGE GOAL
• Build knowledge about the psychology of survival. • Identify one or more central ideas in a text and analyze how an author develops central idea. • Write a four-paragraph argument essay about the psychology of survival.	• N/A	• Use academic and concept vocabulary to share ideas about human resilience *(psychology, survival, resilience, agree, disagree, claim)*.

MATERIALS

INTEGRATED LITERACY WHOLE CLASS	OPTIONAL SUPPORT & EXTEND SMALL GROUP 30 MINS.
• Grade 6, Unit 1, Session 1 Slides	• Grade 6, Unit 1, Session 1: Unit Opener • *i-Ready* • Independent Reading

PACING

INTRODUCE & UNIT GOALS	KNOWLEDGE GUIDE	NOTICE AND WONDER	ACTIVATE WORD KNOWLEDGE	REFLECT
5 MINS.	10 MINS.	15 MINS.	15 MINS.	5 MINS.

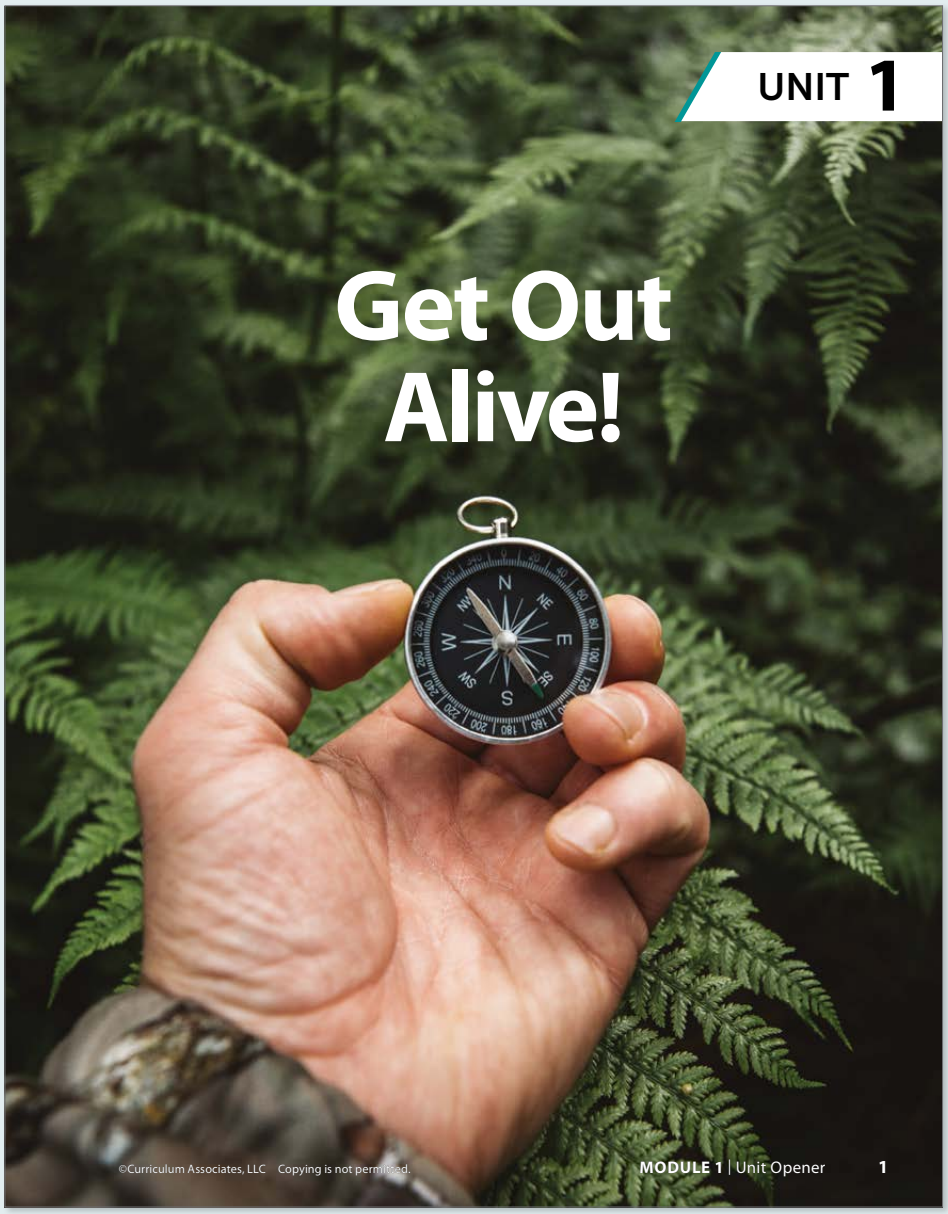
ENGLISH LEARNERS

EL SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

Use a word wall to support understanding of the unit vocabulary starting during Activate Word Knowledge on p. 8. Begin the word collection with terms such as *survive, survival, psychology of survival, overcome, challenge,* and *face challenges.*

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Explicitly teach definitions. Invite students to add synonyms, visuals, cognates, and home language to support meaning. Note that *face* has multiple meanings. Amplify the context of *facing challenges*. Add terms to the word wall. Provide sentence starters as students respond to the essential question. • *People can overcome challenges by ___.* • *Survival stories can teach us about overcoming challenges by ___.*	Invite students to add related words to the word wall (*difficulty, obstacle, complication*). Encourage this practice throughout the unit. As students respond to the essential question, prompt them to rephrase ideas using complete sentences and words from the word wall.	Remind students to use the word wall as a language resource when speaking and writing during the unit. As students respond to the essential question, listen for general academic terms that can be added to the word wall (*demonstrate, illustrate, reveal, respond, react*). Identify students who used the terms and have them add to the word wall and offer a quick definition.

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UNIT OPENER

INTRODUCE & UNIT GOALS (5 MINS.)

Get Out Alive!

DO NOW






Imagine yourself in one of the situations pictured. How would you feel? How would you react?

Responses will vary.

UNIT GOALS

I will learn how to:

- Build knowledge about the psychology of survival.
- Identify one or more central ideas in a text and analyze how an author develops central ideas.
- Write a four-paragraph argument essay about the psychology of survival.

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CHECK Have students complete the Do Now independently to prime their thinking about risky situations in the wild. Invite volunteers to share their responses.

DISCUSS Use a **Response Protocol** to have students read the Unit Goals. **Ask,** *"In your own words, what will you learn during this unit?"* Explain that *psychology of survival* means "the mental aspect of surviving an extreme situation or challenge." Note that students will learn more about psychology in this session and the next.

2 **UNIT 1** | Get Out Alive!
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KNOWLEDGE GUIDE (10 MINS.)

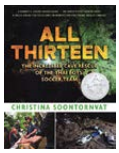
MODULE 1 SESSION 1

KNOWLEDGE GUIDE: Meet the Authors

ANCHOR TEXT



from All Thirteen



This book details how the Wild Boars soccer team became trapped in the Tham Luang Nang Non cave system in Thailand. It also explains how they survived and how they were rescued.
SESSIONS 2, 4, 5, 6, 18, 19, 20, 21, 22

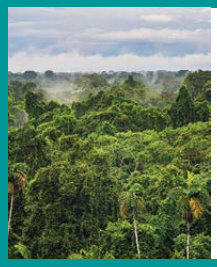
Christina Soontornvat is a writer of both fiction and nonfiction for young readers. She has received three Newbery Honors, including one for *All Thirteen.*



Building Resilience with Survival Psychology

This article explains how specific mindsets and mental techniques can increase one's resilience. SESSION 3

Nicholl Montgomery is a former middle school teacher and now teaches college courses on children's literature. She is a contributing writer for *Horn Book Magazine.*



from Lost in the Amazon

Juliane Koepcke survived for 11 days in the Amazon jungle after surviving a plane crash. This book tells her incredible true story. SESSIONS 11, 12, 13

Tod Olson is an author of nonfiction for young readers. He has written a number of books about survival situations, including the *Lost* series.

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TEACH Introduce students to the Knowledge Guide. Highlight the different sections and explain that the Knowledge Guide is a resource students can use throughout the unit to find information on the texts, background knowledge, key vocabulary, and to find conversation starters to use in discussions.

APPLY Have students work with a partner to read the text summaries.

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MODULE 1 | Unit Opener 3

UNIT OPENER

TEACH

- Read the essential question aloud. Tell students they will consider this question throughout the unit as they read about survival situations and resilience.
- Invite a few volunteers to share their initial thoughts in response to the essential question.
- Next, read aloud the background information and review the images and maps on the student page.
- Confirm understanding of the information. **Ask,** *"What is another name for caving?" (spelunking) "Where is Thailand located?" (Southeast Asia) "The Amazon rainforest spreads out over how many countries?" (nine)*

KNOWLEDGE GUIDE: Resources

Essential Question: What can survival stories teach us about overcoming challenges?

Background Knowledge

Caving

Also called spelunking, caving is the activity of exploring caves for fun.



Thailand

Thailand is a country in Southeast Asia. Its capital is Bangkok and its official language is Thai.



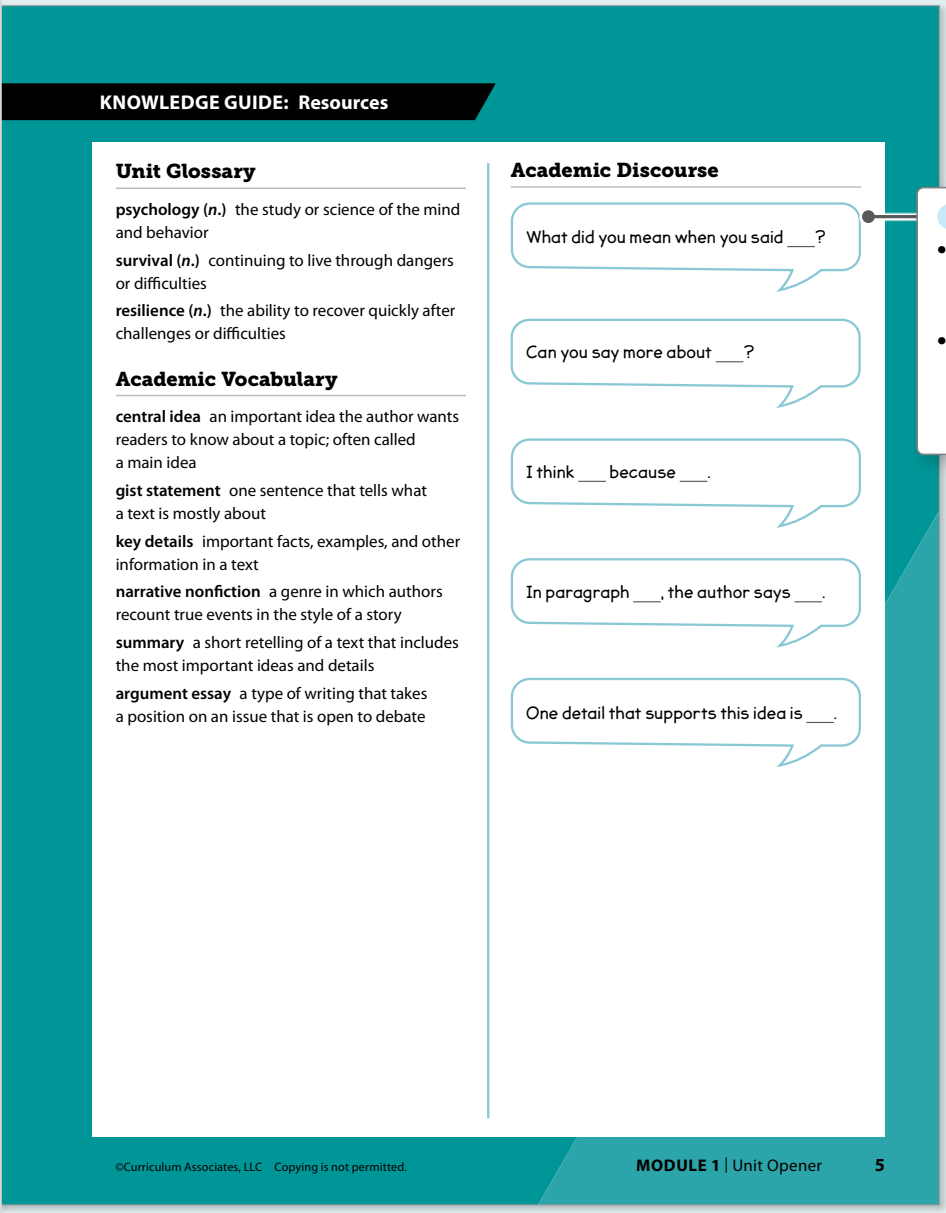
Amazon Rainforest

The Amazon rainforest is a large tropical rainforest in South America. The Amazon rainforest spans nine countries, including Brazil and Peru.



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KNOWLEDGE GUIDE: Resources

Unit Glossary

psychology (*n.*) the study or science of the mind and behavior

survival (*n.*) continuing to live through dangers or difficulties

resilience (*n.*) the ability to recover quickly after challenges or difficulties

Academic Vocabulary

central idea an important idea the author wants readers to know about a topic; often called a main idea

gist statement one sentence that tells what a text is mostly about

key details important facts, examples, and other information in a text

narrative nonfiction a genre in which authors recount true events in the style of a story

summary a short retelling of a text that includes the most important ideas and details

argument essay a type of writing that takes a position on an issue that is open to debate

Academic Discourse

What did you mean when you said ___?

Can you say more about ___?

I think ___ because ___.

In paragraph ___, the author says ___.

One detail that supports this idea is ___.

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TEACH

- Point out the Unit Glossary and explain that these words are central to the big ideas that will be explored in the unit.
- Also point out the Academic Vocabulary and Academic Discourse sections and tell students these are resources to help them talk and write about the unit texts.

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MODULE 1 | Unit Opener 5

UNIT OPENER

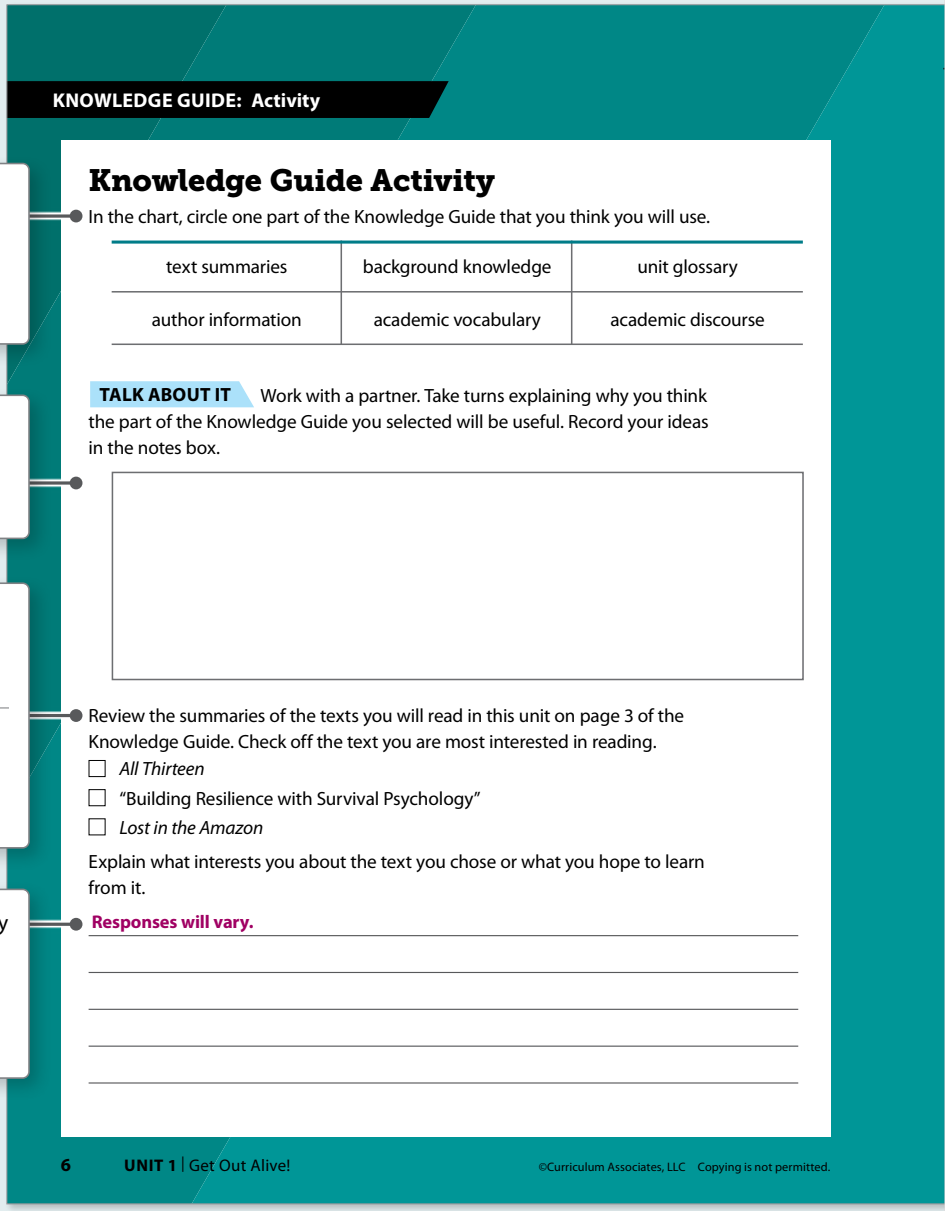
APPLY
- Read the directions. Then have students independently circle a part of the Knowledge Guide they think they will use.
- Then have pairs complete the Talk About It activity.

DISCUSS After students complete the Talk About It activity, use a **Response Protocol** to hear students' ideas. Reinforce how different sections of the Knowledge Guide can be used throughout the unit.

APPLY Have students review the text summaries, check off a text they're interested in reading, and explain in writing what interests them about the text.

DISCUSS **Take a Poll** to see which text students are most interested in reading. Then use a **Response Protocol** to hear students explain why they are interested in that text and what they hope to learn.

EL **SCAFFOLD RESPONSES** Support students' writing by providing sentence starters such as:
- *I chose this text because ___.*
- *This text interests me because ___.*
- *I hope to learn about ___.*



KNOWLEDGE GUIDE: Activity

Knowledge Guide Activity

In the chart, circle one part of the Knowledge Guide that you think you will use.

text summaries	background knowledge	unit glossary
author information	academic vocabulary	academic discourse

TALK ABOUT IT Work with a partner. Take turns explaining why you think the part of the Knowledge Guide you selected will be useful. Record your ideas in the notes box.

Review the summaries of the texts you will read in this unit on page 3 of the Knowledge Guide. Check off the text you are most interested in reading.

- ☐ *All Thirteen*
- ☐ "Building Resilience with Survival Psychology"
- ☐ *Lost in the Amazon*

Explain what interests you about the text you chose or what you hope to learn from it.

Responses will vary.

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NOTICE AND WONDER (15 MINS.)

SESSION 1

Essential Question: What can survival stories teach us about overcoming challenges?

Notice and Wonder

View the Unit Media. As you view the image and listen to the background information, write what you notice and wonder.

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

TALK ABOUT IT Work with a partner. Discuss what you noticed and wondered.

Complete the survey independently. Write an "X" in the appropriate column to show whether you agree or disagree with each statement.

Statement	Yes, I agree.	No, I disagree.
The best way to learn how to overcome challenges is through personal experience.		
In a survival situation, physical skills, like running fast, are more important than mental behaviors, like staying calm.		
You are the only person who can save yourself in a survival situation.		
Staying positive is the most important thing you can do to survive a challenging situation.		

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TEACH

- Remind students they will think about and revise their responses to the essential question throughout the unit as they read about challenging situations and study survival psychology. **Ask,** *"Which words in the essential question seem most important to you? Why?"*
- Display the Unit Media. Explain that the image and information introduce the unit's big ideas. Read aloud the information in the slide notes. Have students look closely at the image.

APPLY Have students write what they notice and wonder. Then have pairs complete the Talk About It activity.

EL **USE HOME LANGUAGE** Encourage students to take notes about what they notice and wonder in their home language, English, or a mix of both languages.

DISCUSS After students complete the Talk About It activity, invite volunteers to share their ideas and questions with the class.

APPLY

- Have students complete the survey independently to share their opinions about challenges and survival situations. Tell them there are no correct or incorrect answers for this task.
- Use **Vote with Your Feet** to see how students responded. Ask students to explain why they agree or disagree with each statement. Tell students they will learn more about survival stories and overcoming challenges in this unit. Their opinions and ideas will continue to change and develop as they learn more about the topic.

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UNIT OPENER

ACTIVATE WORD KNOWLEDGE (15 MINS.)

DISCUSS Lead a whole-class discussion about the essential question. Encourage students to consider both the physical and mental challenges that might occur in a survival situation.

TEACH Explain that breaking down the essential question can help students brainstorm language to use to discuss and write about the unit's big ideas.

MODEL

- Brainstorm related words. **Say,** *"To help answer the essential question, I first want to think of words that might describe someone who responds to a challenge. Taking on challenges can be hard and scary, so people must be brave to face a challenge.* Brave *definitely fits in column 1."*
- Ask students to share other words that describe someone who responds to a challenge. Add new words to column 1 as a class.

APPLY

- Have students work in small groups to brainstorm words related to *overcome* and *challenge*.
- Use a **Response Protocol** to have students share their words. Clarify any misunderstandings if words are not related to or synonyms for *overcome* and *challenge*.

EL See the Session Preview for differentiated EL support.

Activate Word Knowledge

TALK ABOUT IT Think about survival stories you've read, seen, or can imagine. As a class, discuss the question: What are some challenges people might face in a survival situation?

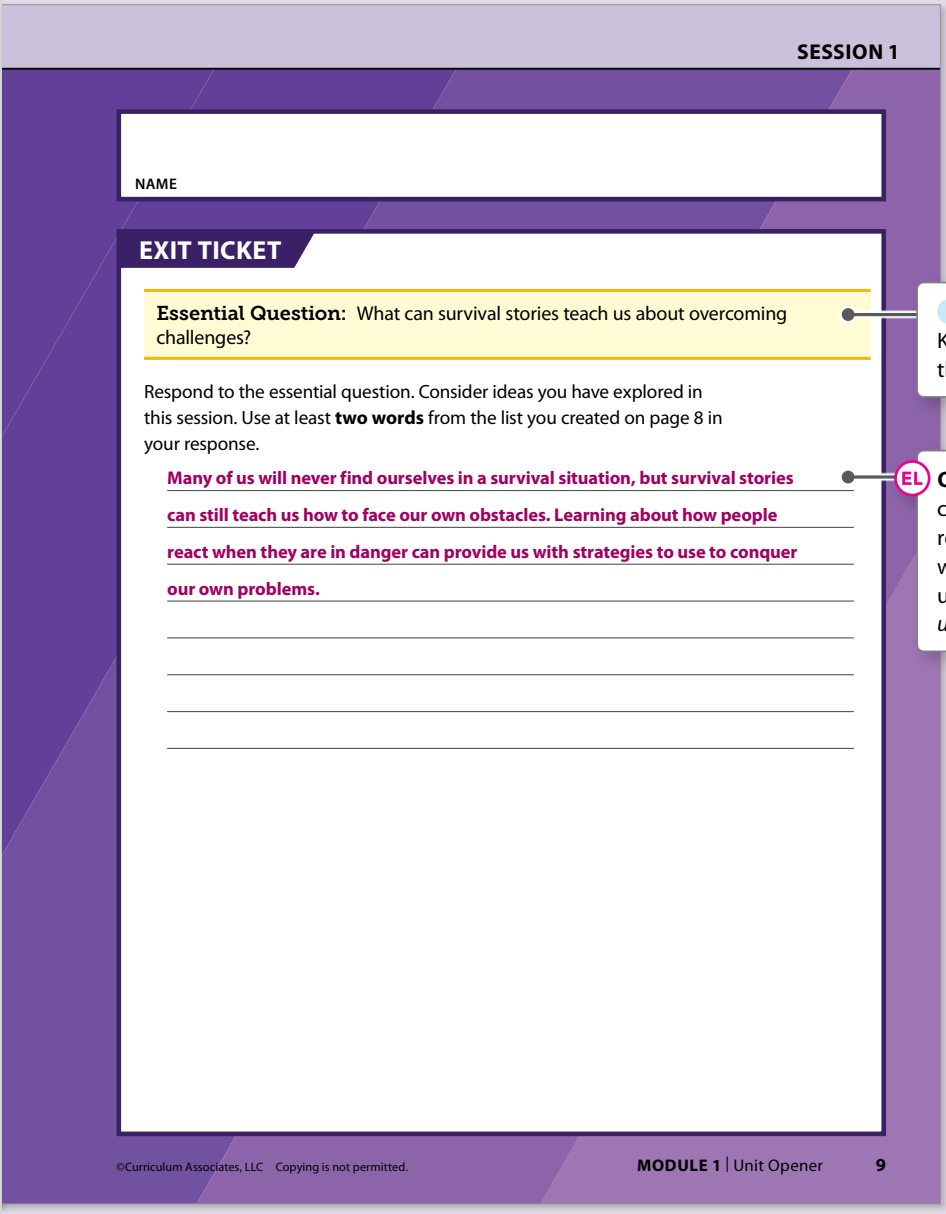
Brainstorm words that can help you answer the essential question. Refer to this list throughout the unit as you write about and discuss the unit texts.

Words that might describe someone who responds to a challenge	Words that are related to *overcome*	Words that are related to *challenge*
brave	solve	problem
patient	succeed	danger
strong	conquer	difficulty
daring	defeat	obstacle
hopeful	cope	test
intelligent	survive	barrier
creative	thrive	complication
positive	endure	risk
calm	face	threat
focused		
confident		
bold		
careful		
cautious		
determined		

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REFLECT (5 MINS.)



SESSION 1

NAME

EXIT TICKET

Essential Question: What can survival stories teach us about overcoming challenges?

Respond to the essential question. Consider ideas you have explored in this session. Use at least **two words** from the list you created on page 8 in your response.

Many of us will never find ourselves in a survival situation, but survival stories can still teach us how to face our own obstacles. Learning about how people react when they are in danger can provide us with strategies to use to conquer our own problems.

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CONNECT Encourage students to use the Knowledge Guide, Unit Media, and the list of words they created on p. 8 to support their response.

EL **OBSERVE LANGUAGE** Look for students to use concept vocabulary to share ideas about human resilience *(psychology, survival, resilience)*. If students would benefit from support, provide sentence frames using these words such as *Survival stories can teach us* ___.

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SESSION PREVIEW

SESSION 2: Unit Opener

SESSION GOALS

UNIT GOALS	SUCCESS CRITERIA	LANGUAGE GOAL
• Build knowledge about the psychology of survival. • Identify one or more central ideas in a text and analyze how an author develops central ideas. • Write a four-paragraph argument essay about the psychology of survival.	• N/A	• Use concept vocabulary, including *resilience* and *psychology,* to talk about overcoming challenges.

MATERIALS

INTEGRATED LITERACY WHOLE CLASS	OPTIONAL SUPPORT & EXTEND SMALL GROUP 30 MINS.
• Grade 6, Unit 1, Session 2 Slides	• Grade 6, Unit 1, Session 2: Practice and Review; Spelling • *i-Ready* • Independent Reading

PACING

INTRODUCE	UNIT VOCABULARY	READ TO EXPLORE	DISCUSS	PREVIEW THE PROMPT	REFLECT
5 MINS.	10 MINS.	20 MINS.	5 MINS.	5 MINS.	5 MINS.

ENGLISH LEARNERS

EL SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

Support students in understanding and using the word *resilience* during Unit Vocabulary on p. 12.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Have students circle the prefix *re-* in the words *resilience, rebound,* and *recall.* Review that *re-* means *back* or *again.* Invite students to circle the words *back* and *again* in the definitions of the related words. Make connections to prefixes students may know in Latin-based home languages, such as *re-* in Spanish. Brainstorm examples of *resilience.* Write responses on the board before giving students time to complete the Talk About It.	Review the Word Map and have students circle the prefix *re-* in *resilience.* Invite pairs to rephrase the definition of *resilience* in their own words. After partners share their thoughts in the Talk About It, invite students to rephrase what they heard their partner say. Encourage students to ask questions about their responses.	Encourage students to rephrase the meaning of *resilience* using the word *back.* For example, *resilience is the ability to come back after experiencing challenges.* As students complete the Talk About It, encourage them to add to their partner's responses by using: • *I agree because* ___. • *I disagree because* ___.

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INTRODUCE (5 MINS.)

MODULE 1 SESSION 2

Get Out Alive!

DO NOW






Review these images from Session 1. Choose one image. Then review the list of words you created on page 8. Use at least **three words** from that list that apply to the challenge and/or the person in the image you chose.

Responses will vary.

CHECK Have students complete the Do Now independently to prime their thinking about overcoming challenges in nature. Invite volunteers to share their responses.

UNIT GOALS

I will learn how to:

- Build knowledge about the psychology of survival.
- Identify one or more central ideas in a text and analyze how an author develops central ideas.
- Write a four-paragraph argument essay about the psychology of survival.

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

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MODULE 1 | Unit Opener 11

UNIT OPENER

UNIT VOCABULARY (10 MINS.)

TEACH

- Say and define the word *resilience* or have a volunteer read the word and definition.
- Explain that breaking words into parts can help students understand words they don't know.

MODEL

- Read the directions. Then model analyzing word parts. **Say,** *"Resilience starts with the prefix* re-*, which means 'back' or 'again.' The rest of the word comes from a Latin verb meaning 'to leap or spring.' So think of resilience as bouncing back or going back to your usual state after facing difficulties."*
- Ask a volunteer to use their knowledge of the prefix *re-* and the base word *build* to define the word *rebuild*. Add the definition to the chart as a class.

APPLY

- Have students independently use the word parts to define *rebound* and *recall*.
- Use a **Response Protocol** to hear possible definitions. Highlight the connection between the prefix *re-* and the definitions.
- Then have students complete the Talk About It activity.

DISCUSS After students complete the Talk About It, use a **Response Protocol** to hear students' ideas. Highlight evidence of resilience in the examples.

EL See the Session Preview for differentiated EL support.

Unit Vocabulary

Word Map: *Resilience*

Read the definition of the word *resilience*. Then read the definition of the prefix *re-*. Think about how the prefix contributes to the meaning of the word *resilience*. Write the meaning of each related word in the box.

Word

re•sil•ience (*n.*): the ability to recover quickly from challenges or difficulties

Word Part

Prefix:
re-: back; again

Related Words

rebuild (*v.*): to build something again after it has been damaged or destroyed

rebound (*v.*): to bounce back

recall (*v.*): to bring to mind again; to remember

TALK ABOUT IT Work with a partner. Take turns describing a real or imagined example of **resilience**.

A good example of resilience is ___.

I think this is an example of resilience because ___.

I agree/disagree that this is a good example because ___.

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SESSION 2

Word Map: *Psychology*

Read the definition of the word *psychology*. Then read the definitions of the root *psych* and the suffix *-ology*. Think about how the suffix contributes to the meaning of the word *psychology*. Write the meaning of each related word in the boxes.

Word

psy•chol•o•gy (*n.*): the study or science of the mind and behavior

Word Parts

Root:
psych: mind; soul

Suffix:
-ology: the study or science of

Related Words

psychologist (*n.*): a scientist who studies the mind

psychological (*adj.*): **relating to or coming from the mind; mental**

biology (*n.*): the science of life

zoology (*n.*): **the science of animals**

garbology (*n.*): **the study of trash**

TALK ABOUT IT Discuss the questions with a partner: Do you think that understanding **psychology** might help someone in the example of **resilience** you described on the previous page? Why or why not?

I think understanding psychology might/might not help someone because ___.

One way understanding psychology might help someone is ___.

I agree/disagree with that idea because ___.

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TEACH Say and define the word *psychology* or have a volunteer read the word and definition.

EL **CROSSLINGUISTIC CONNECTIONS** Identify cognates for *psychology* in students' Latin-based home languages, such as *psicología* in Spanish. Prompt students to find the root and suffix *(psico/logía)* and make connections between the word parts in each language. Speakers of other languages may connect to words or word parts in their home language that represent similar meanings, such as *hoc*, in Vietnamese, which means *the study of*.

MODEL

- Model analyzing word parts. **Say,** *"The first part of* psychology *is the Greek root* psych. Psych *means 'mind or soul.' The second part is the suffix* -ology, *which means 'the study or science of.' Putting those parts together, you get* psychology, *'the study or science of the mind.'"*
- Have a student use word parts to determine the meaning of *psychological*. Add the definition to the chart as a class.

APPLY

- Have students independently use the word parts to define *zoology* and *garbology*.
- Use a **Response Protocol** to hear possible definitions. Highlight the connection to the meaning of *-ology*.
- Then have students complete the Talk About It activity.

DISCUSS Use a **Response Protocol** to hear students' ideas about psychology and resilience. Emphasize that knowing how the mind works and reacts can help people deal with challenging situations.

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MODULE 1 | Unit Opener 13

UNIT OPENER

READ TO EXPLORE (20 MINS.)

TEACH

- Explain that *All Thirteen* is the anchor text for this unit. The anchor text is the main text of the unit, captures many ideas related to the unit topic, and can help answer the essential question. Students will write about the anchor text in the End-of-Unit Writing.
- Note that students will preview the anchor text now, and then read it across eight sessions throughout the unit.
- Read aloud the directions to annotate using stars and question marks for what students notice and wonder.
- Then read aloud the excerpt.

EL **USE HOME LANGUAGE** Invite students to try jotting notes in their home language, in English, or using a mix of both languages to see what best supports their comprehension of the text.

Read To Explore

Begin to explore the unit's big ideas by previewing and reacting to an excerpt from the anchor text.

from

All Thirteen

By Christine Soontornvat



Annotate

Mark interesting details with a star. Jot a note about why each detail interests you.

Mark anything confusing with a question mark. Jot your questions in the margin.

In the town of Mae Sai, Thailand, the Wild Boars soccer team finishes practice and decides to explore a nearby cave, Tham Luang Nang Non. They don't have much time because one of the players, Night, is hosting his birthday party that evening. Along with their coach, Coach Ek, the boys get snacks and ride their bikes to the cave.

1 Tham Luang is only a few miles from the soccer field, and the team turns off the main road after about half an hour. As they pump up the gravelly track to the entrance, birds swoop through groves of banana and lychee trees. Yellow-and-brown-spotted butterflies flit past as pineapple fields give way to thick jungle that shades the road. The last bit of the bike ride is all uphill: muggy and sweaty. Soon the team is gratefully walking their bikes toward the cool, dark mouth of the cave. They set their bikes on the ground outside and swap their cleats for flip-flops. Coach Ek leads the boys up to the entrance, bringing along the supplies he's packed: a coil of thin rope and flashlights. They walk past a faded sign warning visitors not to enter during the rainy season, as the cave floods at that time.

2 But they don't pay the sign much attention. It's only June 23, and the heavy rains are still weeks away.

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SESSION 2

The Cave of the Sleeping Lady

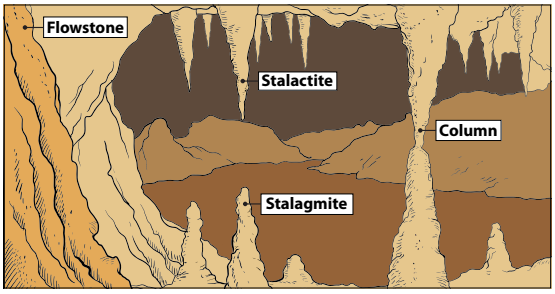
June 23, 2018

3 Coach Ek leads the twelve members of his team up the steps to the mouth of Tham Luang.

? Is the mouth the entrance?

Yes!

4 As the boys step inside Tham Luang's impressive entrance chamber, they breathe in the damp air and the smell of wet, mossy limestone. The ceiling soars to about 100 feet, more than 30 meters, and the whole chamber is big enough to hold a 747 jet. Thick stalactite spires hang down like dragon teeth. Over thousands of years, water that dripped down from the ceiling left behind tiny deposits of calcium minerals that hardened into the sparkling formations. When the dripping water lands on the cave floor, it can also build a stack of minerals that grows from the ground up, called a stalagmite. When a stalactite and a stalagmite meet, they can form a column or even a flowing curtain of shiny stone.



Limestone cave systems have features like stalactites and stalagmites.

5 The Wild Boars gaze up at the slick cave walls. Twenty feet (six meters) up, a dark line of mud marks the highest level of the last flood. The floor of the cavern is dry and packed down by heavy foot traffic.

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MODEL

- Ask and annotate questions. **Say,** *"Is the mouth the entrance to the cave? I'm not sure because I've never heard this phrase before. I'm going to put a question mark by it and jot my question, so I remember it. I'm also going to see if my question is answered as I keep reading."*
- After reading the first sentence of par. 4, **say,** *"Here the text says the boys step inside the impressive entrance. This answers my question. The mouth is the entrance. I'll add 'Yes!' to the note to answer the question."*

APPLY Remind students to mark their own texts with question marks and jot their questions in the margin as they read.

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UNIT OPENER

6 The first 2,000 feet (600 meters) of the Tham Luang cave system are made up of big, airy rooms like the entrance chamber. Beyond this point, the cave narrows. Some sections force visitors into a crouch and then a crawl, where the ceiling drops to just a few feet high. Here, cavers are well beyond the "twilight zone," the part of the cave where light from the outside world still reaches. Without a flashlight the darkness is complete. If you are claustrophobic, this is where you turn around.

7 But the boys aren't deterred by the tight spaces, and there are no barriers, gates, or ropes to stop them from continuing on. The cave winds along, down steep and slippery sections. About one mile in, the route makes a sharp hairpin turn and dumps into a three-way junction called Sam Yaek.

8 From where the boys stand, the right-hand path leads to a lesser-explored stretch known as the Monk's Series. On the left, an opening low in the wall leads to the main cave. In caving lingo, the phrase "it goes" means that a passage continues on, without a dead end. To the left, Tham Luang "goes," and it goes quite far. The most recent survey measures the known end of the cave system to be almost seven miles, or 11 kilometers, away from the entrance.

The Wild Boars go deep into cave. They are fascinated by it.

9 At first the Wild Boars have no intention of going nearly that far. They've already spent more than their one hour of time and really should be turning back. But now that they're here, deep into the cave, they fall into the allure that all cavers know well: *What if we go just a little farther?*

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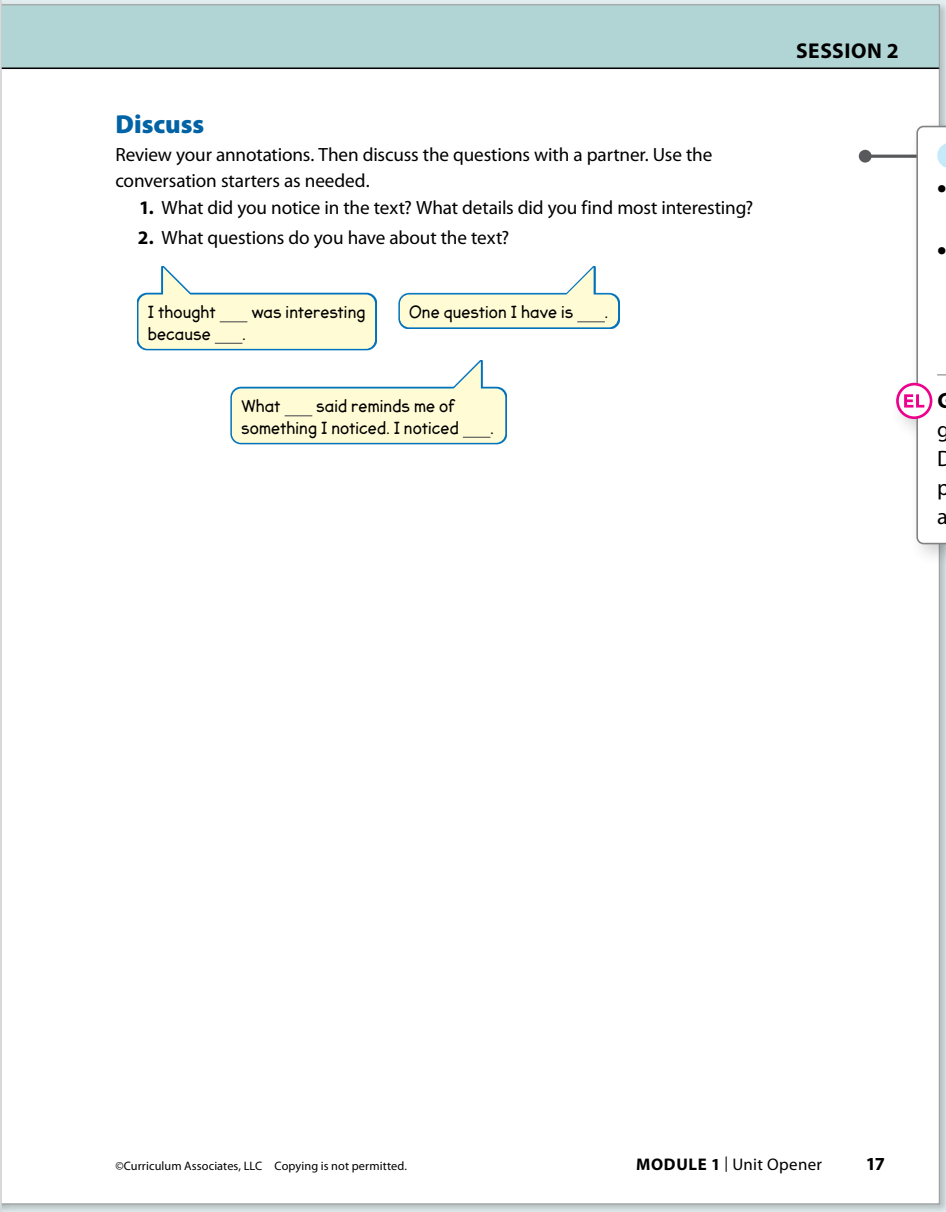
MODEL Annotate interesting details. **Say,** *"I notice that the Wild Boars should be turning back, but the cave is so fascinating that they want to go further. The cave must be amazing! I'm going to put a star here and jot a note to remind me of this interesting detail."*

APPLY Remind students to mark interesting details with stars and jot notes in the margin as they read.

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DISCUSS (5 MINS.)



SESSION 2

Discuss

Review your annotations. Then discuss the questions with a partner. Use the conversation starters as needed.

1. What did you notice in the text? What details did you find most interesting?
2. What questions do you have about the text?

I thought ___ was interesting because ___.

One question I have is ___.

What ___ said reminds me of something I noticed. I noticed ___.

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DISCUSS

- Use a **Response Protocol** to hear what students noticed and wondered about the text.
- As students share their thoughts, encourage them to describe how they would respond if they were the Wild Boars. Invite them to make connections to their own background knowledge or experiences.

EL **GROUP STRATEGICALLY** Create mixed proficiency groups for students to brainstorm ideas for the Discuss before sharing with the class. Encourage more proficient English speakers to share their thoughts first as a model.

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UNIT OPENER

PREVIEW THE PROMPT (5 MINS.)

TEACH

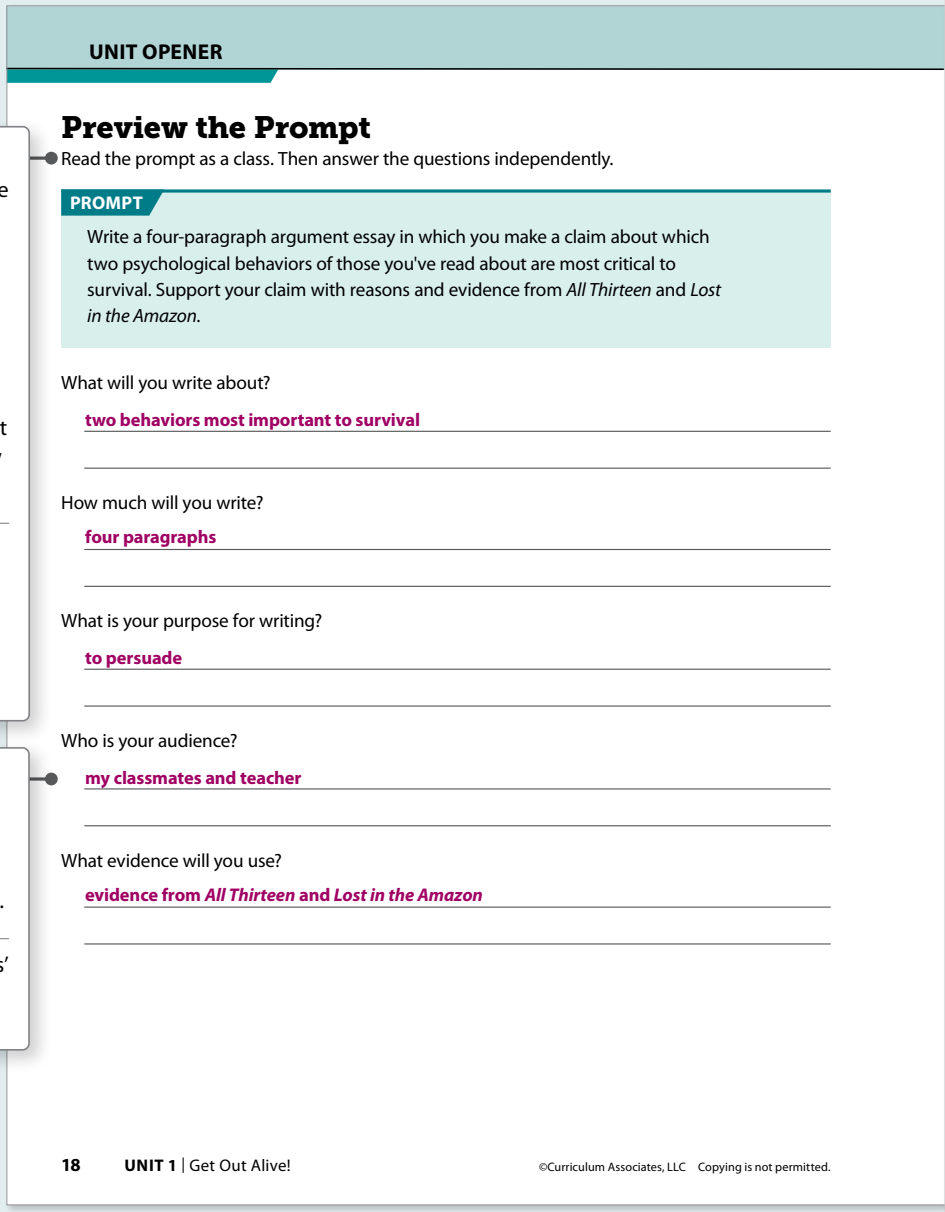
- Explain that at the end of the unit, students will share what they have learned through writing. Emphasize that previewing the prompt for the End-of-Unit Writing will help students understand the skills and ideas they need to focus on throughout the unit.
- Read the prompt aloud or invite a student to read it aloud.
- Define *argument essay.* *(a type of writing that takes a position on an issue that is open to debate)* Explain that the writer is trying to persuade readers that the view presented is correct.

EL **SUPPORT MEANING** Point out that speakers and writers choose to use formal or informal language, depending on their topic, audience, and purpose. Explain that academic essays require more formal language, including specialized vocabulary, detailed sentences, and cohesive organization.

APPLY

- Have students answer the questions independently.
- Encourage students to reread the prompt as many times as needed and to circle or underline phrases in the prompt if that helps them to answer the questions.

DISCUSS Use a **Response Protocol** to hear students' answers. Clarify any misunderstandings about the prompt.



UNIT OPENER

Preview the Prompt

Read the prompt as a class. Then answer the questions independently.

PROMPT

Write a four-paragraph argument essay in which you make a claim about which two psychological behaviors of those you've read about are most critical to survival. Support your claim with reasons and evidence from *All Thirteen* and *Lost in the Amazon*.

What will you write about?

two behaviors most important to survival

How much will you write?

four paragraphs

What is your purpose for writing?

to persuade

Who is your audience?

my classmates and teacher

What evidence will you use?

evidence from *All Thirteen* and *Lost in the Amazon*

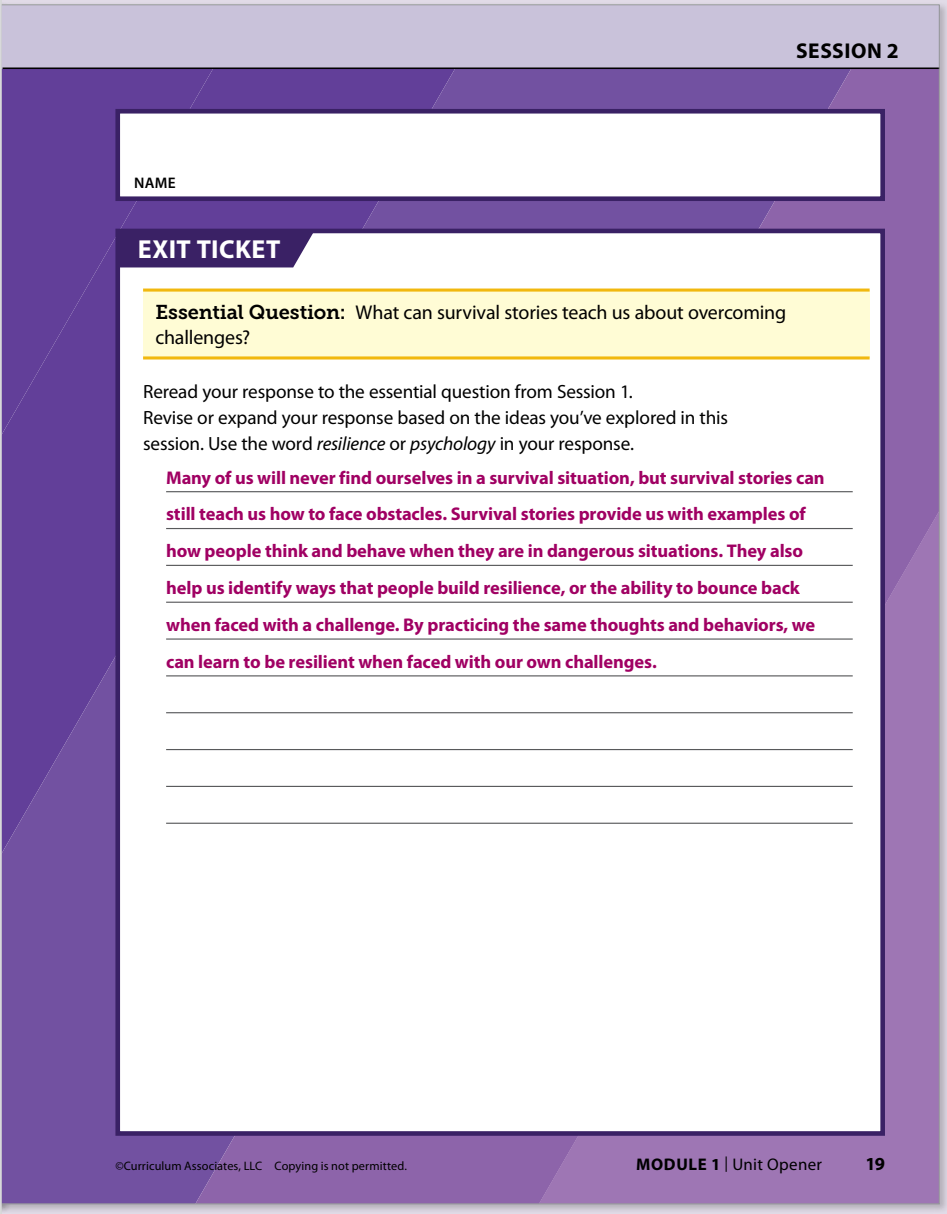
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REFLECT (5 MINS.)



SESSION 2

NAME

EXIT TICKET

Essential Question: What can survival stories teach us about overcoming challenges?

Reread your response to the essential question from Session 1. Revise or expand your response based on the ideas you've explored in this session. Use the word *resilience* or *psychology* in your response.

Many of us will never find ourselves in a survival situation, but survival stories can still teach us how to face obstacles. Survival stories provide us with examples of how people think and behave when they are in dangerous situations. They also help us identify ways that people build resilience, or the ability to bounce back when faced with a challenge. By practicing the same thoughts and behaviors, we can learn to be resilient when faced with our own challenges.

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MODULE 1 | Unit Opener 19

SESSION PREVIEW

SESSION 3: Read for Background

SESSION GOALS

LEARNING GOALS	SUCCESS CRITERIA	LANGUAGE GOAL
• State why resilience is important to survival situations. • Write a gist statement that includes the central idea and details of a text.	• Explain why resilient behavior is important for survival situations. • Write a gist statement for a text about the behaviors associated with resilience.	• Identify key details from the text in order to write gist statements.

MATERIALS

INTEGRATED LITERACY WHOLE CLASS	OPTIONAL SUPPORT & EXTEND SMALL GROUP 30 MINS.
• Grade 6, Unit 1, Session 3 Slides • Reading routine anchor charts	• Grade 6, Unit 1, Session 3: Comprehension • *i-Ready* • Independent Reading

PACING

INTRODUCE	UNLOCK THE TEXT	READ	ANALYZE	ASSESS
5 MINS.	5 MINS.	25 MINS.	10 MINS.	5 MINS.

ENGLISH LEARNERS

EL SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

Use **Collect and Display** to support students in expressing ideas about behaviors described in "Building Resilience with Survival Psychology." Collect examples of language students use to describe the behaviors during Talk About It on p. 26. Point students to the examples as needed during Discuss on p. 28.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Listen for and record contributions in students' home languages. If students need help getting started, adapt **Collect and Display** by providing sentence frames. • *I think the most important behavior is ___ because ___.* • *I underlined ___.* Offer examples to show how the frames can be completed in more than one way.	Record examples of language students use to describe the behaviors *(This behavior, I think, It is important because).* Debrief as a class. Annotate the chart by underlining key phrases that could be used as sentence starters and work with students to build on the academic nature of the phrases *(I know because the text says).* Circle key vocabulary related to *resilience.* Display the chart as a language resource for future conversations.	Collect examples of language students use to describe the behaviors. Record the examples on a chart and debrief as a class. Note key vocabulary, build on ideas to make them more academic in nature, and revise language as appropriate *(The text supports this idea by, In the text, it says).* Display the chart as a language resource for future conversations.

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INTRODUCE (5 MINS.)



Building Resilience with Survival Psychology

DO NOW

Based on the information in the chart, what do you think these people have in common?

		
Martin Luther King Jr., an American Civil Rights leader, got a C in a public speaking course.	**Gabriela Mistral**, a Chilean poet who won many writing prizes, was labeled a "troublemaker."	**Simone Biles,** an Olympic gymnast, did not make the US women's junior national gymnastics team in 2011.

They are all successful despite facing setbacks.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to: • State why resilience is important to survival situations. • Write a gist statement that includes the central idea and details of a text.	**I will be able to:** • Explain why resilient behavior is important in survival situations. • Write a gist statement for a text about the behaviors associated with resilience.

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CHECK Have students complete the Do Now independently to prime their thinking about what the three people have in common. Have a few volunteers share their ideas.

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.
- Read the directions for the activity.

EL **CONNECT TO COGNATES** Use the **Cognate Routine** to support students in identifying cognates in Latin-based home languages (such as *adaptar* in Spanish) to support meaning-making. As needed, distinguish between *adapt* and *adopt,* as students sometimes confuse these words.

DISCUSS

- Have partners discuss the questions in the Talk About It activity to show their understanding of the vocabulary.
- Use a **Response Protocol** to have a few volunteers share their ideas with the class.

READ FOR BACKGROUND

Unlock the Text

Vocabulary

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

Word	Definition	Example Sentence
a•dapt (*v.*)	to change behavior or ideas to respond to a new situation	Dressing in light layers makes it easy to **adapt** to the weather while hiking.
mon•i•tor (*v.*)	to observe or keep track of something	I know when it's safe to swim because I **monitor** the lake's temperature.

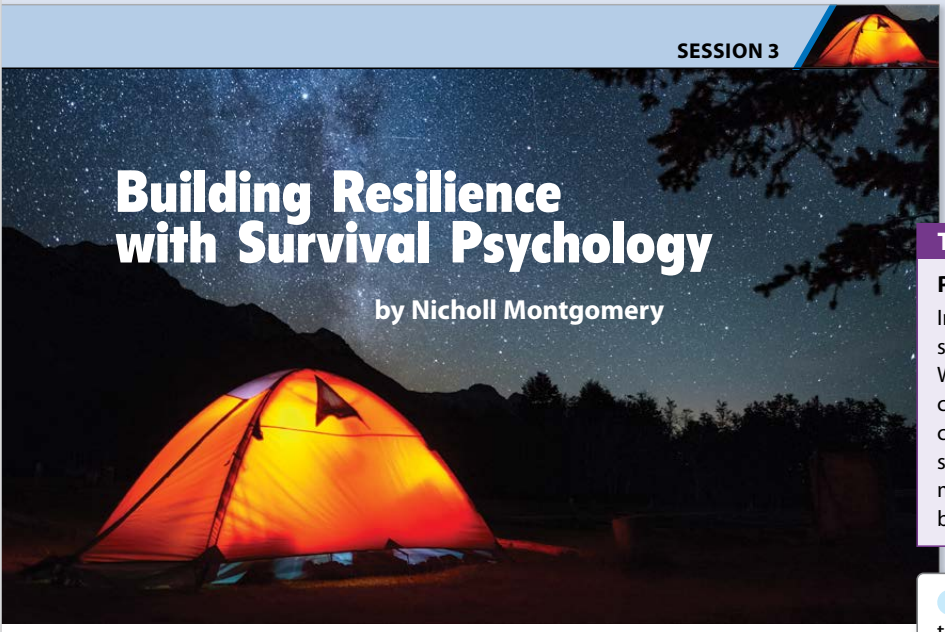
TALK ABOUT IT Discuss the questions with a partner. Record your ideas in the notes box.

1. What is one thing that can make it difficult to **adapt** to sudden changes in the weather during a picnic or a hike?
2. What is something that you might **monitor** during a walk in the woods? Why do you monitor it?

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READ *BUILDING RESILIENCE WITH SURVIVAL PSYCHOLOGY* (25 MINS.)



Fight, Flight, Freeze

1 You're camping with your family in a **dense** forest, far from any roads. While exploring the woods alone, you take a wrong turn. Night is falling. The temperature is dropping. You left your cell phone back at camp. And you've just realized you have no idea where you are. What do you do next?

2 You might imagine that you'd handle this situation in a calm way, carefully thinking through your problem and coming up with a clever plan to find your way back to your tent. In a real-life emergency, however, your brain might have other ideas. A scary or overwhelming situation, like being lost in the woods, typically **triggers** a stress response. When under extreme stress, the brain releases hormones, chemicals that affect how a person behaves. These stress hormones will speed up someone's heart rate, cause them to sweat, and even make them temporarily unable to feel pain.

Purpose for Reading

Read to learn about behaviors that can help people in survival situations.

Annotate

Underline important details about why resilience matters.

Jot notes in the margin that sum up what you underlined.

dense: *crowded*

triggers: *sets off*

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TEACHER'S SUMMARY

PARAGRAPHS 1–5

In a survival situation, such as being lost in the woods, stress hormones trigger fight, flight, or freeze reactions. While these reactions are natural responses to stress, certain psychological behaviors linked to resilience can significantly improve one's odds of overcoming a stressful situation. These behaviors are: adapt quickly, monitor emotions, stay positive, rely on relationships, be resourceful, and make a plan.

PURPOSE FOR READING Read the purpose aloud to help focus students' reading. Tell them they will revisit this purpose after reading this expository text. Emphasize that this text gives students background information on resilience, a big idea in this unit.

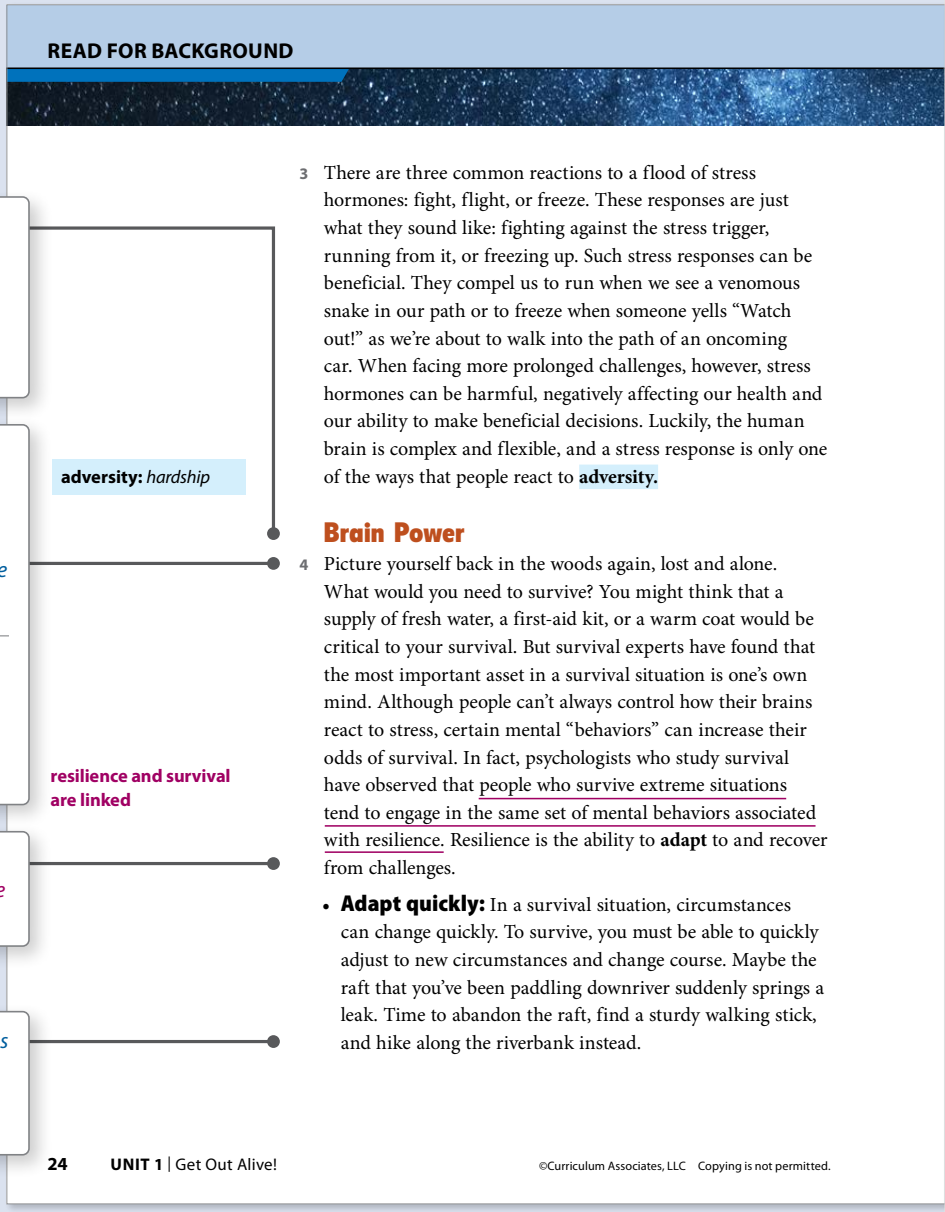
Remind students to use the **Read Words Routine** and the **Explain Words Routine** as needed during reading.

ANNOTATE Tell students that annotating helps readers interact with a text and capture thoughts, questions, and important ideas. Point out the annotation task on the student page and explain that students will annotate every time they read a text to help them analyze what they read. Students will review these annotations later in this session when they write a gist statement.

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MODULE 1 | Building Resilience 23

READ FOR BACKGROUND



READ FOR BACKGROUND

3 There are three common reactions to a flood of stress hormones: fight, flight, or freeze. These responses are just what they sound like: fighting against the stress trigger, running from it, or freezing up. Such stress responses can be beneficial. They compel us to run when we see a venomous snake in our path or to freeze when someone yells "Watch out!" as we're about to walk into the path of an oncoming car. When facing more prolonged challenges, however, stress hormones can be harmful, negatively affecting our health and our ability to make beneficial decisions. Luckily, the human brain is complex and flexible, and a stress response is only one of the ways that people react to **adversity.**

adversity: *hardship*

Brain Power

4 Picture yourself back in the woods again, lost and alone. What would you need to survive? You might think that a supply of fresh water, a first-aid kit, or a warm coat would be critical to your survival. But survival experts have found that the most important asset in a survival situation is one's own mind. Although people can't always control how their brains react to stress, certain mental "behaviors" can increase their odds of survival. In fact, psychologists who study survival have observed that people who survive extreme situations tend to engage in the same set of mental behaviors associated with resilience. Resilience is the ability to **adapt** to and recover from challenges.

- **Adapt quickly:** In a survival situation, circumstances can change quickly. To survive, you must be able to quickly adjust to new circumstances and change course. Maybe the raft that you've been paddling downriver suddenly springs a leak. Time to abandon the raft, find a sturdy walking stick, and hike along the riverbank instead.

resilience and survival are linked

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EL AMPLIFY TEXT STRUCTURE Point out the heading "Brain Power" and bulleted subheadings that follow such as "Adapt quickly," "Stay positive," and "Be resourceful." **Ask,** *"How do these subheadings help the reader?"* Explain that the subheadings let the reader know the central idea of each bulleted section.

ANNOTATE Model annotating important details. **Say,** *"I'm looking for important details about why resilience matters. Here, experts say that survivors of extreme situations use certain mental behaviors linked to resilience. This sounds important and shows why resilience matters. Let's underline it and jot a note in the margin."*

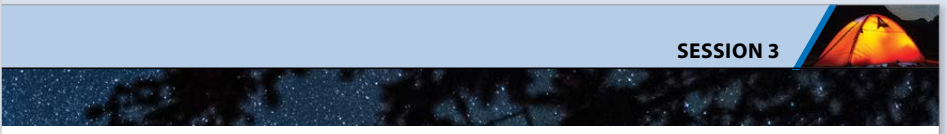
BUILD VOCABULARY Remind students that they learned the word *adapt* and elicit what *adapt* means in the sentence. *(to change)* **Ask,** *"What else might a person do to adapt quickly to the situation described in the article?"*

STOP AND ASK *"What does this last sentence mean, in your own words?" (Resilience means we don't always have to respond out of stress.)*

STOP AND ASK *"What is the point of the text that begins with the heading 'Adapt quickly'?" ("Adapt quickly" is the first mental behavior associated with resilience. The next page identifies and describes additional behaviors.)*

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- **Monitor emotions:** During tough times, it's important to try to be aware of how you feel. It's perfectly natural to be anxious, scared, or upset. Acknowledging those emotions—even naming them out loud—can prevent them from becoming overwhelming. Using techniques like deep breathing or meditation can also help calm your body and keep your emotions in check.
- **Stay positive:** Let's face it: it can be difficult or even impossible to stay **upbeat** when facing a crisis. But experts have noticed that people who are able to maintain a positive outlook in survival situations feel more confident and in control. Even if you don't feel especially hopeful, you can try to harness the power of your mind. Engage in positive self-talk by telling yourself that you're strong and capable. Remind yourself of other times when you successfully faced a problem. You can even repeat a mantra, a short statement that helps you focus and feel at ease. A mantra can be as simple as, "I can do this."
- **Rely on relationships:** It's easier to be strong when you know that someone has your back. People who have survived extreme challenges consistently report that they drew on support from friends, family, or other trustworthy allies. Even if you have to face a challenge on your own, you can lean on your loved ones. Think about advice they've given you in the past or just remind yourself how much they care for you.
- **Be resourceful:** Can this paper clip be fashioned into a fishing hook? Might that windbreaker be used to catch rainwater? It's important to identify resources that you can use or repurpose to help overcome challenges. Take **inventory** of the tools you have at your disposal, including skills like knowing first aid or speaking another language.

upbeat: *cheerful*

inventory: *a complete list*

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BUILD VOCABULARY Remind students that they learned the word *monitor* and elicit what the word means in the sentence. *(to observe and keep track of)* **Ask,** *"Can you think of other ways to monitor your emotions?"*

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MODULE 1 | Building Resilience 25

READ FOR BACKGROUND

EL See the Session Preview for differentiated EL support.

CHECK FOR UNDERSTANDING

IF Students do not explain that the six behaviors are more important than any specific supplies and are directly linked to survival

THEN Use the **Gist Routine** with this section to help students state the six behaviors and why they are important.

1. **State the topic.** *(behaviors linked to resilience)*
2. **Identify the most important ideas.** See the Teacher's Summary on p. 23.
3. **Combine the important ideas to say or write the gist in a sentence or two.** *(The six behaviors are adapt quickly, monitor emotions, stay positive, rely on relationships, be resourceful, and make a plan. These behaviors are important because resilience is the key factor in survival.)*

TEACHER'S SUMMARY

PARAGRAPHS 6–11

Practicing the listed behaviors and techniques can improve resilience and help prepare a person for new, bigger challenges in everyday life.

READ FOR BACKGROUND

- **Make a plan:** One way to keep stress hormones at bay is to make a plan and act on it. Identify specific, concrete steps you can take to improve your situation. Having a plan of action not only increases your odds of surviving, but also helps you stay calm and collected. Even seemingly small action steps can make you feel more in control and remind you of your own abilities. And don't forget to be adaptable. If Plan A doesn't work out, you might need to try Plan B, or even Plan C.

resilience can = survival

5 Experts suggest that having resilience is one reason many people survive disasters. Of course, no one can predict how they will react in a life-or-death situation, and most of us will not experience avalanches or shipwrecks—but everyone faces challenges. Understanding behaviors linked with resilience can help prepare people to tackle difficult or dangerous situations and bounce back from setbacks.

CHECKPOINT

TALK ABOUT IT Work with a partner. Explain the six behaviors and why they are important in a survival situation. Support your ideas with details you annotated. Record your ideas in the notes box.

resilience can help with everyday life

Resilience in Everyday Life

6 Resilience is critical in survival situations, but it can also be helpful in everyday life. Those same behaviors that can help someone survive an avalanche or a shipwreck can help people face common but stressful challenges like taking a test, learning a new skill, or giving a speech.

7 Resilience is not a quality that someone simply has or does not have. Instead, people can build resilience by intentionally practicing the six behaviors outlined above. Let's consider an example.

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SESSION 3



8 Elena Pérez has the starring role in the school play. Although she has been rehearsing for weeks, she's uneasy on opening night. Her stomach hurts, and she feels like she can't breathe. When the curtain opens, she freezes. For a long moment, the auditorium is silent. Then someone **snickers**. Elena is tempted to run offstage.

9 She's experienced stage fright before, so she prepared for tonight's performance by practicing techniques like positive self-talk. Now, she tries to put some of those techniques into action. She takes a few deep breaths. She finds her **abuelo** in the audience and focuses on his face. She tells herself, "You've done this a hundred times in rehearsal. You're ready." She still has butterflies in her stomach, but she also feels calmer and more in control. She says her first line.

10 Luckily, Elena has been working to improve her resilience.

11 Like Elena, you can develop resilience by engaging in the six behaviors listed above, as you are able to. Start by practicing when you're *not* in a stressful situation. This might mean monitoring your emotions during the day, using an app to learn breathing exercises, or coming up with a plan to achieve a goal. Then, when you face minor problems, try to practice the techniques you've learned. Soon you'll be ready to take on bigger challenges, and you'll be more prepared to face unexpected difficulties. Building resilience will help you tackle even the toughest situations.

snickers: *laughs*
abuelo: *grandfather*

CHECKPOINT

Why is it important to practice the behaviors linked to resilience? Use details from the text and your annotations in your response.

It is important to practice the behaviors because it can help us build resilience and make us ready if we do face a challenge. For example, Elena took deep breaths and found her grandfather in the audience. She knew ahead of time that she might be scared, so she prepared.

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STOP AND ASK *"What behaviors are described in paragraph 9?" (Elena demonstrates the behaviors of making a plan, staying calm, staying positive, and relying on relationships.)*

CHECK FOR UNDERSTANDING

IF Students do not explain that practicing the behaviors linked to resilience can make us ready for more serious challenges

THEN Use the **Gist Routine** with this section.

1. **State the topic.** *(practicing the behaviors in order to improve resilience)*
2. **Identify the most important ideas.** See the Teacher's Summary on p. 26.
3. **Combine the important ideas to state or write the gist in a sentence or two.** *(Practicing the behaviors, as Elena did when she was nervous at the school play, can help people develop resilience. Practicing the behaviors with minor problems can help people be ready to face a major problem.)*

EXTEND To extend thinking, **ask,** *"How might Elena's response to stage fright help her in other situations in her life?"*

Reflect on the Text

Reflect on the text by discussing one or both questions:

- **REVISIT PURPOSE FOR READING** *"How do the behaviors you read about help people in survival situations?"*
- **MAKE A CONNECTION** *"Which behavior do you feel is most important? Why?"*

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READ FOR BACKGROUND

ANALYZE (10 MINS.)

TEACH

- Read the explanation on the student page.
- If helpful, explain that *gist* is another word for "central 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 understanding. It's been proven to be a powerful memory support, too.

MODEL

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

APPLY

- Have students complete Step 2 with a partner, and then do Step 3 on their own.
- Instruct students to summarize the topic and most important information in their own words, aiming for 1–2 sentences. Some texts may require a slightly longer summary.

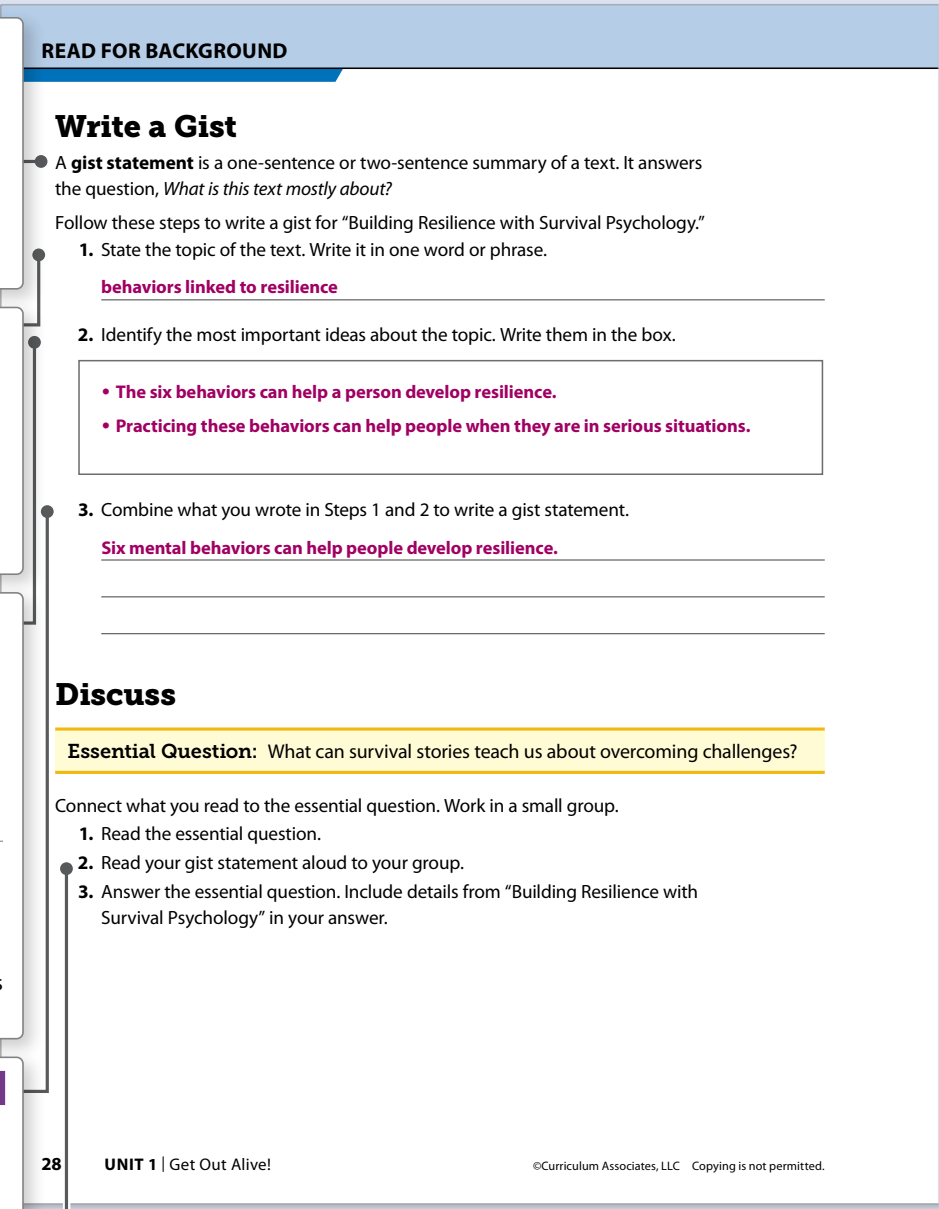
EL **OBSERVE LANGUAGE** Look for students' gist statements to include the idea that there are six common mental (or psychological) behaviors that help people in stressful situations. If students identify different details from the text, refer them to paragraphs 4–5 and their responses to the Checkpoint on p. 26.

CHECK FOR UNDERSTANDING

IF Students' gist statements are too long

THEN Work with them to omit unimportant details or to cut ideas that are interesting but less important.

DISCUSS Use a **Response Protocol** to have students share what they discussed.



READ FOR BACKGROUND

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 for "Building Resilience with Survival Psychology."

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

   behaviors linked to resilience

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

   - The six behaviors can help a person develop resilience.
   - Practicing these behaviors can help people when they are in serious situations.

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

   Six mental behaviors can help people develop resilience.

Discuss

Essential Question: What can survival stories teach us about overcoming challenges?

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

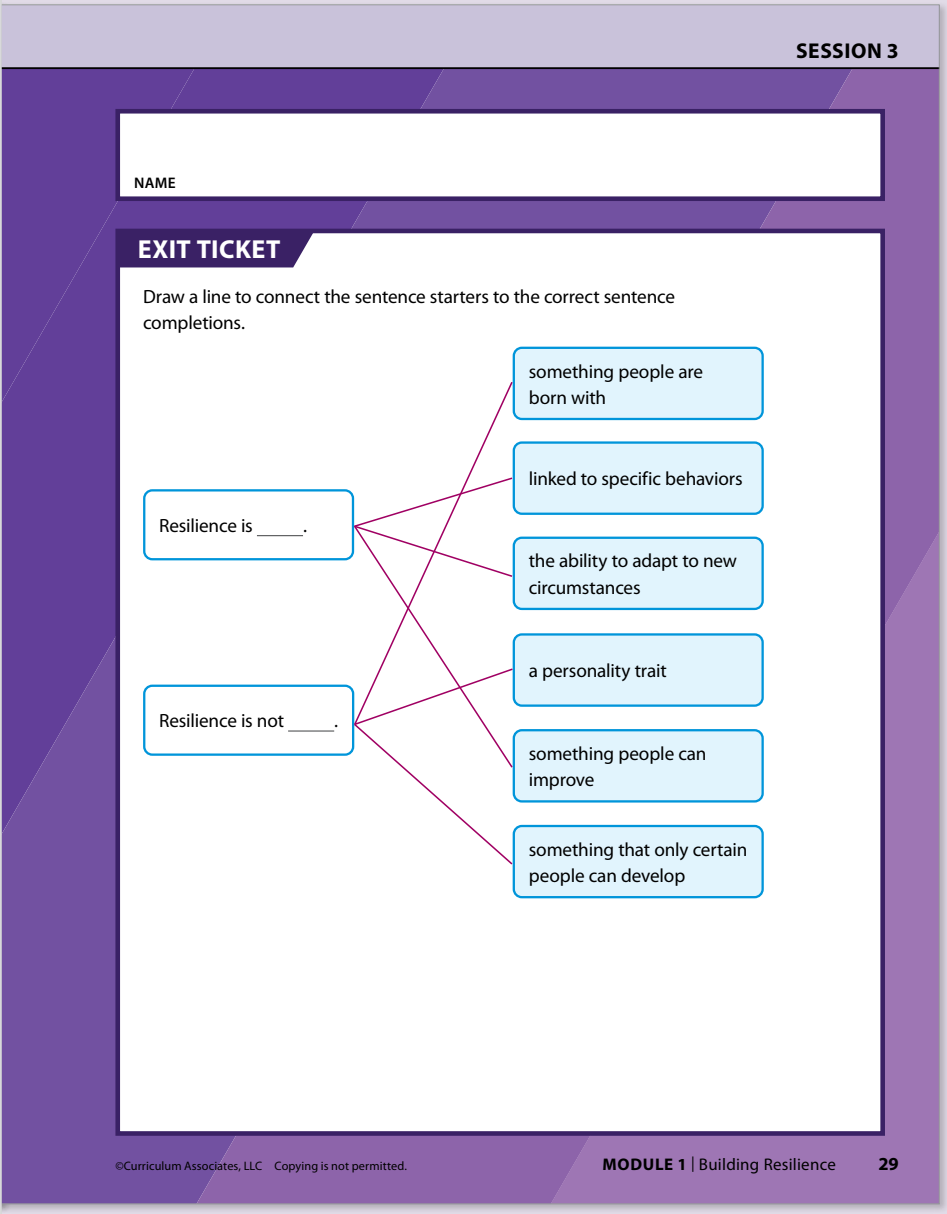
1. Read the essential question.
2. Read your gist statement aloud to your group.
3. Answer the essential question. Include details from "Building Resilience with Survival Psychology" in your answer.

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ASSESS (5 MINS.)



SESSION 3

NAME

EXIT TICKET

Draw a line to connect the sentence starters to the correct sentence completions.

Resilience is _____.

Resilience is not _____.

something people are born with

linked to specific behaviors

the ability to adapt to new circumstances

a personality trait

something people can improve

something that only certain people can develop

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SESSION PREVIEW

SESSION 4: Read & Analyze

SESSION GOALS

LEARNING GOALS	SUCCESS CRITERIA	LANGUAGE GOAL
• Identify challenges and responses in narrative nonfiction. • Use context clues to determine word meaning.	• Explain how the Wild Boars team makes decisions in the cave. • Identify context clues in ***All Thirteen*** to determine word meaning.	• Cite key text details using academic phrases such as *according to the text* and *in paragraph [number], it says that*.

MATERIALS

INTEGRATED LITERACY — WHOLE CLASS	OPTIONAL SUPPORT & EXTEND — SMALL GROUP — 30 MINS.
• Grade 6, Unit 1, Session 4 Slides • Reading routine anchor charts	• Grade 6, Unit 1, Session 4: Language • *i-Ready* • Independent Reading

PACING

INTRODUCE	UNLOCK THE TEXT	READ	ANALYZE	ASSESS
5 MINS.	5 MINS.	25 MINS.	10 MINS.	5 MINS.

ENGLISH LEARNERS

EL SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

Support students in monitoring their understanding as they read *All Thirteen* starting from paragraph 1 on p. 35. Have them circle unfamiliar words and phrases to try to determine the meanings using context clues or other language resources.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
If students circle many words, prioritize meaning-making for specific paragraphs that give the central idea (3, 8, 15–19, and 23–24 in this excerpt). Model figuring out the meaning of *intention* in paragraph 9. Use the sentence frames in Moderate Support to guide modeling. Explain that when context does not give clues to meaning, a dictionary or translator can be used as a resource.	If students circle several words, have them work with a partner to make meaning. Offer sentence frames to support discussion: • *I don't know what ___ means.* • *I figured out the meaning by ___.* • *Let's try ___ to figure it out.* • *One clue is ___.* • *I think ___ might mean ___ because ___.* • *Another word that would make sense here is ___.*	If students circle a few words, have them debrief with a partner after reading. First, have them share words that they figured out on their own and explain how. Next, give them a chance to apply a strategy to figure out a word they are still unsure of. If needed, offer a list of strategies that students can try independently, such as rereading, using context clues, analyzing word parts, or using a dictionary.

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INTRODUCE (5 MINS.)



All Thirteen, Part 1

DO NOW

Imagine that you and your friends have been trapped in a cave for many days. Based on your understanding of "Building Resilience with Survival Psychology," which behaviors would help you survive?

Circle at least one behavior.

adapt quickly	monitor emotions	stay positive
rely on relationships	be resourceful	make a plan

Explain your choice(s).

If I were trapped in a cave with friends, we could rely on relationships by supporting each other and helping each other stay positive.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to: • Identify challenges and responses in narrative nonfiction. • Use context clues to determine word meaning.	**I will be able to:** • Explain how the Wild Boars team makes decisions in the cave. • Identify context clues in *All Thirteen* to determine word meaning.

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CHECK Have students complete the Do Now independently to review the reading from the previous session. This will prime their thinking about being trapped in a cave. Invite 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 & 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 **SUPPORT MEANING** Show students a labeled cavern diagram including at least one chamber. Ask students to compare the terms using the diagram for support.

DISCUSS

- Have partners complete the Talk About It activity to show their understanding of the vocabulary.
- Use a **Response Protocol** to have a few volunteers share their ideas with the class.

READ & ANALYZE

Unlock the Text

Vocabulary

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

Word	Definition	Example Sentence
cham•ber (*n.*)	a large, enclosed space or room	The first **chamber** in the cave was about 250 feet long and about 20 feet high.
cav•ern (*n.*)	a big cave or series of interconnected caves	Nisha hiked through the vast **cavern**, using her flashlight to find her way.

TALK ABOUT IT Discuss the questions with a partner. Record your ideas in the notes box.

1. What do you think you might see in a cave **chamber**? Use descriptive words in your discussion.
2. Would you like to explore a massive underground **cavern**? Why or why not?

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32 **UNIT 1** | Get Out Alive!
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Genre

Read to learn about narrative nonfiction.

All Thirteen is an example of **narrative nonfiction,** a type of writing in which an author recounts true events in the style of a story.

- Narrative nonfiction includes story elements such as characters, setting, and plot. However, the people, places, and events are real, not made up.
- Narrative nonfiction is sometimes called "creative nonfiction."

TEACH

- Read the information about narrative nonfiction aloud, or have a student read it aloud.
- Confirm student understanding of the information. **Say,** *"Describe narrative nonfiction in your own words."*
- Explain that *All Thirteen* is written like a story, but the characters are real and the events actually happened. **Ask,** *"Why do you think an author might choose to write a nonfiction text in the style of a story?"*

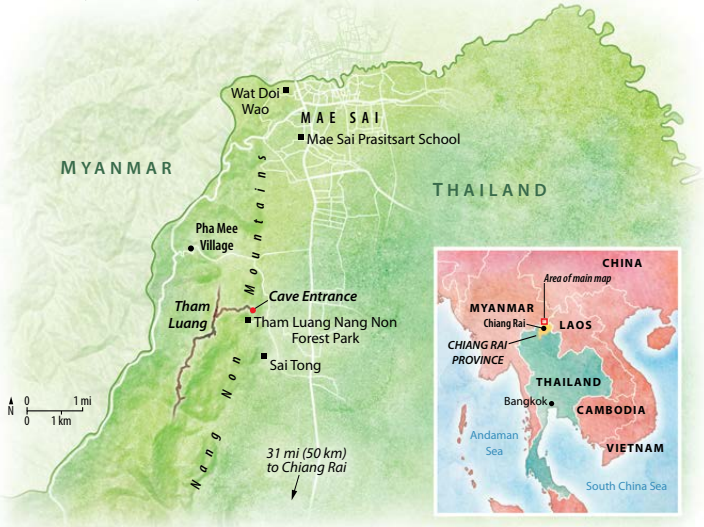
Background Knowledge

Read to learn about a main setting in All Thirteen.

Tham Luang (TAM looo-awng) is a massive cave system in Thailand, a country in Southeast Asia. The cave system is a complex maze of tunnels and chambers, or large, enclosed caverns. Cavers must navigate dark spaces, dead ends, and narrow passageways that fit only one person at a time. During the rainy season, also called the monsoon season, Tham Luang can flood quickly. Despite these dangers, the cave's beauty attracts many visitors.

Tham Luang Cave Entrance
Chamber: approximately 180 ft x 108 ft (55 m x 33 m)





TEACH

- Before reading the background knowledge, use a **Response Protocol** to have students share what they already know about Thailand or caves. Remind students to think about what they learned in the Knowledge Guide in Session 1.
- Read the background knowledge aloud or have a student read it aloud.
- Confirm student understanding of the information. **Ask,** *"What is Tham Luang and where is it located?"*
- Explain that the general setting is Thailand and that the majority of the story is set in the Tham Luang cave system.

EL **BUILD BACKGROUND** The story of the Wild Boars made international news. Consider having students view a news report in their home language.

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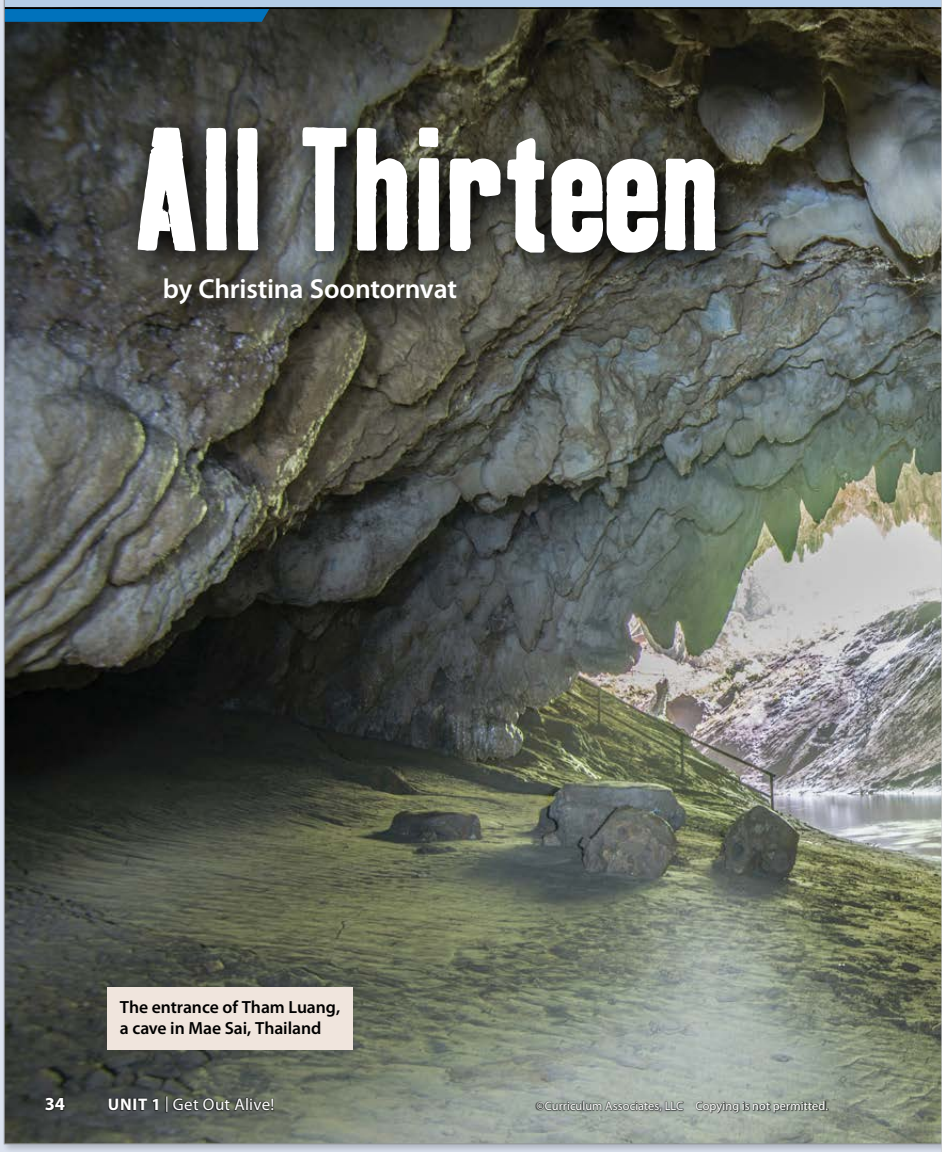
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MODULE 1 | All Thirteen 33

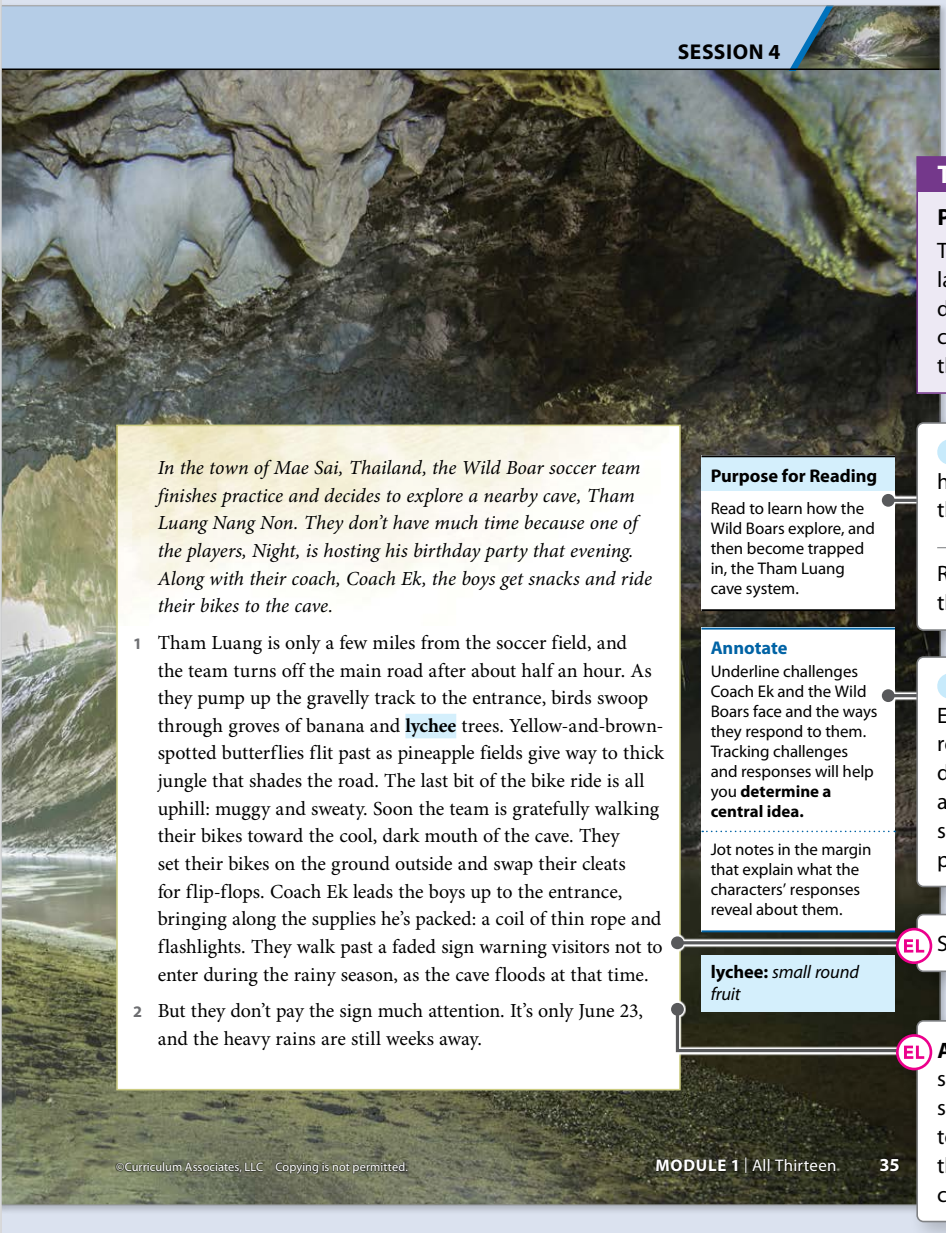
READ & ANALYZE

READ *ALL THIRTEEN*, PART 1 (25 MINS.)

READ & ANALYZE



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SESSION 4

In the town of Mae Sai, Thailand, the Wild Boar soccer team finishes practice and decides to explore a nearby cave, Tham Luang Nang Non. They don't have much time because one of the players, Night, is hosting his birthday party that evening. Along with their coach, Coach Ek, the boys get snacks and ride their bikes to the cave.

1 Tham Luang is only a few miles from the soccer field, and the team turns off the main road after about half an hour. As they pump up the gravelly track to the entrance, birds swoop through groves of banana and **lychee** trees. Yellow-and-brown-spotted butterflies flit past as pineapple fields give way to thick jungle that shades the road. The last bit of the bike ride is all uphill: muggy and sweaty. Soon the team is gratefully walking their bikes toward the cool, dark mouth of the cave. They set their bikes on the ground outside and swap their cleats for flip-flops. Coach Ek leads the boys up to the entrance, bringing along the supplies he's packed: a coil of thin rope and flashlights. They walk past a faded sign warning visitors not to enter during the rainy season, as the cave floods at that time.

2 But they don't pay the sign much attention. It's only June 23, and the heavy rains are still weeks away.

Purpose for Reading

Read to learn how the Wild Boars explore, and then become trapped in, the Tham Luang cave system.

Annotate

Underline challenges Coach Ek and the Wild Boars face and the ways they respond to them. Tracking challenges and responses will help you **determine a central idea.**

Jot notes in the margin that explain what the characters' responses reveal about them.

lychee: *small round fruit*

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TEACHER'S SUMMARY

PARAGRAPHS 1–13

The Wild Boars soccer team decides to explore a large cave system. The interior of a cave system is a dangerous but fascinating place. A feeling of wonder compels the Wild Boars to keep moving deeper into the cave.

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

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

ANNOTATE Read the annotation instructions aloud. Explain that students will annotate challenges and responses throughout the text as a way to help them determine a central idea in Session 7. Explain that the annotate task is always on the first page of text. In this session, the first challenge and response comes later, in paragraph 14.

EL See the Session Preview for differentiated EL support.

EL **AMPLIFY TEXT STRUCTURE** Provide time for students to preview the informational text features, such as headings, dates, and diagrams. Invite them to ask questions or share observations. Emphasize that the events in this text are described in chronological order.

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READ & ANALYZE

BUILD VOCABULARY Remind students that they learned the word *chamber* and elicit what the word means in the sentence. *(large, enclosed space or room)* **Ask,** *"According to the text, what is the entrance chamber of Tham Luang like?"*

BUILD VOCABULARY Remind students that they learned the word *cavern* and elicit what the word means in the sentence. *(big cave or series of caves)* **Ask,** *"How is the cavern described in the text?"*

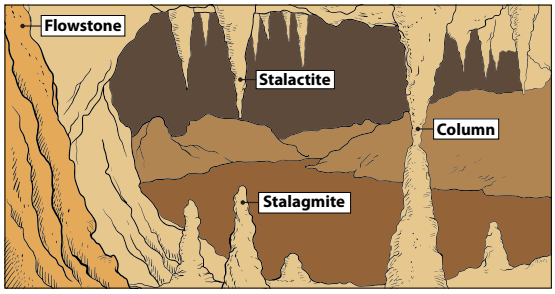
READ & ANALYZE

The Cave of the Sleeping Lady

June 23, 2018

3 Coach Ek leads the twelve members of his team up the steps to the mouth of Tham Luang.

4 As the boys step inside Tham Luang's impressive entrance **chamber**, they breathe in the damp air and the smell of wet, mossy limestone. The ceiling soars to about 100 feet, more than 30 meters, and the whole chamber is big enough to hold a 747 jet. Thick stalactite spires hang down like dragon teeth. Over thousands of years, water that dripped down from the ceiling left behind tiny deposits of calcium minerals that hardened into the sparkling formations. When the dripping water lands on the cave floor, it can also build a stack of minerals that grows from the ground up, called a stalagmite. When a stalactite and a stalagmite meet, they can form a column or even a flowing curtain of shiny stone.



Limestone cave systems have features like stalactites and stalagmites.

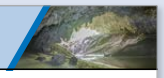
5 The Wild Boars gaze up at the slick cave walls. Twenty feet (six meters) up, a dark line of mud marks the highest level of the last flood. The floor of the **cavern** is dry and packed down by heavy foot traffic.

6 The first 2,000 feet (600 meters) of the Tham Luang cave system are made up of big, airy rooms like the entrance chamber. Beyond this point, the cave narrows. Some sections

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force visitors into a crouch and then a crawl, where the ceiling drops to just a few feet high. Here, cavers are well beyond the "twilight zone," the part of the cave where light from the outside world still reaches. Without a flashlight the darkness is complete. If you are **claustrophobic**, this is where you turn around.

claustrophobic: *feeling nervous in small or crowded spaces*

hairpin: *U-shaped*

lingo: *words used by a group of people*

7 But the boys aren't deterred by the tight spaces, and there are no barriers, gates, or ropes to stop them from continuing on. The cave winds along, down steep and slippery sections. About one mile in, the route makes a sharp **hairpin** turn and dumps into a three-way junction called Sam Yaek.

8 From where the boys stand, the right-hand path leads to a lesser-explored stretch known as the Monk's Series. On the left, an opening low in the wall leads to the main cave. In caving **lingo**, the phrase "it goes" means that a passage continues on, without a dead end. To the left, Tham Luang "goes," and it goes quite far. The most recent survey measures the known end of the cave system to be almost seven miles, or 11 kilometers, away from the entrance.

9 At first the Wild Boars have no intention of going nearly that far. They've already spent more than their one hour of time and really should be turning back. But now that they're here, deep into the cave, they fall into the **allure** that all cavers know well: *What if we go just a little farther?*

allure: *temptation*

element: *comfort zone*

10 At Sam Yaek, they kick off their shoes, drop their backpacks, and head left.

11 Past the junction, Tham Luang pitches its visitors into more tight squeezes. Even without claustrophobia, you might get uneasy when the walls close in tight enough to force you to slither forward on your belly. You might feel out of your **element** here, thinking of all the miles of rock both above and beneath. Maybe you imagine getting trapped, being buried under millions of tons of stone. It's not a pleasant feeling when you still have miles of passage between you and the exit.

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EL **AMPLIFY LANGUAGE** Call attention to how the author's language affects the audience. Ask students to identify and annotate words and phrases in paragraph 11 that evoke uneasy feelings *(tight squeezes, force, slither on your belly, trapped, buried)* and those that evoke calm feelings in paragraph 12 *(cool, quiet, without distraction, soft echo)*. Discuss word meanings and add words or phrases as needed.

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READ & ANALYZE

STOP AND ASK *"Why do you think the word 'breathing' has quotation marks around it?" (The cave isn't alive, but because of the way the air moves through it, the cave can feel alive.)*

CHECK FOR UNDERSTANDING

IF Students do not explain that the boys go deeper into the cave because they fall into the "allure" of exploring

THEN Use the **Explain Words Routine** to help students understand the meaning of the word *allure* in par. 9 and why this caused the team to keep going.

1. **Look inside the word.** *(The word* allure *contains a word I recognize:* lure. *This is an object attached to a fishing hook meant to attract fish. I think* allure *has something to do with attracting or enticing something.)*
2. **Look around the word.** *(Later in the sentence, the allure is described with a question all cavers ask: "What if we go just a little farther?" Allure is related to feeling drawn into a mystery.)*
3. **Look up with word.** *(*Allure *means "mysteriously attractive." That helps explain why they kept going into the cave. They felt attracted to the unknown mysteries and had to see it for themselves.)*

TEACHER'S SUMMARY

PARAGRAPHS 14–33

The team comes across a pool of water. Sixteen-year-old Thi determines that the water is shallow enough to cross, and the rest of the team follows him deeper into the cave. When they finally decide to turn around, they realize that the cave has filled with so much water that the path out is blocked.

READ & ANALYZE

12 Or maybe you are someone who views being inside a cave quite differently. A cave is one of the most serene places you can go. It is cool and fairly quiet. Without all the distractions that surround you above ground, you can focus on the small things that you usually never notice, like the soft echo of your breath against the rocks.

sterile: *without life*

13 And yet a cave is not **sterile**. A cave has a life of its own. In Tham Luang, if you hold quite still, you can feel it "breathing," a light whisper of air flowing through the system. Maybe being this deep in the earth gives you the same perspectives as astronauts floating high above it: a sense that you are a very tiny part of a very large universe.

CHECKPOINT

Why do the boys go deeper into the cave even though they have already spent more than an hour exploring? Circle at least one detail in paragraphs 9 and 12. Include both details in your answer.

The boys go deeper into the cave because they're curious about the cave and aren't bothered by the tight spaces. They wonder: "What if we go just a little bit farther?" According to the text, some people find caves to be "serene" and free from distractions. The Wild Boars must find the cave to be interesting and inviting.

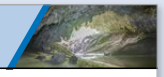
14 The boys wriggle through tight spaces that cavers call squeezes and boulder chokes, where stones that fell from the ceiling long ago, have clogged up the passages. They tromp up and down sandy, gravelly slopes. Their bare toes, toughened by years of shoeless soccer matches, grip the slippery rocks as they climb through sections that dip steeply down before pitching back up again. Suddenly, they come upon a pool of water.

15 Coach Ek pauses.

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16 He has been in Tham Luang before, and he knows that the cave can hold pockets of water along the route, so he isn't concerned. However, Coach Ek is the type of leader who doesn't like to order other people around. Instead, he likes for the group to make decisions together. He wants every boy to feel as though he has a voice. When they come upon the water, he asks if the boys want to keep going.

team works together

17 Sixteen-year-old Thi offers to check how deep the water is. The rest of the team watches as he wades down into the pool and pushes off. Soon Thi is smiling on the other side.

18 "Come on. You can all follow me!" he calls back to them. His toes touched the bottom the whole way. The water's a little cold, but they can definitely make it.

19 The rest of the team follows, with the bigger boys carrying the little ones on their backs.

teammates watch out for each other

20 It isn't long before that gentle whisper of air they have felt throughout the cave becomes a roar. A sharp draft of wind sends a sudden spray of water droplets onto their faces, startling them. But Coach Ek knows where they are and leads them on.

21 They have reached a room that locals call Hidden City or Underwater World. Here, the roof lowers over a pool that exists year-round, even in the dry season. The water level of the pool is high right now, which pinches the airflow, making it gust faster. Even with the roaring wind, the room is lovely, in an eerie, haunting sort of way. Names of past adventurers who have reached this point are scrawled into the walls.

22 Tham Luang still goes, though few people other than the most dedicated explorers have ever made it past this point. Hardly anyone ever gets this far in the first place. It's a huge accomplishment, especially since some of the boys haven't even been inside the cave before. The boys have hiked in almost three miles, or five kilometers, and they have done most of it barefoot. In a moment like this, you have to stop and soak it all in.

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ANNOTATE Model identifying and annotating problems and responses to problems. **Say,** *"The team has encountered their first problem: the way forward is blocked. Coach Ek doesn't just tell them what to do; they decide as a team. This response to a problem shows me that he's created a team that works together. I'll jot that in the margin. Now, I'll keep reading for other problems and responses to problems, and I'll think about what those responses tell me."*

EL **VALUE STUDENT ASSETS** Invite students to share a time they worked on a team. Ask students to discuss how working on a team compares to working alone. **Ask,** *"What is easier/harder to work on: a team or alone?"*

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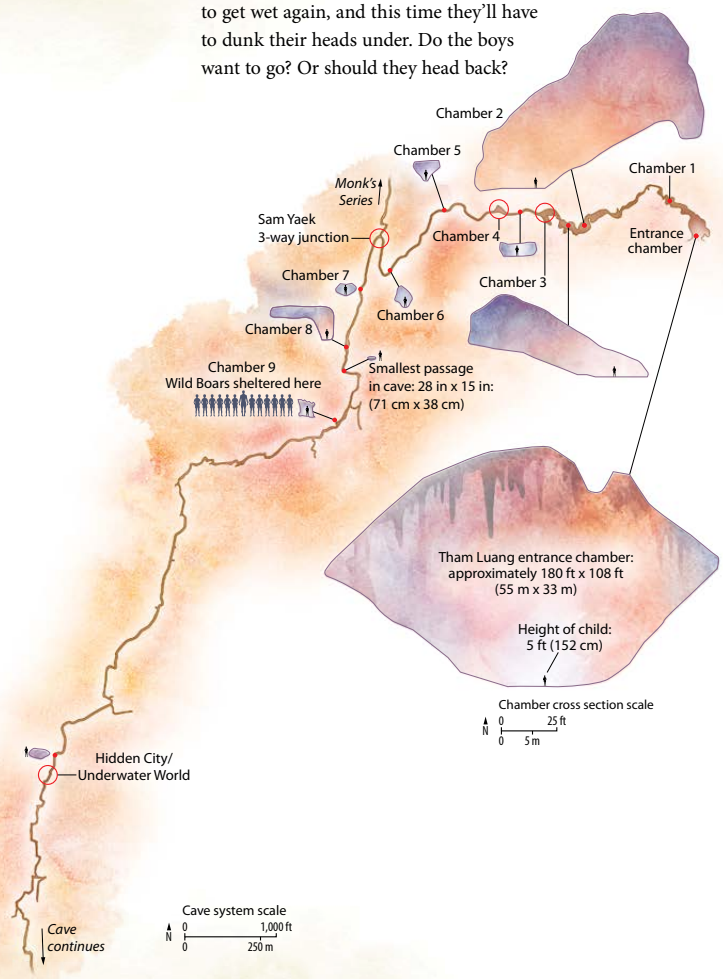
MODULE 1 | All Thirteen 39

READ & ANALYZE

EL **SUPPORT MEANING** Point out important details on the diagram, including the scale, the lines that connect the illustrations to the chambers in the cave, and the human figures that represent the team. Have students trace the route from the entrance to the Hidden City. Encourage students to refer back to the map as they read about how the team got lost.

READ & ANALYZE

23 Coach Ek says that the cave keeps going beyond the pool. But if they want to see it, they'll have to get wet again, and this time they'll have to dunk their heads under. Do the boys want to go? Or should they head back?

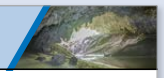


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24 Thi, the only one on the team wearing a watch, tells the others what time it is. They have spent almost three hours inside already. If they want to be out of the cave in time for Night to make his party, they are going to have to absolutely fly back home. They decide to turn around.

25 Everyone scrambles and squirms back toward the entrance. They swim back across the water they crossed on their way in. They hustle forward in single file, trying to go as quickly as possible without twisting an ankle on the slippery rocks.

26 And then Coach Ek hears Bew, who is up at the front of the group, call back to him.

27 "Coach, come see! There's water here!'

28 Coach squeezes past the others to the front of the line.

29 "Hey, are we lost?" one of the boys behind him asks. "Did we take a wrong turn?"

30 "No," Coach Ek **assures** them. "We can't be lost. There's only one way out, for sure."

assures: *guarantees*
turbulent: *rough*

31 The boys point to the source of their confusion. They should be approaching Sam Yaek, the three-way junction, but now there is a pool of swirling water that wasn't there before.

32 The water completely blocks the way forward. The passage they came through is somewhere under the **turbulent** water, but they can't see it.

cave is flooding

33 Tham Luang is flooding.

CHECKPOINT

TALK ABOUT IT Work with a partner. How does the team make decisions while exploring the cave? What does this tell you about their relationship? Support your response with details you underlined. Record your ideas in the notes box.

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CHECK FOR UNDERSTANDING

IF Students do not discuss that Coach Ek and the Wild Boars have worked together and made decisions as a team, which proves they have strong relationships

THEN Use the **Retell Routine** to help students sum up the relationship between the coach and the team.

1. **Identify the subject.** *(The Wild Boars soccer team explores the cave.)*
2. **Describe events.** See the Teacher's Summary, p. 39.
3. **What do these events tell you about the subject?** *(Coach Ek and the boys have been calm and thoughtful as they've explored the cave. They make decisions as a team and the older boys care for the younger ones, which shows they have strong, positive relationships with each other.)*

EXTEND To extend discussion**, ask,** *"How do you think Coach Ek and the Wild Boars might respond to their path being blocked based on how they have interacted so far?"*

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 fo Reading:

- *"What did you learn about the Wild Boars and how they became trapped in the Tham Luang cave system?"*

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READ & ANALYZE

ANALYZE (10 MINS.)

TEACH

- Point out that students just read about the Wild Boars exploring the cavern and then getting trapped inside.
- Review the instruction on the student page.
- Explain that context clues are a useful way to determine the meaning of unfamiliar words.

MODEL

- Identify and analyze context clues. **Say,** *"To figure out what* spire *means, I'll reread paragraph 4. I see a comparison: the spires 'hang down like dragon teeth.' I'll write that in my chart. A dragon's teeth are big and sharp, so I think a* spire *might be something large and pointy. Let's find other clues that give us more information."*
- Have students skim par. 4 and identify other clues to add to the chart. Then, **ask,** *"What do you think is the meaning of* spire *based on the context clues?"* Add the definition to the chart. If needed, use a dictionary to verify meaning.

APPLY

- Have students complete the chart independently.
- Remind them that they may need to look outside the sentence or paragraph that contains the word to find strong clues.

CHECK FOR UNDERSTANDING

IF Students do not find context clues for *junction* or *serene* or do not use the clues to define the words

THEN Model skimming a paragraph, identifying a context clue, and drawing a conclusion about how the clue may be linked to the word's meaning.

DISCUSS After students share and discuss their answers with a partner, use a **Response Protocol** to hear students' ideas about how knowing these words improves their understanding of what it's like inside the cavern.

READ & ANALYZE

How Words Work

Context Clues

Context clues are words, phrases, or sentences around an unknown word that can help you determine the word's meaning.

- Definitions, explanations, and comparisons can all be context clues.
- You may need to combine context clues from several sentences to determine a word's meaning.
- Check the definition of a word in a dictionary to ensure that the meaning you have inferred is correct.

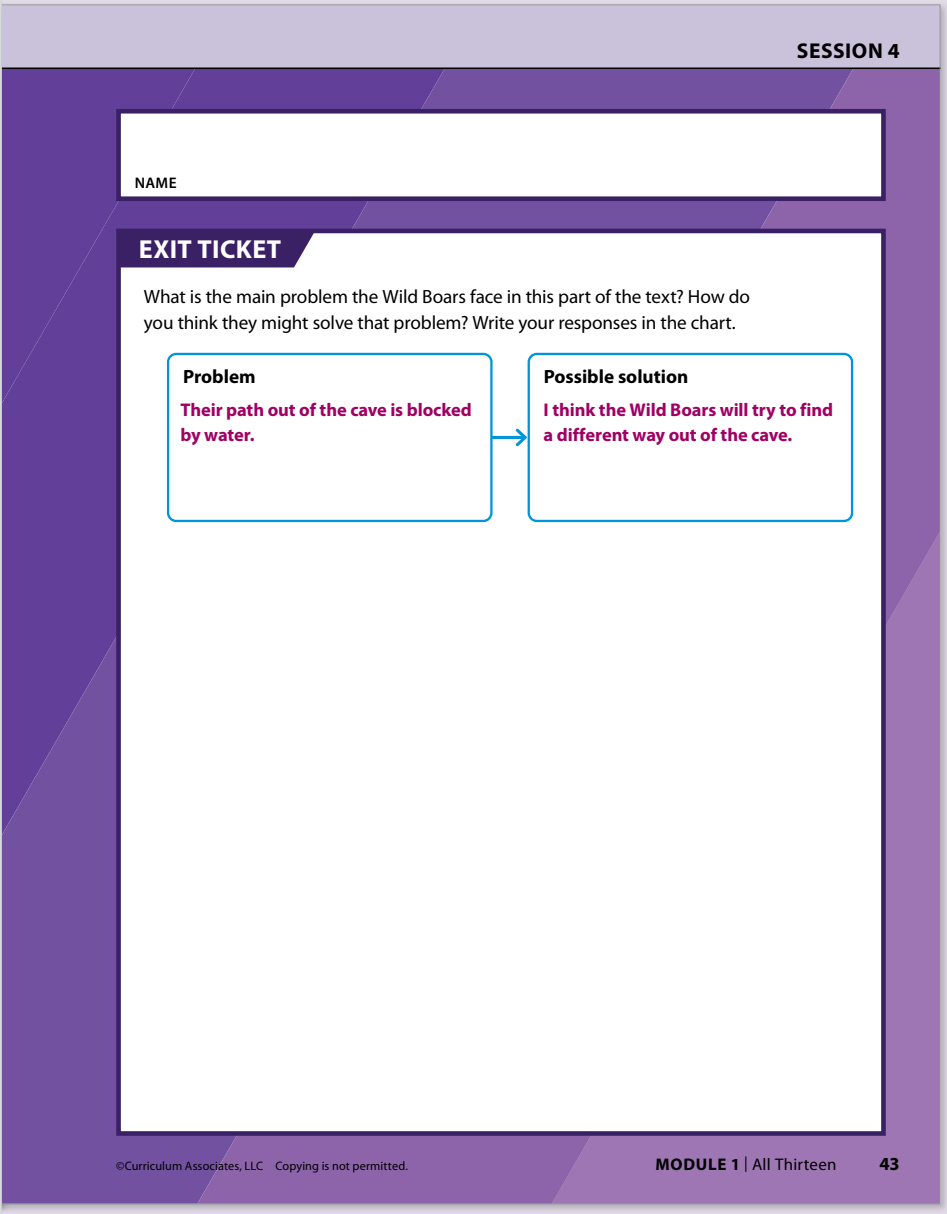
Find context clues from *All Thirteen* that help to determine each word's meaning. Write the clues in the chart.

Word	Context Clues	Meaning
spire (paragraph 4)	• "hang down like dragon teeth" (paragraph 4) • **"deposits of calcium materials that hardened" (paragraph 4)**	**a long structure that ends in a point**
junction (paragraphs 7, 11, 31)	• **"three-way" (paragraph 7)** • **"right-hand path . . . On the left . . . a passage continues on" (paragraph 8)** • **"passage they came through . . ." (paragraph 32)**	**a place where several paths meet**
serene (paragraph 12)	• **"cool and fairly quiet" (paragraph 12)** • **"Without all of the distractions . . ." (paragraph 12)**	**calm, peaceful**

TALK ABOUT IT Compare your chart with a partner's. How does knowing these words improve your understanding of what it's like inside the cavern? Record your ideas in the notes box.

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ASSESS (5 MINS.)



SESSION 4

NAME

EXIT TICKET

What is the main problem the Wild Boars face in this part of the text? How do you think they might solve that problem? Write your responses in the chart.

Problem	Possible solution
Their path out of the cave is blocked by water.	I think the Wild Boars will try to find a different way out of the cave.

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MODULE 1 | All Thirteen 43

SESSION PREVIEW

SESSION 5: Read & Analyze

SESSION GOALS

LEARNING GOALS	SUCCESS CRITERIA	LANGUAGE GOAL
• Identify challenges and responses in narrative nonfiction. • Use independent and dependent clauses appropriately.	• Explain what Coach Elk's responses to challenges in ***All Thirteen*** reveal about him as a leader. • Analyze examples of clauses from ***All Thirteen*** and use clauses correctly in writing.	• Explain how different people in the story respond to the challenges of getting lost in the cave using academic language *(react, respond, challenge)* and linking words or phrases *(but, so, even though)*.

MATERIALS

INTEGRATED LITERACY WHOLE CLASS	OPTIONAL SUPPORT & EXTEND SMALL GROUP 30 MINS.
• Grade 6, Unit 1, Session 5 Slides • Reading routine anchor charts	• Grade 6, Unit 1, Session 5: Grammar; Spelling • *i-Ready* • Independent Reading

PACING

INTRODUCE	UNLOCK THE TEXT	READ	ANALYZE	ASSESS
5 MINS.	5 MINS.	25 MINS.	10 MINS.	5 MINS.

ENGLISH LEARNERS

EL SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT

Support students in using independent and dependent clauses and conjunctions during How Sentences Work on p. 56.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Review how conjunctions go before a dependent clause. Have students share the conjunction in the example sentence. Support students to share how independent and dependent clauses are connected in their home languages. Review the conjunctions: *before, after, if.* Invite students to work with a partner to verbally share a sentence with one of these conjunctions in English or their home language.	Invite students to review the meaning of conjunctions and make connections to their home language. Review the following conjunctions: *before, after, if, when, even though, although, since, while.* Have pairs choose a conjunction to use in a sentence. Invite pairs to share the independent clause, dependent clause, and conjunction in their sentences.	Invite students to share the meaning of conjunctions. Review the following conjunctions: *before, after, if, when, even though, although, since, while.* Have students choose one to use in a sentence. Invite students to share their sentences with a partner. Ask partners to identify the independent clause, dependent clause, and conjunction.

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INTRODUCE (5 MINS.)



All Thirteen, Part 2

DO NOW

Complete the story map with information from *All Thirteen*.

Characters
Who is this story about?

the Wild Boars soccer team

Setting
When and where does the story take place?

the Tham Luang cave system in Thailand in 2018

Conflict
What is the big problem in the story?

The Wild Boars were exploring the cave, but it became flooded, and the way out was blocked.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to: • Identify challenges and responses in narrative nonfiction. • Use independent and dependent clauses appropriately.	**I will be able to:** • Explain what Coach Ek's responses to challenges in *All Thirteen* reveal about him as a leader. • Analyze examples of clauses from *All Thirteen* and use clauses correctly in writing.

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CHECK Have students complete the Do Now independently, reviewing the previous session for important story elements in *All Thirteen*. Invite volunteers to share their responses.

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

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READ & ANALYZE

UNLOCK THE TEXT (5 MINS.)

TEACH

- Introduce the session vocabulary. Read each word aloud slowly, emphasizing the syllables. Then read the word smoothly.
- Read each definition and example sentence. When you read the example sentences, be sure to emphasize the vocabulary word.
- Point out the focus root. **Say,** *"First, we will practice using the vocabulary words to confirm that we understand what they mean. Then we will practice using these roots to determine the meaning of other words."*

EL **CONNECT TO COGNATES** Use the **Cognate Routine** to support students of Latin-based home languages in identifying cognates (*convervar* in Spanish).

APPLY

- Have partners complete the Talk About It activity to show their understanding of the vocabulary.
- Use a **Response Protocol** to have a few volunteers share their responses with the class.

READ & ANALYZE

Unlock the Text

Vocabulary

Read the information in the chart.

Word	Focus Root	Definition	Example Sentence
in•struc•tions (*n.*)	struct (to build, to pile up)	directions or teaching about something	The guide gave the hikers careful **instructions** to stay together and not wander off.
sub•side (*v.*)		to sink down	The heavy stones caused the soil to **subside.**
con•serve (*v.*)		to save; not to waste or use up	If you **conserve** your water, it will last until the end of the hike.
pho•ton (*n.*)	photo (light)	a unit of light measurement	Caves are completely dark; not even a **photon** of light will reach your eyes.

TALK ABOUT IT Discuss the questions with a partner. Record your ideas in the notes box.

1. What's one example of important safety **instructions** for cavers?
2. When might you be relieved to see water **subside?** When might you be worried?
3. Besides water, what should you **conserve** during a hike or similar activity? Why is it important to **conserve** these items?
4. Why are there no **photons** of light in a cave?

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Greek and Latin Roots

A **root** is the most basic part of a word before a prefix or suffix is added to it. It gives a word a large part of its meaning. A root usually cannot stand on its own as a word. Review the information in the chart.

Word	Prefix	Root
in•struc•tions	in- (in, upon)	struct (to build)
pho•ton		photo (light)

Read each sentence. Circle the root in the underlined word. Then write the meaning of the underlined word on the line.

1. Nobody had a camera, so the boys could not take any photographs of the cave.

   pictures taken with a camera that exposes film to light

2. Their way into the chamber was obstructed by rocks.

   blocked; something was "built up" in the opening

3. Nature had created the cave's complex structure over thousands of years.

   frame or skeleton on which the cave was built up

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TEACH

- Point out the roots in the words *instructions* and *photon*. 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.

MODEL

- Explain how the meaning of the word parts *in-* and *struct* connect to the meaning of the word *instructions*. **Say,** *"The word* instructions *includes the prefix* in- *and the root* struct. *So, instructions are something we 'build upon.' That makes sense because instructions tell how to do things step by step, and each step builds upon the previous step."*
- Have a volunteer explain how the meaning of *photo* relates to the meaning of *photon*.

APPLY

- Have pairs complete the activity.
- Use a **Response Protocol** to have students share answers and explain their thinking to the class.

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READ & ANALYZE

READ *ALL THIRTEEN*, PART 2 (25 MINS.)

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

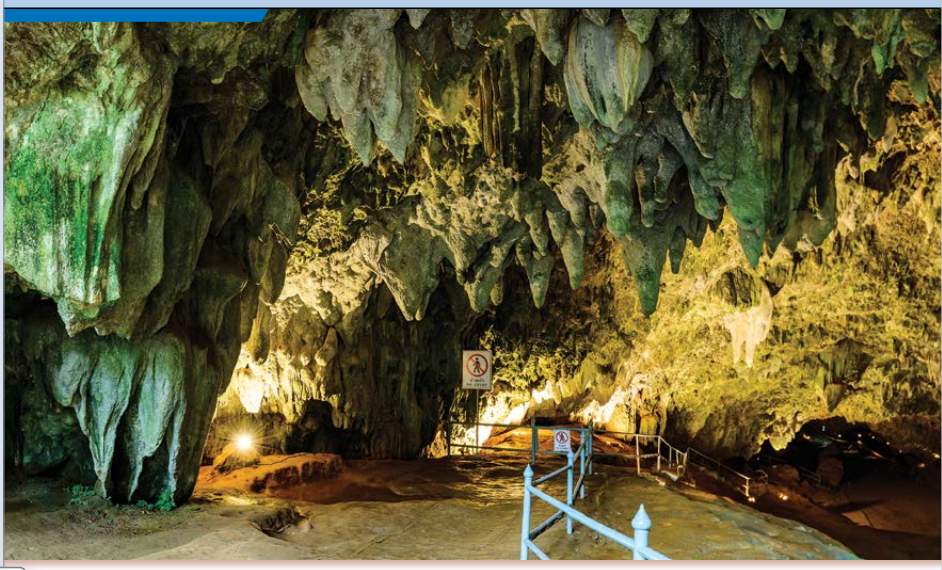
Remind students to use the **Read Words Routine** and the **Explain Words Routine** as needed during reading.

TEACHER'S SUMMARY

PARAGRAPHS 34–58

Rain starts to fall after the boys enter the cave. The cave's porous limestone was already filled with water from earlier storms, so more rain causes it to flood rapidly. The team tests whether they can swim out or dig a canal to redirect the water, but these plans don't work. Coach Ek has the boys drink clean water dripping from the cave walls. Then they decide to go to sleep.

READ & ANALYZE



from *All Thirteen* by Christina Soontornvat (PART 2)

Purpose for Reading

Read to learn more about how trapped the team is, and how they react to this challenge.

Annotate

Underline challenges Coach Ek and the Wild Boars face and the ways they respond to them. Tracking challenges and responses will help you **determine a central idea.**

Jot notes in the margin that explain what the characters responses reveal about them.

Trapped

June 23, 2018

34 The Wild Boars are only about a mile from the cave entrance, about an hour-and-a-half hike from their bikes. They look down at the water pooling at their feet where there had previously been dry ground. It is as cloudy as a cup of milky coffee. They can't see the forward passage at all, but they know it's there.

35 Coach Ek wonders how bad the flooding is. If the flooded section isn't too long, maybe they could manage to swim out. He will give it a try first.

36 Coach Ek unspools the coil of rope he brought with them. He ties one end around his waist and hands the other end to Thi, Night, and Adul.

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SESSION 5



37 As he wades into the water, he gives them **instructions**. "Once I swim in, if I can't find any way forward, I'll tug the rope twice and you'll pull me back. But if I don't tug on the rope at all, you'll know we can make it through, and you can swim in after me."

38 The boys nod and grip tight to the rope. Their heartbeats race as they watch their coach take a deep breath and plunge into the water.

39 The cold **current** swirls around Coach Ek. It's strong, and it pushes him back toward the boys waiting behind him. They shine their flashlights into the water to give him some light. But even with his eyes wide open, he can't see through the dirty swill. He swims forward for a few strokes, stretching his feet down to check if he can reach the bottom. His toes kick sand. He reaches overhead. The water goes all the way to the rock above. There is no air space at all.

current: *the movement of water*

problem: can't swim out

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EL **GROUP STRATEGICALLY** As possible, place students in mixed-proficiency home language groups. Encourage students to share what they notice about the photograph of the cave in their home language and work together to compare the words each student uses to describe the scene.

BUILD VOCABULARY Remind students that they learned the word *instructions*. Prompt them to identify the root in *instruction,* and the meaning of the root and the complete word. *(struct: to build; instructions: directions)* **Ask,** *"What instructions does the coach give the boys?"*

ANNOTATE Read the annotation task on p. 48 aloud. Then model annotating a response to a challenge. **Say,** *"In paragraph 39, Coach Ek realizes that there is no air space; the water has completely filled a section of the cave. This is a major challenge, so I'll underline it and sum up the problem in the margin. I'll keep reading to see how the team responds to this challenge."*

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READ & ANALYZE

STOP AND ASK *"Why does Coach Ek yank the rope twice?" (This was the agreed-upon signal that meant he couldn't get through.)* Note that this moment also illustrates how Coach Ek responds to the problem in par. 39.

STOP AND ASK *"What does this short sentence mean?" (It's not the size of the cave or its length that makes it dangerous. The danger comes from the way it floods.)*

READ & ANALYZE

reel: *pull*

coach stays calms, team decides to wait

40 Quickly, he yanks the rope twice. He feels the tug of the boys on the other end. He kicks his legs as they **reel** him in.

41 Coach Ek gets out of the water, dripping and chilled. He knows that if he uses the word "trapped," the boys could panic. He stays calm and explains that they won't be able to get out this way with the water so high. But if they wait, it will go down, and then they'll be able to swim out.

42 The boys look at one another. They don't understand. They just came this way. How could the water have risen so quickly?

43 In order to understand how the Wild Boars became suddenly stranded inside the cave, you have to understand more about the cave itself. Tham Luang is the fourth longest cave in Thailand. Compared to the longest known cave in the world, Mammoth Cave, in Kentucky, which is 405 miles (653 kilometers) long, the Cave of the Sleeping Lady is just a baby. But it's not the cave's length that makes it dangerous.

44 It's the way it floods.

45 The mountain that holds Tham Luang cave is made of rock called karst limestone. This is a very holey type of rock found all over the world, from Southeast Asia to the United States. Wherever you find karst, you almost always find caves.

46 When rain falls on the Nang Non mountains, it doesn't just run over the surface. Much of that rain sinks straight down into the mountain's millions of holes, soaking into the ground like a sponge. When the Wild Boars walked into Tham Luang, it was dry. But what the boys didn't realize was that the heavy rains that hit the area a few days before had completely **saturated** the ground beneath their feet. The boys didn't know that the dry ground they walked on masked a mountain already filled to the brim with water. Any extra water—like the rain that started to fall after the boys went inside—has nowhere else to go, so it flows through the cave itself. And it flows fast. Karst caves are known to flash flood in an instant. The network of tunnels in a karst mountain is like an underground river system. Tiny

saturated: *soaked*

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passages near the surface carry rainwater deeper into the mountain, where the passages widen and join bigger streams, which connect to even bigger streams. In some cave systems, entire raging rivers of water gush through the rock, putting white-water rapids to shame.

47 Trapped as they are, the situation for the Wild Boars could be even worse. Tham Luang has only partially flooded for now. The rains outside have not created a deluge inside the mountain.

48 Not yet.

49 At 5:00 p.m. on Saturday, the boys are more afraid of their parents than of the cave. None of the boys told their families where they were going. Mark realizes how late it will be by the time he gets home and worries about the scolding he'll get once he does show up. Thi knows his mom is going to be furious. Some of the boys start thinking about all the homework they have to do for school.

50 Coach Ek wonders if they can dig a canal for the water to flow into. Maybe if they dig it deep enough, that will allow the water to **subside** and make enough space for them to swim through. The boys grab rocks and start digging in the gravelly dirt. They dig and dig, but it quickly becomes clear that they're not making any change in the water levels.

problem: tired from digging

51 Suddenly everyone is exhausted. It isn't late, but the rush of adrenaline from realizing they are trapped has now worn off, and **fatigue** hits them like a truck.

fatigue: *tiredness*

52 Thi checks his watch again. It's 6:00 p.m. now. "Coach, do you think we should find someplace to sleep?"

53 The boys all agree that they should rest and wait for the water to go down. Coach Ek leads the way deeper into the cave to a section where the ground is sandy and water drips from the rocks along the cave walls. Night thinks about his party and all the friends and family invited. He thinks about the food he knows his mother has been cooking all afternoon, and the cake.

team decides together to rest

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EL **SUPPORT MEANING** Encourage students to ask and answer questions about how the cave flooded so quickly. Provide question stems that students might use or adapt to seek clarification of ideas, such as:

- *What does ___ mean?*
- *What is ___?*
- *How did the cave ___?*
- *Did the team ___?*
- *Why did the author ___?*

BUILD VOCABULARY Remind students that they learned the word *subside* and elicit what the word means in the sentence. *(sink down)* **Ask,** *"What happens to the water level when the water subsides?"*

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READ & ANALYZE

READ & ANALYZE

54 His teammates are thinking of food, too. It's useless, though, unless they want to eat flashlights for dinner. They have no food with them. The only snacks they had were eaten before they entered the cave. Luckily, they do have the most important thing their bodies need—water.

murky: *cloudy*

water not safe to drink

55 Coach tells them that drinking the **murky** water from the pools on the cave floor isn't safe. It could have run straight over the ground and into the cave, carrying all sorts of harmful bacteria. But the water dripping from the walls has probably filtered down more slowly through the rocks overhead, cleaning it somewhat.

team is resourceful

56 The boys drink the water as best they can, cupping their hands to catch the drops as they fall. It tastes good and clean, like spring water.

57 They find the driest spots they can and lie down together. Coach knows that he needs to keep calm and positive so that no one gets upset. Luckily everyone seems all right. Other than worrying about being in trouble with their parents, none of the boys are panicking. Before they go to sleep, he tells them all to pray together, just as they would before going to bed at home.

Coach stays calm, positive

58 When the prayers are finished, Coach Ek tells them not to worry; the water will go down, and the parks department staff will be looking for them. One by one, the boys drift off to sleep, thinking about tomorrow, when they'll be able to get out.

CHECKPOINT

TALK ABOUT IT Work with a partner. Discuss how Coach Ek and the boys react once they know they are trapped in the cave. Support your response with details you underlined. Record your ideas in the notes box.

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EL **OBSERVE LANGUAGE** Listen for students to explain how different people respond to the challenges of getting lost using academic language *(react, respond, challenge)*. If students would benefit from support, display examples and invite volunteers to model using it.

CHECK FOR UNDERSTANDING

IF Students do not explain that the whole team, including the coach, is tired and worried, and that the coach takes special care to avoid panic

THEN Use the **Retell Routine** with this section to help students identify the problems and how the team responds to those problems.

1. **Identify the subject.** *(The team realizes they are trapped.)*
2. **Describe events.** See the Teacher's Summary on page 48.
3. **What do these events tell you about the subject?** *(When the coach can't make it through a flooded chamber, the team realizes they are fully trapped. They are all hungry and tired, but the coach is careful to stay calm so no one panics.)*

EXTEND To extend discussion, **ask,** *"Do you think you would react more like Coach Ek or the boys in this situation? Why?"*

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Empty Bellies, Clear Minds

June 26, 2018

59 The Wild Boars are entering their third full day underground. They've spent the first two days trapped in the cave alternating between crying and comforting one another and crying again. Why hasn't anyone found them yet? How long will they have to be there?

60 Even now that their tears have dried, it's so frustrating to have to sit in one place hour after hour with nothing to do but wait. The Wild Boars are not the sitting type. They want to do something, *anything.*

leaves a message in order to do something

61 They keep checking the water that blocks their way out, but it hasn't gone down. They scratch messages into the cave's walls: 26th OF JUNE: 13 BOYS NEED RESCUING. They have no idea who will see these messages, but at least it gives them something to do.

62 At least here they have a good supply of fresh water. The water tastes clean, and it hasn't made anyone sick so far. Coach Ek is **reluctant** to leave such an important **resource**[, so] they decide to wait where they are.

reluctant: *not wanting; hesitant*

resource: *something that gives support*

converts: *changes*

63 By the third day, the boys' tears may have stopped, but their hunger has multiplied. Titan, the youngest, has pains in his stomach from the hunger. He tries not to think about food, but it's so hard not to. He craves the good foods his family makes, like fried rice and northern-style curry paste. He isn't alone. Everyone dreams of food.

64 Coach Ek urges the boys to rest and to **conserve** as much energy as possible. When your body is deprived of food, it will lower its metabolism to survive. Metabolism is the rate at which your body **converts** food into energy. The lower your metabolism, the longer you can survive without eating.

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TEACHER'S SUMMARY

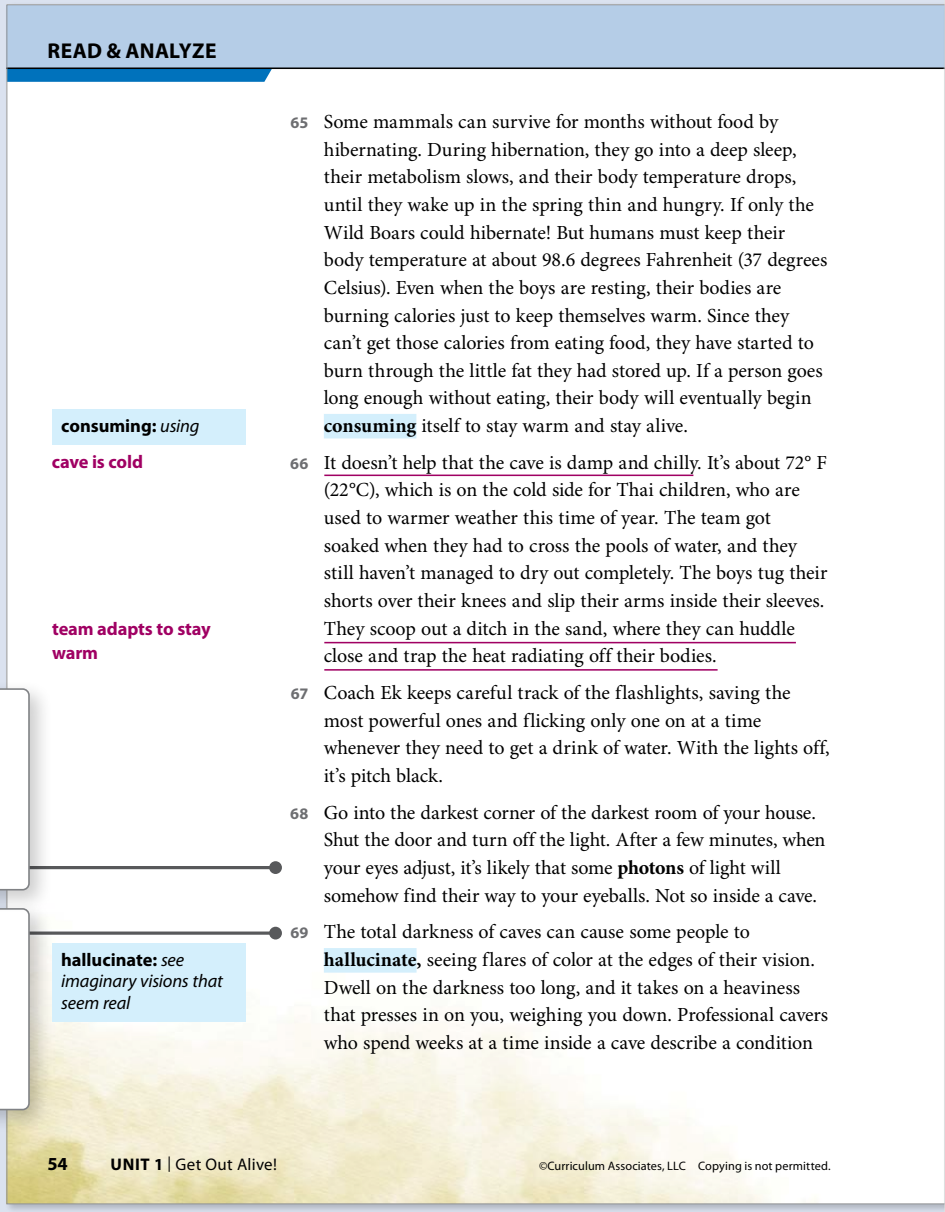
PARAGRAPHS 59–71

The Wild Boars have been in the cave for three days. They stay near their source of clean water. They are very hungry, so Coach Ek advises them to rest as much as possible. The cave is pitch black, which puts the boys' mental health at risk. To keep the boys from panicking, Coach Ek models staying calm and encourages the team to meditate.

BUILD VOCABULARY Remind students that they learned the word *conserve* and elicit what the word means in the sentence. *(to save; not to waste)* **Ask,** *"Why is it important that the boys conserve energy?"*

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READ & ANALYZE



READ & ANALYZE

65 Some mammals can survive for months without food by hibernating. During hibernation, they go into a deep sleep, their metabolism slows, and their body temperature drops, until they wake up in the spring thin and hungry. If only the Wild Boars could hibernate! But humans must keep their body temperature at about 98.6 degrees Fahrenheit (37 degrees Celsius). Even when the boys are resting, their bodies are burning calories just to keep themselves warm. Since they can't get those calories from eating food, they have started to burn through the little fat they had stored up. If a person goes long enough without eating, their body will eventually begin **consuming** itself to stay warm and stay alive.

consuming: *using*

cave is cold

66 It doesn't help that the cave is damp and chilly. It's about 72° F (22°C), which is on the cold side for Thai children, who are used to warmer weather this time of year. The team got soaked when they had to cross the pools of water, and they still haven't managed to dry out completely. The boys tug their shorts over their knees and slip their arms inside their sleeves. They scoop out a ditch in the sand, where they can huddle close and trap the heat radiating off their bodies.

team adapts to stay warm

67 Coach Ek keeps careful track of the flashlights, saving the most powerful ones and flicking only one on at a time whenever they need to get a drink of water. With the lights off, it's pitch black.

68 Go into the darkest corner of the darkest room of your house. Shut the door and turn off the light. After a few minutes, when your eyes adjust, it's likely that some **photons** of light will somehow find their way to your eyeballs. Not so inside a cave.

69 The total darkness of caves can cause some people to **hallucinate,** seeing flares of color at the edges of their vision. Dwell on the darkness too long, and it takes on a heaviness that presses in on you, weighing you down. Professional cavers who spend weeks at a time inside a cave describe a condition

hallucinate: *see imaginary visions that seem real*

54 **UNIT 1** | Get Out Alive!

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BUILD VOCABULARY Remind students that they learned the word *photon*. Prompt them to identify the root in *photon*, and the meaning of the root and the complete word. *(photo: light; photon: unit of light measurement)* **Ask,** *"How many photons of lights are inside the cave?"*

EL **AMPLIFY LANGUAGE** Explain that the last sentence of paragraph 68 signals a contrast. Ask students what the sentence contrasts *(a dark room at home and the darkness inside a cave)*. Amplify the potential impact of the darkness described in paragraph 69 by paraphrasing ideas.

54 **UNIT 1** | Get Out Alive!

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they call the Rapture, which is a panic attack that seizes people deep underground. Of all the dangers one can encounter in a cave, losing your mind is the most frightening of all.

darkness can cause panic

70 Coach Ek is determined not to let his team fall prey to panic. He knows that they will take their cues from him. If he stays cool, they'll be cool. To help them even more, he tells them to **meditate.**

controls their mind

meditate: *breathe regularly to calm one's body and mind*

71 All the Wild Boars are familiar with the practice of meditation. Like most of the boys, Coach Ek is Buddhist, and he usually leads the team through meditation exercises before a soccer game to get them focused on the match ahead. Just like on the soccer field, the boys follow their coach's guidance. Breath by breath, they each become the master of the one thing they can control inside Tham Luang: their own mind.

CHECKPOINT

How does the title of this section, "Empty Bellies, Clear Minds" (paragraphs 59–71), relate to the challenges the team faces and how they respond? Support your response with details you underlined.

I think the author titled this section "Empty Bellies, Clear Minds" to emphasize that even though the Wild Boars are starving, they work hard to stay mentally strong. Coach Ek stays calm so the team will follow his example, and he encourages them to meditate. Keeping their minds clear and calm is more important to their survival than having food.

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EL SCAFFOLD RESPONSES Point out the colon in the last sentence. Explain that the text following a colon gives more information about an idea preceding it. Underline "their own mind." Have students determine what part of the sentence before the colon that phrase gives more information about.

CHECK FOR UNDERSTANDING

IF Students do not explain that the title of this section highlights a major challenge—hunger—and a way the team responds to this challenge—mindfulness

THEN Use the **Retell Routine** to help students sum up the challenges and responses in this section.

1. **Identify the subject.** *(Three days have passed but the team is remaining calm.)*
2. **Describe events.** See the Teacher's Summary on p. 55.
3. **What do these events tell you about the subject?** *(The team has now been trapped for three days, but they are meditating, which keeps their minds calm. They are starving, but they are not panicking.)*

Reflect on the Text

Explain that students will continue to read this text in the next session.

Reflect on the text by revisiting the Purpose for Reading:

- *"How much time has passed since the boys entered the cave? Has their situation improved or gotten worse?"*

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READ & ANALYZE

ANALYZE (10 MINS.)

TEACH

- Explain that students just read an excerpt of a narrative nonfiction text in which the author often combines many ideas into one sentence.
- Review the instruction on the student page, including the first two boxed examples.
- Point out that a conjunction is always the first word in a dependent clause. If the conjunction weren't there, the dependent clause would be independent. It could stand on its own.

EL See the Session Preview for differentiated EL support.

MODEL

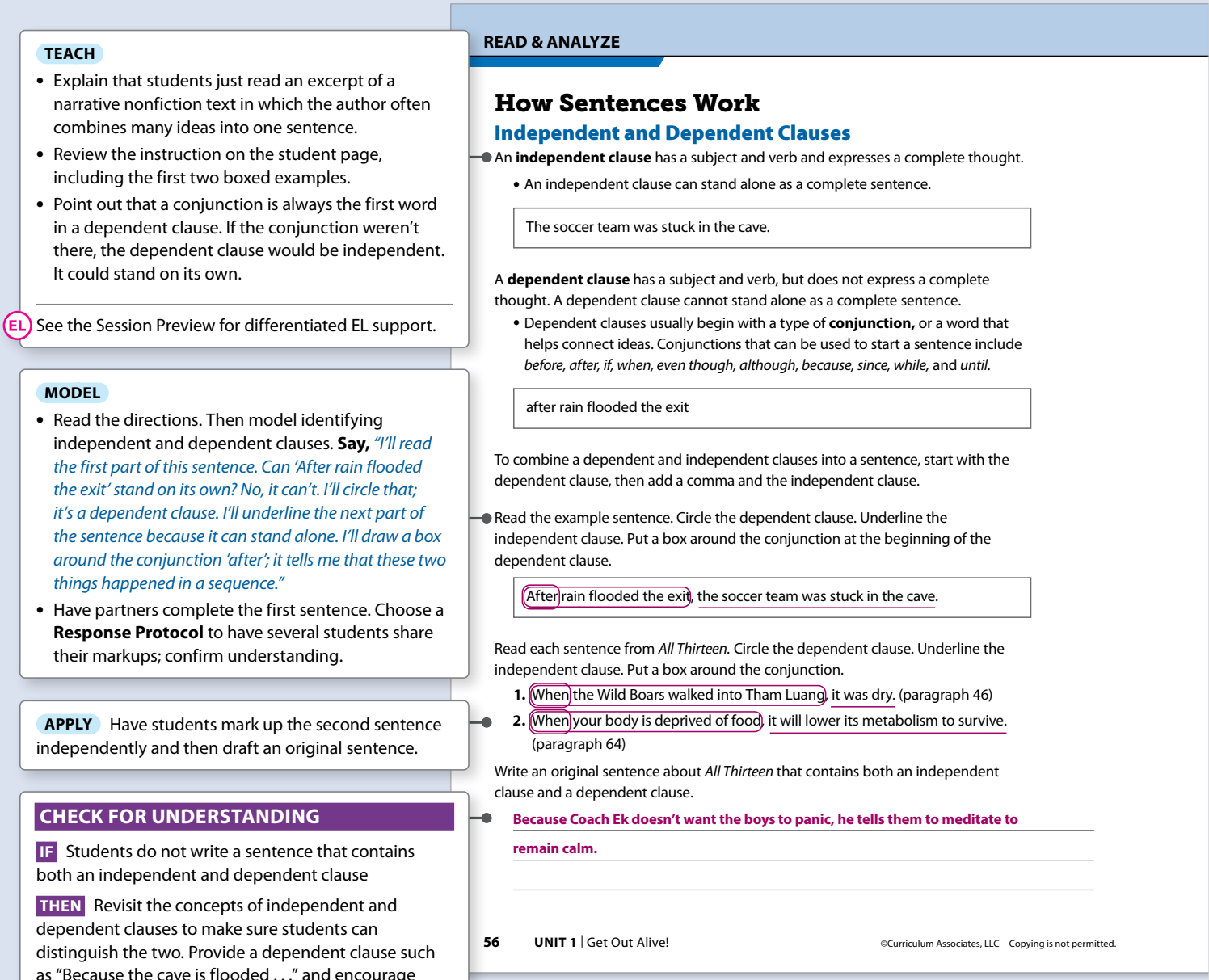
- Read the directions. Then model identifying independent and dependent clauses. **Say,** *"I'll read the first part of this sentence. Can 'After rain flooded the exit' stand on its own? No, it can't. I'll circle that; it's a dependent clause. I'll underline the next part of the sentence because it can stand alone. I'll draw a box around the conjunction 'after'; it tells me that these two things happened in a sequence."*
- Have partners complete the first sentence. Choose a **Response Protocol** to have several students share their markups; confirm understanding.

APPLY Have students mark up the second sentence independently and then draft an original sentence.

CHECK FOR UNDERSTANDING

IF Students do not write a sentence that contains both an independent and dependent clause

THEN Revisit the concepts of independent and dependent clauses to make sure students can distinguish the two. Provide a dependent clause such as "Because the cave is flooded . . ." and encourage students to complete it with an independent clause.



READ & ANALYZE

How Sentences Work

Independent and Dependent Clauses

An **independent clause** has a subject and verb and expresses a complete thought.

- An independent clause can stand alone as a complete sentence.

The soccer team was stuck in the cave.

A **dependent clause** has a subject and verb, but does not express a complete thought. A dependent clause cannot stand alone as a complete sentence.

- Dependent clauses usually begin with a type of **conjunction,** or a word that helps connect ideas. Conjunctions that can be used to start a sentence include *before, after, if, when, even though, although, because, since, while,* and *until.*

after rain flooded the exit

To combine a dependent and independent clauses into a sentence, start with the dependent clause, then add a comma and the independent clause.

Read the example sentence. Circle the dependent clause. Underline the independent clause. Put a box around the conjunction at the beginning of the dependent clause.

After rain flooded the exit, the soccer team was stuck in the cave.

Read each sentence from *All Thirteen.* Circle the dependent clause. Underline the independent clause. Put a box around the conjunction.

1. When the Wild Boars walked into Tham Luang, it was dry. (paragraph 46)
2. When your body is deprived of food, it will lower its metabolism to survive. (paragraph 64)

Write an original sentence about *All Thirteen* that contains both an independent clause and a dependent clause.

Because Coach Ek doesn't want the boys to panic, he tells them to meditate to remain calm.

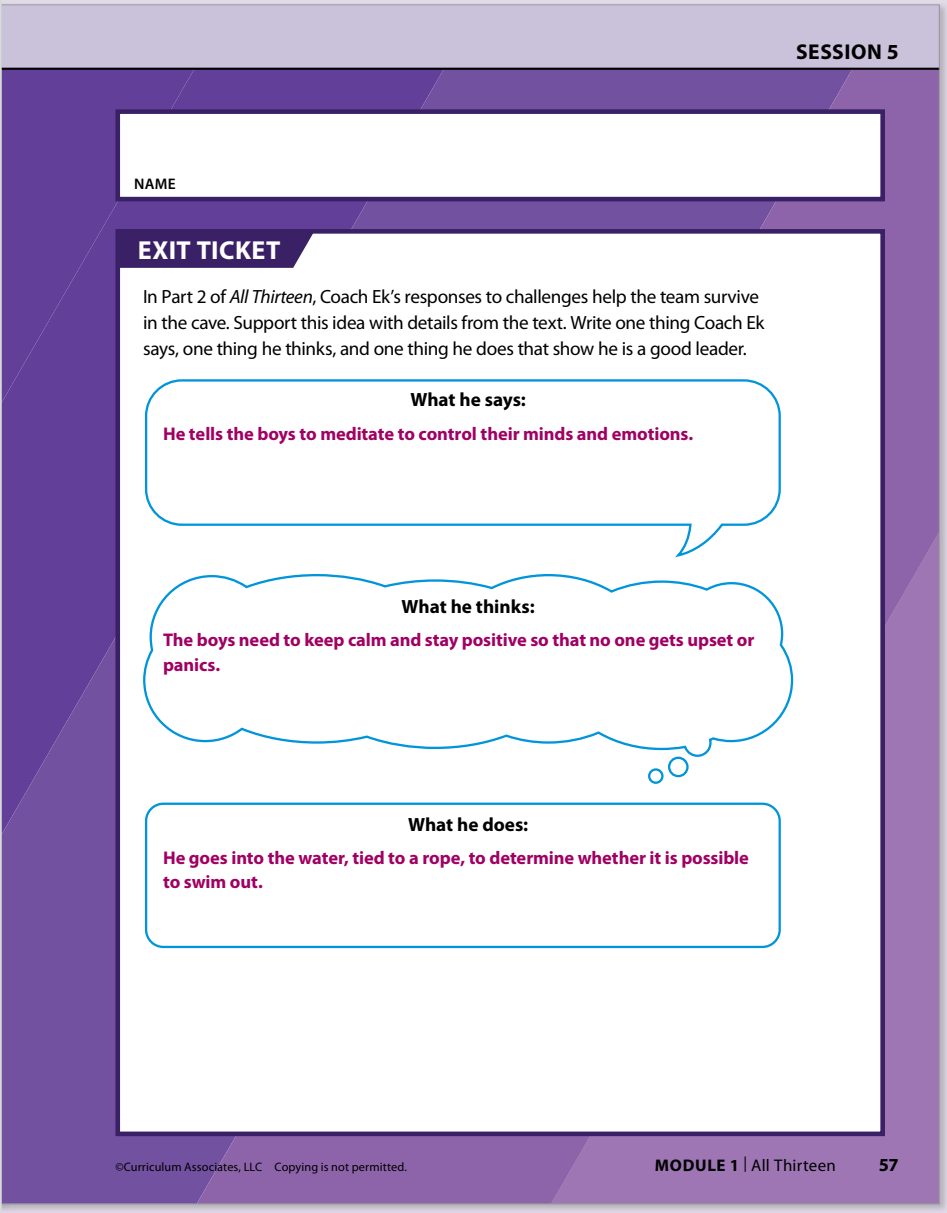
56 **UNIT 1** | Get Out Alive!

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56 **UNIT 1** | Get Out Alive!

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ASSESS (5 MINS.)



SESSION 5

NAME

EXIT TICKET

In Part 2 of *All Thirteen*, Coach Ek's responses to challenges help the team survive in the cave. Support this idea with details from the text. Write one thing Coach Ek says, one thing he thinks, and one thing he does that show he is a good leader.

What he says:

He tells the boys to meditate to control their minds and emotions.

What he thinks:

The boys need to keep calm and stay positive so that no one gets upset or panics.

What he does:

He goes into the water, tied to a rope, to determine whether it is possible to swim out.

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Get Out Alive!

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Imagine yourself in one of the situations pictured. How would you feel? How would you react?

UNIT GOALS

I will learn how to:

- Build knowledge about the psychology of survival.
- Identify one or more central ideas in a text and analyze how an author develops central ideas.
- Write a four-paragraph argument essay about the psychology of survival.

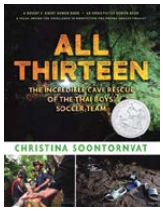
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KNOWLEDGE GUIDE: Meet the Authors

ANCHOR TEXT



from All Thirteen



This book details how the Wild Boars soccer team became trapped in the Tham Luang Nang Non cave system in Thailand. It also explains how they survived and how they were rescued.
SESSIONS 2, 4, 5, 6, 18, 19, 20, 21, 22

Christina Soontornvat is a writer of both fiction and nonfiction for young readers. She has received three Newbery Honors, including one for *All Thirteen*.



Building Resilience with Survival Psychology

This article explains how specific mindsets and mental techniques can increase one's resilience. **SESSION 3**

Nicholl Montgomery is a former middle school teacher and now teaches college courses on children's literature. She is a contributing writer for *Horn Book Magazine*.



from Lost in the Amazon

Juliane Koepcke survived for 11 days in the Amazon jungle after surviving a plane crash. This book tells her incredible true story. **SESSIONS 11, 12, 13**

Tod Olson is an author of nonfiction for young readers. He has written a number of books about survival situations, including the *Lost* series.

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KNOWLEDGE GUIDE: Resources

Essential Question: What can survival stories teach us about overcoming challenges?

Background Knowledge

Caving

Also called spelunking, caving is the activity of exploring caves for fun.



Thailand

Thailand is a country in Southeast Asia. Its capital is Bangkok and its official language is Thai.



Amazon Rainforest

The Amazon rainforest is a large tropical rainforest in South America. The Amazon rainforest spans nine countries, including Brazil and Peru.



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KNOWLEDGE GUIDE: Resources

Unit Glossary

psychology (*n.*) the study or science of the mind and behavior

survival (*n.*) continuing to live through dangers or difficulties

resilience (*n.*) the ability to recover quickly after challenges or difficulties

Academic Vocabulary

central idea an important idea the author wants readers to know about a topic; often called a main idea

gist statement one sentence that tells what a text is mostly about

key details important facts, examples, and other information in a text

narrative nonfiction a genre in which authors recount true events in the style of a story

summary a short retelling of a text that includes the most important ideas and details

argument essay a type of writing that takes a position on an issue that is open to debate

Academic Discourse

What did you mean when you said ___?

Can you say more about ___?

I think ___ because ___.

In paragraph ___, the author says ___.

One detail that supports this idea is ___.

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KNOWLEDGE GUIDE: Activity

Knowledge Guide Activity

In the chart, circle one part of the Knowledge Guide that you think you will use.

text summaries	background knowledge	unit glossary
author information	academic vocabulary	academic discourse

TALK ABOUT IT Work with a partner. Take turns explaining why you think the part of the Knowledge Guide you selected will be useful. Record your ideas in the notes box.

Review the summaries of the texts you will read in this unit on page 3 of the Knowledge Guide. Check off the text you are most interested in reading.

- ☐ *All Thirteen*
- ☐ "Building Resilience with Survival Psychology"
- ☐ *Lost in the Amazon*

Explain what interests you about the text you chose or what you hope to learn from it.

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Essential Question: What can survival stories teach us about overcoming challenges?

Notice and Wonder

View the Unit Media. As you view the image and listen to the background information, write what you notice and wonder.

Notice	Wonder

TALK ABOUT IT Work with a partner. Discuss what you noticed and wondered.

Complete the survey independently. Write an "X" in the appropriate column to show whether you agree or disagree with each statement.

Statement	Yes, I agree.	No, I disagree.
The best way to learn how to overcome challenges is through personal experience.		
In a survival situation, physical skills, like running fast, are more important than mental behaviors, like staying calm.		
You are the only person who can save yourself in a survival situation.		
Staying positive is the most important thing you can do to survive a challenging situation.		

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UNIT OPENER

Activate Word Knowledge

TALK ABOUT IT Think about survival stories you've read, seen, or can imagine. As a class, discuss the question: What are some challenges people might face in a survival situation?

Brainstorm words that can help you answer the essential question. Refer to this list throughout the unit as you write about and discuss the unit texts.

Words that might describe someone who responds to a challenge	Words that are related to *overcome*	Words that are related to *challenge*
brave	**solve**	**problem**

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NAME

EXIT TICKET

Essential Question: What can survival stories teach us about overcoming challenges?

Respond to the essential question. Consider ideas you have explored in this session. Use at least **two words** from the list you created on page 8 in your response.

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Get Out Alive!

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Review these images from Session 1. Choose one image. Then review the list of words you created on page 8. Use at least **three words** from that list that apply to the challenge and/or the person in the image you chose.

UNIT GOALS

I will learn how to:

- Build knowledge about the psychology of survival.
- Identify one or more central ideas in a text and analyze how an author develops central ideas.
- Write a four-paragraph argument essay about the psychology of survival.

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UNIT OPENER

Unit Vocabulary

Word Map: *Resilience*

Read the definition of the word *resilience*. Then read the definition of the prefix *re-*. Think about how the prefix contributes to the meaning of the word *resilience*. Write the meaning of each related word in the box.

Word

re•sil•ience (*n.*): the ability to recover quickly from challenges or difficulties

Word Part

Prefix:
re-: back; again

Related Words

rebuild (*v.*):

rebound (*v.*):

recall (*v.*):

TALK ABOUT IT Work with a partner. Take turns describing a real or imagined example of **resilience**.

A good example of resilience is ___.

I think this is an example of resilience because ___.

I agree/disagree that this is a good example because ___.

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Word Map: *Psychology*

Read the definition of the word *psychology*. Then read the definitions of the root *psych* and the suffix *-ology*. Think about how the suffix contributes to the meaning of the word *psychology*. Write the meaning of each related word in the boxes.

Word

psy•chol•o•gy (*n.*): the study or science of the mind and behavior

Word Parts

Root:
psych: mind; soul

Suffix:
-ology: the study or science of

Related Words

psychologist (*n.*): a scientist who studies the mind

psychological (*adj.*):

biology (*n.*): the science of life

zoology (*n.*):

garbology (*n.*):

TALK ABOUT IT Discuss the questions with a partner: Do you think that understanding **psychology** might help someone in the example of **resilience** you described on the previous page? Why or why not?

I think understanding psychology might/might not help someone because ___.

One way understanding psychology might help someone is ___.

I agree/disagree with that idea because ___.

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UNIT OPENER

Read To Explore

Begin to explore the unit's big ideas by previewing and reacting to an excerpt from the anchor text.

from

All Thirteen

By Christine Soontornvat



Annotate

Mark interesting details with a star. Jot a note about why each detail interests you.

Mark anything confusing with a question mark. Jot your questions in the margin.

In the town of Mae Sai, Thailand, the Wild Boars soccer team finishes practice and decides to explore a nearby cave, Tham Luang Nang Non. They don't have much time because one of the players, Night, is hosting his birthday party that evening. Along with their coach, Coach Ek, the boys get snacks and ride their bikes to the cave.

1 Tham Luang is only a few miles from the soccer field, and the team turns off the main road after about half an hour. As they pump up the gravelly track to the entrance, birds swoop through groves of banana and lychee trees. Yellow-and-brown-spotted butterflies flit past as pineapple fields give way to thick jungle that shades the road. The last bit of the bike ride is all uphill: muggy and sweaty. Soon the team is gratefully walking their bikes toward the cool, dark mouth of the cave. They set their bikes on the ground outside and swap their cleats for flip-flops. Coach Ek leads the boys up to the entrance, bringing along the supplies he's packed: a coil of thin rope and flashlights. They walk past a faded sign warning visitors not to enter during the rainy season, as the cave floods at that time.

2 But they don't pay the sign much attention. It's only June 23, and the heavy rains are still weeks away.

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The Cave of the Sleeping Lady

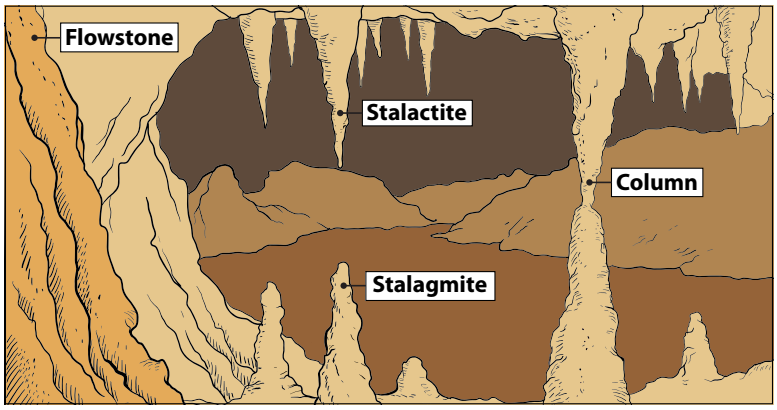
June 23, 2018

3 Coach Ek leads the twelve members of his team up the steps to the mouth of Tham Luang.

? Is the mouth the entrance?

Yes!

4 As the boys step inside Tham Luang's impressive entrance chamber, they breathe in the damp air and the smell of wet, mossy limestone. The ceiling soars to about 100 feet, more than 30 meters, and the whole chamber is big enough to hold a 747 jet. Thick stalactite spires hang down like dragon teeth. Over thousands of years, water that dripped down from the ceiling left behind tiny deposits of calcium minerals that hardened into the sparkling formations. When the dripping water lands on the cave floor, it can also build a stack of minerals that grows from the ground up, called a stalagmite. When a stalactite and a stalagmite meet, they can form a column or even a flowing curtain of shiny stone.



Limestone cave systems have features like stalactites and stalagmites.

5 The Wild Boars gaze up at the slick cave walls. Twenty feet (six meters) up, a dark line of mud marks the highest level of the last flood. The floor of the cavern is dry and packed down by heavy foot traffic.

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6 The first 2,000 feet (600 meters) of the Tham Luang cave system are made up of big, airy rooms like the entrance chamber. Beyond this point, the cave narrows. Some sections force visitors into a crouch and then a crawl, where the ceiling drops to just a few feet high. Here, cavers are well beyond the "twilight zone," the part of the cave where light from the outside world still reaches. Without a flashlight the darkness is complete. If you are claustrophobic, this is where you turn around.

7 But the boys aren't deterred by the tight spaces, and there are no barriers, gates, or ropes to stop them from continuing on. The cave winds along, down steep and slippery sections. About one mile in, the route makes a sharp hairpin turn and dumps into a three-way junction called Sam Yaek.

8 From where the boys stand, the right-hand path leads to a lesser-explored stretch known as the Monk's Series. On the left, an opening low in the wall leads to the main cave. In caving lingo, the phrase "it goes" means that a passage continues on, without a dead end. To the left, Tham Luang "goes," and it goes quite far. The most recent survey measures the known end of the cave system to be almost seven miles, or 11 kilometers, away from the entrance.

The Wild Boars go deep into cave. They are fascinated by it. ★

9 At first the Wild Boars have no intention of going nearly that far. They've already spent more than their one hour of time and really should be turning back. But now that they're here, deep into the cave, they fall into the allure that all cavers know well: *What if we go just a little farther?*

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Discuss

Review your annotations. Then discuss the questions with a partner. Use the conversation starters as needed.

1. What did you notice in the text? What details did you find most interesting?
2. What questions do you have about the text?

I thought ___ was interesting because ___.

One question I have is ___.

What ___ said reminds me of something I noticed. I noticed ___.

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UNIT OPENER

Preview the Prompt

Read the prompt as a class. Then answer the questions independently.

PROMPT

Write a four-paragraph argument essay in which you make a claim about which two psychological behaviors of those you've read about are most critical to survival. Support your claim with reasons and evidence from *All Thirteen* and *Lost in the Amazon*.

What will you write about?

How much will you write?

What is your purpose for writing?

Who is your audience?

What evidence will you use?

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NAME

EXIT TICKET

Essential Question: What can survival stories teach us about overcoming challenges?

Reread your response to the essential question from Session 1. Revise or expand your response based on the ideas you've explored in this session. Use the word *resilience* or *psychology* in your response.

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Building Resilience with Survival Psychology

DO NOW

Based on the information in the chart, what do you think these people have in common?

		
Martin Luther King Jr., an American Civil Rights leader, got a C in a public speaking course.	**Gabriela Mistral,** a Chilean poet who won many writing prizes, was labeled a "troublemaker."	**Simone Biles,** an Olympic gymnast, did not make the US women's junior national gymnastics team in 2011.

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to:	**I will be able to:**
• State why resilience is important to survival situations.	• Explain why resilient behavior is important in survival situations.
• Write a gist statement that includes the central idea and details of a text.	• Write a gist statement for a text about the behaviors associated with resilience.

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READ FOR BACKGROUND

Unlock the Text

Vocabulary

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

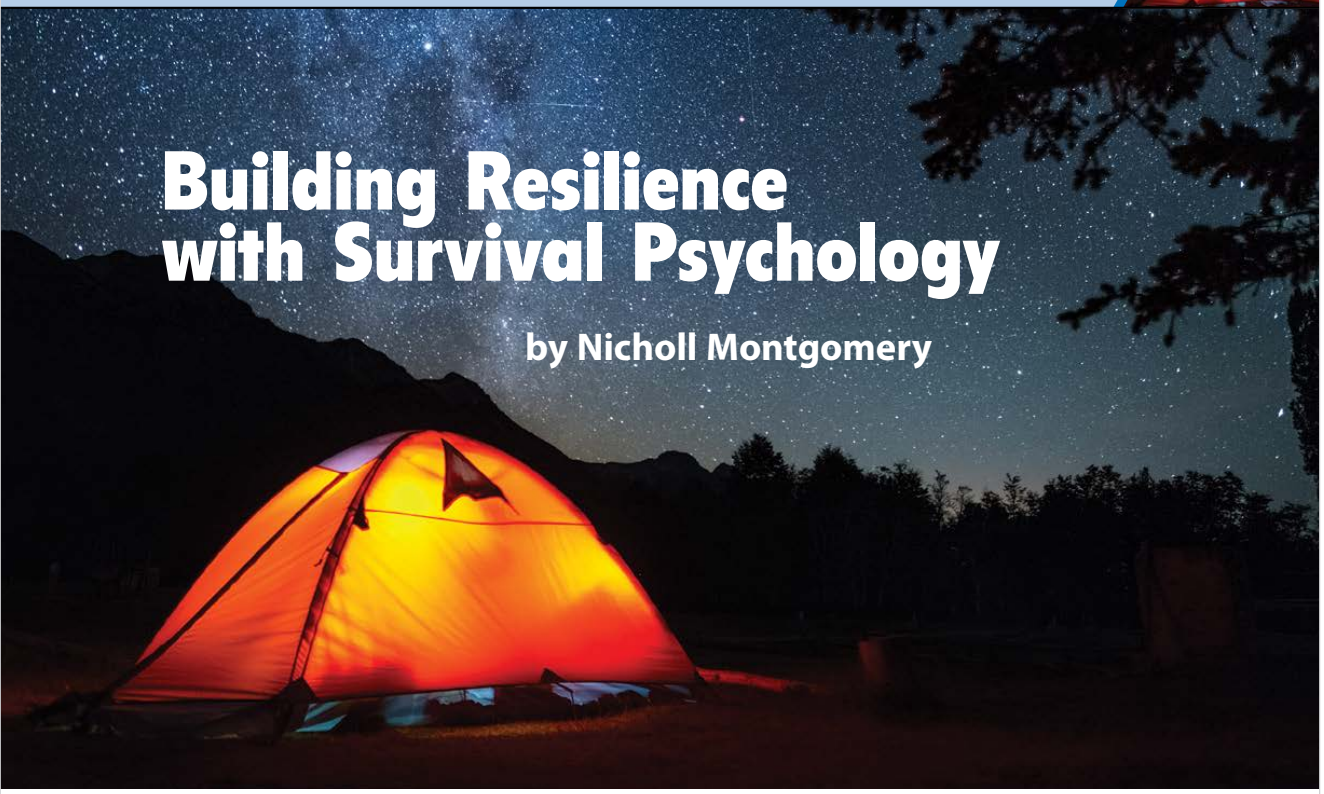
Word	Definition	Example Sentence
a•dapt (*v.*)	to change behavior or ideas to respond to a new situation	Dressing in light layers makes it easy to **adapt** to the weather while hiking.
mon•i•tor (*v.*)	to observe or keep track of something	I know when it's safe to swim because I **monitor** the lake's temperature.

TALK ABOUT IT Discuss the questions with a partner. Record your ideas in the notes box.

1. What is one thing that can make it difficult to **adapt** to sudden changes in the weather during a picnic or a hike?
2. What is something that you might **monitor** during a walk in the woods? Why do you monitor it?

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SESSION 3



Building Resilience with Survival Psychology

by Nicholl Montgomery

Fight, Flight, Freeze

1 You're camping with your family in a **dense** forest, far from any roads. While exploring the woods alone, you take a wrong turn. Night is falling. The temperature is dropping. You left your cell phone back at camp. And you've just realized you have no idea where you are. What do you do next?

2 You might imagine that you'd handle this situation in a calm way, carefully thinking through your problem and coming up with a clever plan to find your way back to your tent. In a real-life emergency, however, your brain might have other ideas. A scary or overwhelming situation, like being lost in the woods, typically **triggers** a stress response. When under extreme stress, the brain releases hormones, chemicals that affect how a person behaves. These stress hormones will speed up someone's heart rate, cause them to sweat, and even make them temporarily unable to feel pain.

Purpose for Reading

Read to learn about behaviors that can help people in survival situations.

Annotate

Underline important details about why resilience matters.

Jot notes in the margin that sum up what you underlined.

dense: *crowded*

triggers: *sets off*

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READ FOR BACKGROUND

3 There are three common reactions to a flood of stress hormones: fight, flight, or freeze. These responses are just what they sound like: fighting against the stress trigger, running from it, or freezing up. Such stress responses can be beneficial. They compel us to run when we see a venomous snake in our path or to freeze when someone yells "Watch out!" as we're about to walk into the path of an oncoming car. When facing more prolonged challenges, however, stress hormones can be harmful, negatively affecting our health and our ability to make beneficial decisions. Luckily, the human brain is complex and flexible, and a stress response is only one of the ways that people react to **adversity.**

adversity: *hardship*

Brain Power

4 Picture yourself back in the woods again, lost and alone. What would you need to survive? You might think that a supply of fresh water, a first-aid kit, or a warm coat would be critical to your survival. But survival experts have found that the most important asset in a survival situation is one's own mind. Although people can't always control how their brains react to stress, certain mental "behaviors" can increase their odds of survival. In fact, psychologists who study survival have observed that people who survive extreme situations tend to engage in the same set of mental behaviors associated with resilience. Resilience is the ability to **adapt** to and recover from challenges.

- **Adapt quickly:** In a survival situation, circumstances can change quickly. To survive, you must be able to quickly adjust to new circumstances and change course. Maybe the raft that you've been paddling downriver suddenly springs a leak. Time to abandon the raft, find a sturdy walking stick, and hike along the riverbank instead.

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- **Monitor emotions:** During tough times, it's important to try to be aware of how you feel. It's perfectly natural to be anxious, scared, or upset. Acknowledging those emotions—even naming them out loud—can prevent them from becoming overwhelming. Using techniques like deep breathing or meditation can also help calm your body and keep your emotions in check.
- **Stay positive:** Let's face it: it can be difficult or even impossible to stay **upbeat** when facing a crisis. But experts have noticed that people who are able to maintain a positive outlook in survival situations feel more confident and in control. Even if you don't feel especially hopeful, you can try to harness the power of your mind. Engage in positive self-talk by telling yourself that you're strong and capable. Remind yourself of other times when you successfully faced a problem. You can even repeat a mantra, a short statement that helps you focus and feel at ease. A mantra can be as simple as, "I can do this."
- **Rely on relationships:** It's easier to be strong when you know that someone has your back. People who have survived extreme challenges consistently report that they drew on support from friends, family, or other trustworthy allies. Even if you have to face a challenge on your own, you can lean on your loved ones. Think about advice they've given you in the past or just remind yourself how much they care for you.
- **Be resourceful:** Can this paper clip be fashioned into a fishing hook? Might that windbreaker be used to catch rainwater? It's important to identify resources that you can use or repurpose to help overcome challenges. Take **inventory** of the tools you have at your disposal, including skills like knowing first aid or speaking another language.

upbeat: *cheerful*

inventory: *a complete list*

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READ FOR BACKGROUND

- **Make a plan:** One way to keep stress hormones at bay is to make a plan and act on it. Identify specific, concrete steps you can take to improve your situation. Having a plan of action not only increases your odds of surviving, but also helps you stay calm and collected. Even seemingly small action steps can make you feel more in control and remind you of your own abilities. And don't forget to be adaptable. If Plan A doesn't work out, you might need to try Plan B, or even Plan C.

5 Experts suggest that having resilience is one reason many people survive disasters. Of course, no one can predict how they will react in a life-or-death situation, and most of us will not experience avalanches or shipwrecks—but everyone faces challenges. Understanding behaviors linked with resilience can help prepare people to tackle difficult or dangerous situations and bounce back from setbacks.

CHECKPOINT

TALK ABOUT IT Work with a partner. Explain the six behaviors and why they are important in a survival situation. Support your ideas with details you annotated. Record your ideas in the notes box.

Resilience in Everyday Life

6 Resilience is critical in survival situations, but it can also be helpful in everyday life. Those same behaviors that can help someone survive an avalanche or a shipwreck can help people face common but stressful challenges like taking a test, learning a new skill, or giving a speech.

7 Resilience is not a quality that someone simply has or does not have. Instead, people can build resilience by intentionally practicing the six behaviors outlined above. Let's consider an example.

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8 Elena Pérez has the starring role in the school play. Although she has been rehearsing for weeks, she's uneasy on opening night. Her stomach hurts, and she feels like she can't breathe. When the curtain opens, she freezes. For a long moment, the auditorium is silent. Then someone **snickers**. Elena is tempted to run offstage.

snickers: *laughs*
abuelo: *grandfather*

9 She's experienced stage fright before, so she prepared for tonight's performance by practicing techniques like positive self-talk. Now, she tries to put some of those techniques into action. She takes a few deep breaths. She finds her **abuelo** in the audience and focuses on his face. She tells herself, "You've done this a hundred times in rehearsal. You're ready." She still has butterflies in her stomach, but she also feels calmer and more in control. She says her first line.

10 Luckily, Elena has been working to improve her resilience.

11 Like Elena, you can develop resilience by engaging in the six behaviors listed above, as you are able to. Start by practicing when you're *not* in a stressful situation. This might mean monitoring your emotions during the day, using an app to learn breathing exercises, or coming up with a plan to achieve a goal. Then, when you face minor problems, try to practice the techniques you've learned. Soon you'll be ready to take on bigger challenges, and you'll be more prepared to face unexpected difficulties. Building resilience will help you tackle even the toughest situations.

CHECKPOINT

Why is it important to practice the behaviors linked to resilience? Use details from the text and your annotations in your response.

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READ FOR BACKGROUND

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 for "Building Resilience with Survival Psychology."

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

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

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

Discuss

Essential Question: What can survival stories teach us about overcoming challenges?

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 "Building Resilience with Survival Psychology" in your answer.

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EXIT TICKET

Draw a line to connect the sentence starters to the correct sentence completions.

Resilience is _____.	something people are born with
	linked to specific behaviors
	the ability to adapt to new circumstances
Resilience is not _____.	a personality trait
	something people can improve
	something that only certain people can develop

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MODULE 1 SESSION 4

All Thirteen, Part 1

DO NOW

Imagine that you and your friends have been trapped in a cave for many days. Based on your understanding of "Building Resilience with Survival Psychology," which behaviors would help you survive?

Circle at least one behavior.

adapt quickly	**monitor emotions**	**stay positive**
rely on relationships	**be resourceful**	**make a plan**

Explain your choice(s).

_____

_____

_____

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to: • Identify challenges and responses in narrative nonfiction. • Use context clues to determine word meaning.	**I will be able to:** • Explain how the Wild Boars team makes decisions in the cave. • Identify context clues in *All Thirteen* to determine word meaning.

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READ & ANALYZE

Unlock the Text

Vocabulary

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

Word	Definition	Example Sentence
cham•ber (*n.*)	a large, enclosed space or room	The first **chamber** in the cave was about 250 feet long and about 20 feet high.
cav•ern (*n.*)	a big cave or series of interconnected caves	Nisha hiked through the vast **cavern**, using her flashlight to find her way.

TALK ABOUT IT Discuss the questions with a partner. Record your ideas in the notes box.

1. What do you think you might see in a cave **chamber**? Use descriptive words in your discussion.
2. Would you like to explore a massive underground **cavern**? Why or why not?

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Genre

Read to learn about narrative nonfiction.

All Thirteen is an example of **narrative nonfiction,** a type of writing in which an author recounts true events in the style of a story.

- Narrative nonfiction includes story elements such as characters, setting, and plot. However, the people, places, and events are real, not made up.
- Narrative nonfiction is sometimes called "creative nonfiction."

Background Knowledge

Read to learn about a main setting in All Thirteen.

Tham Luang (TAM looo-awng) is a massive cave system in Thailand, a country in Southeast Asia. The cave system is a complex maze of tunnels and chambers, or large, enclosed caverns. Cavers must navigate dark spaces, dead ends, and narrow passageways that fit only one person at a time. During the rainy season, also called the monsoon season, Tham Luang can flood quickly. Despite these dangers, the cave's beauty attracts many visitors.

Tham Luang Cave Entrance

Chamber: approximately 180 ft x 108 ft (55 m x 33 m)



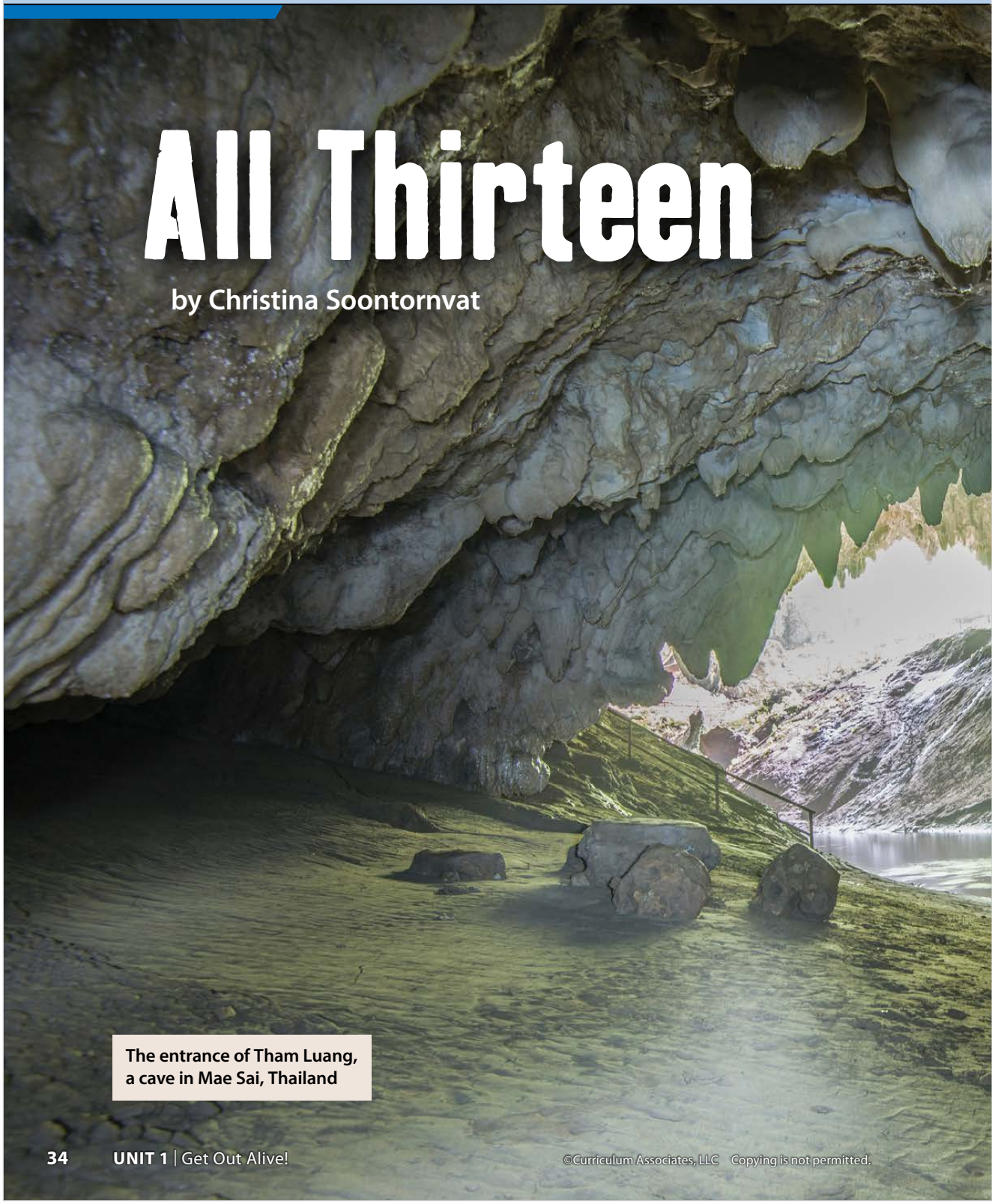


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READ & ANALYZE

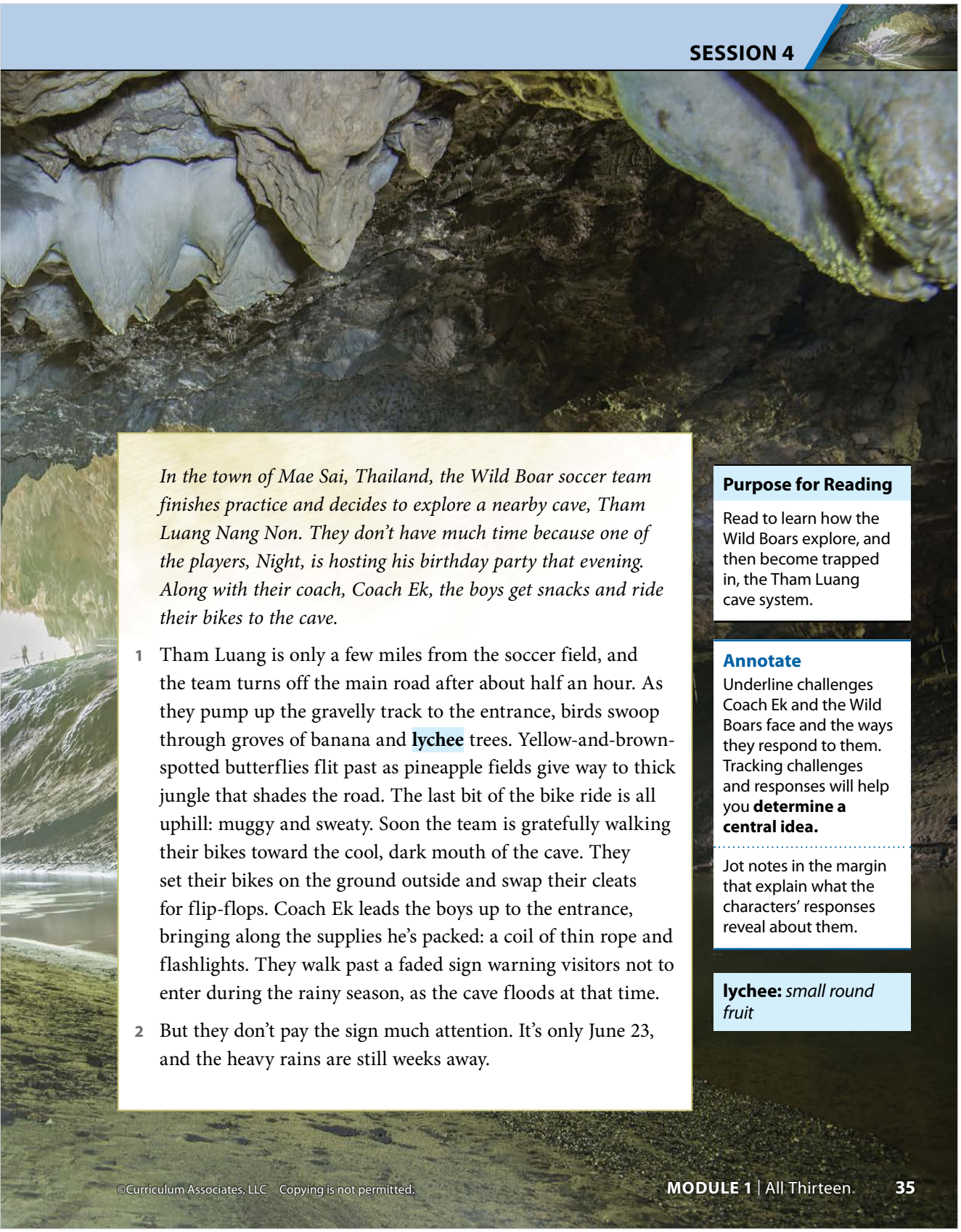
All Thirteen

by Christina Soontornvat



The entrance of Tham Luang, a cave in Mae Sai, Thailand

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In the town of Mae Sai, Thailand, the Wild Boar soccer team finishes practice and decides to explore a nearby cave, Tham Luang Nang Non. They don't have much time because one of the players, Night, is hosting his birthday party that evening. Along with their coach, Coach Ek, the boys get snacks and ride their bikes to the cave.

1 Tham Luang is only a few miles from the soccer field, and the team turns off the main road after about half an hour. As they pump up the gravelly track to the entrance, birds swoop through groves of banana and **lychee** trees. Yellow-and-brown-spotted butterflies flit past as pineapple fields give way to thick jungle that shades the road. The last bit of the bike ride is all uphill: muggy and sweaty. Soon the team is gratefully walking their bikes toward the cool, dark mouth of the cave. They set their bikes on the ground outside and swap their cleats for flip-flops. Coach Ek leads the boys up to the entrance, bringing along the supplies he's packed: a coil of thin rope and flashlights. They walk past a faded sign warning visitors not to enter during the rainy season, as the cave floods at that time.

2 But they don't pay the sign much attention. It's only June 23, and the heavy rains are still weeks away.

Purpose for Reading

Read to learn how the Wild Boars explore, and then become trapped in, the Tham Luang cave system.

Annotate

Underline challenges Coach Ek and the Wild Boars face and the ways they respond to them. Tracking challenges and responses will help you **determine a central idea.**

Jot notes in the margin that explain what the characters' responses reveal about them.

lychee: *small round fruit*

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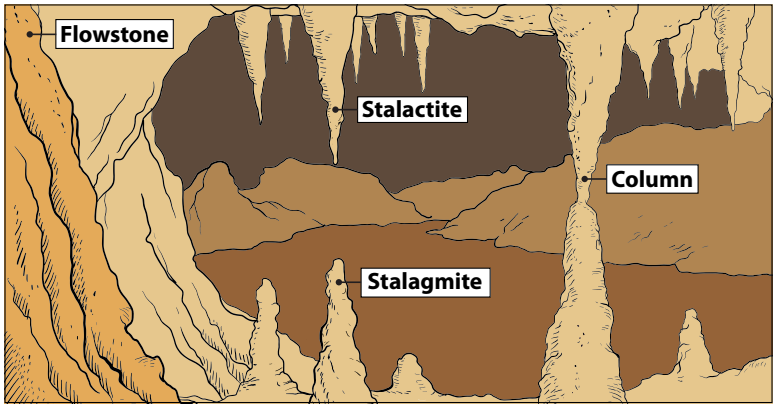
READ & ANALYZE

The Cave of the Sleeping Lady

June 23, 2018

3 Coach Ek leads the twelve members of his team up the steps to the mouth of Tham Luang.

4 As the boys step inside Tham Luang's impressive entrance **chamber**, they breathe in the damp air and the smell of wet, mossy limestone. The ceiling soars to about 100 feet, more than 30 meters, and the whole chamber is big enough to hold a 747 jet. Thick stalactite spires hang down like dragon teeth. Over thousands of years, water that dripped down from the ceiling left behind tiny deposits of calcium minerals that hardened into the sparkling formations. When the dripping water lands on the cave floor, it can also build a stack of minerals that grows from the ground up, called a stalagmite. When a stalactite and a stalagmite meet, they can form a column or even a flowing curtain of shiny stone.



Limestone cave systems have features like stalactites and stalagmites.

5 The Wild Boars gaze up at the slick cave walls. Twenty feet (six meters) up, a dark line of mud marks the highest level of the last flood. The floor of the **cavern** is dry and packed down by heavy foot traffic.

6 The first 2,000 feet (600 meters) of the Tham Luang cave system are made up of big, airy rooms like the entrance chamber. Beyond this point, the cave narrows. Some sections

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force visitors into a crouch and then a crawl, where the ceiling drops to just a few feet high. Here, cavers are well beyond the "twilight zone," the part of the cave where light from the outside world still reaches. Without a flashlight the darkness is complete. If you are **claustrophobic**, this is where you turn around.

claustrophobic: *feeling nervous in small or crowded spaces*

hairpin: *U-shaped*

lingo: *words used by a group of people*

7 But the boys aren't deterred by the tight spaces, and there are no barriers, gates, or ropes to stop them from continuing on. The cave winds along, down steep and slippery sections. About one mile in, the route makes a sharp **hairpin** turn and dumps into a three-way junction called Sam Yaek.

8 From where the boys stand, the right-hand path leads to a lesser-explored stretch known as the Monk's Series. On the left, an opening low in the wall leads to the main cave. In caving **lingo**, the phrase "it goes" means that a passage continues on, without a dead end. To the left, Tham Luang "goes," and it goes quite far. The most recent survey measures the known end of the cave system to be almost seven miles, or 11 kilometers, away from the entrance.

9 At first the Wild Boars have no intention of going nearly that far. They've already spent more than their one hour of time and really should be turning back. But now that they're here, deep into the cave, they fall into the **allure** that all cavers know well: *What if we go just a little farther?*

allure: *temptation*

element: *comfort zone*

10 At Sam Yaek, they kick off their shoes, drop their backpacks, and head left.

11 Past the junction, Tham Luang pitches its visitors into more tight squeezes. Even without claustrophobia, you might get uneasy when the walls close in tight enough to force you to slither forward on your belly. You might feel out of your **element** here, thinking of all the miles of rock both above and beneath. Maybe you imagine getting trapped, being buried under millions of tons of stone. It's not a pleasant feeling when you still have miles of passage between you and the exit.

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12 Or maybe you are someone who views being inside a cave quite differently. A cave is one of the most serene places you can go. It is cool and fairly quiet. Without all the distractions that surround you above ground, you can focus on the small things that you usually never notice, like the soft echo of your breath against the rocks.

sterile: *without life*

13 And yet a cave is not **sterile**. A cave has a life of its own. In Tham Luang, if you hold quite still, you can feel it "breathing," a light whisper of air flowing through the system. Maybe being this deep in the earth gives you the same perspectives as astronauts floating high above it: a sense that you are a very tiny part of a very large universe.

CHECKPOINT

Why do the boys go deeper into the cave even though they have already spent more than an hour exploring? Circle at least one detail in paragraphs 9 and 12. Include both details in your answer.

14 The boys wriggle through tight spaces that cavers call squeezes and boulder chokes, where stones that fell from the ceiling long ago, have clogged up the passages. They tromp up and down sandy, gravelly slopes. Their bare toes, toughened by years of shoeless soccer matches, grip the slippery rocks as they climb through sections that dip steeply down before pitching back up again. Suddenly, they come upon a pool of water.

15 Coach Ek pauses.

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16 He has been in Tham Luang before, and he knows that the cave can hold pockets of water along the route, so he isn't concerned. However, Coach Ek is the type of leader who doesn't like to order other people around. Instead, he likes for the group to make decisions together. He wants every boy to feel as though he has a voice. When they come upon the water, he asks if the boys want to keep going.

team works together

17 Sixteen-year-old Thi offers to check how deep the water is. The rest of the team watches as he wades down into the pool and pushes off. Soon Thi is smiling on the other side.

18 "Come on. You can all follow me!" he calls back to them. His toes touched the bottom the whole way. The water's a little cold, but they can definitely make it.

19 The rest of the team follows, with the bigger boys carrying the little ones on their backs.

20 It isn't long before that gentle whisper of air they have felt throughout the cave becomes a roar. A sharp draft of wind sends a sudden spray of water droplets onto their faces, startling them. But Coach Ek knows where they are and leads them on.

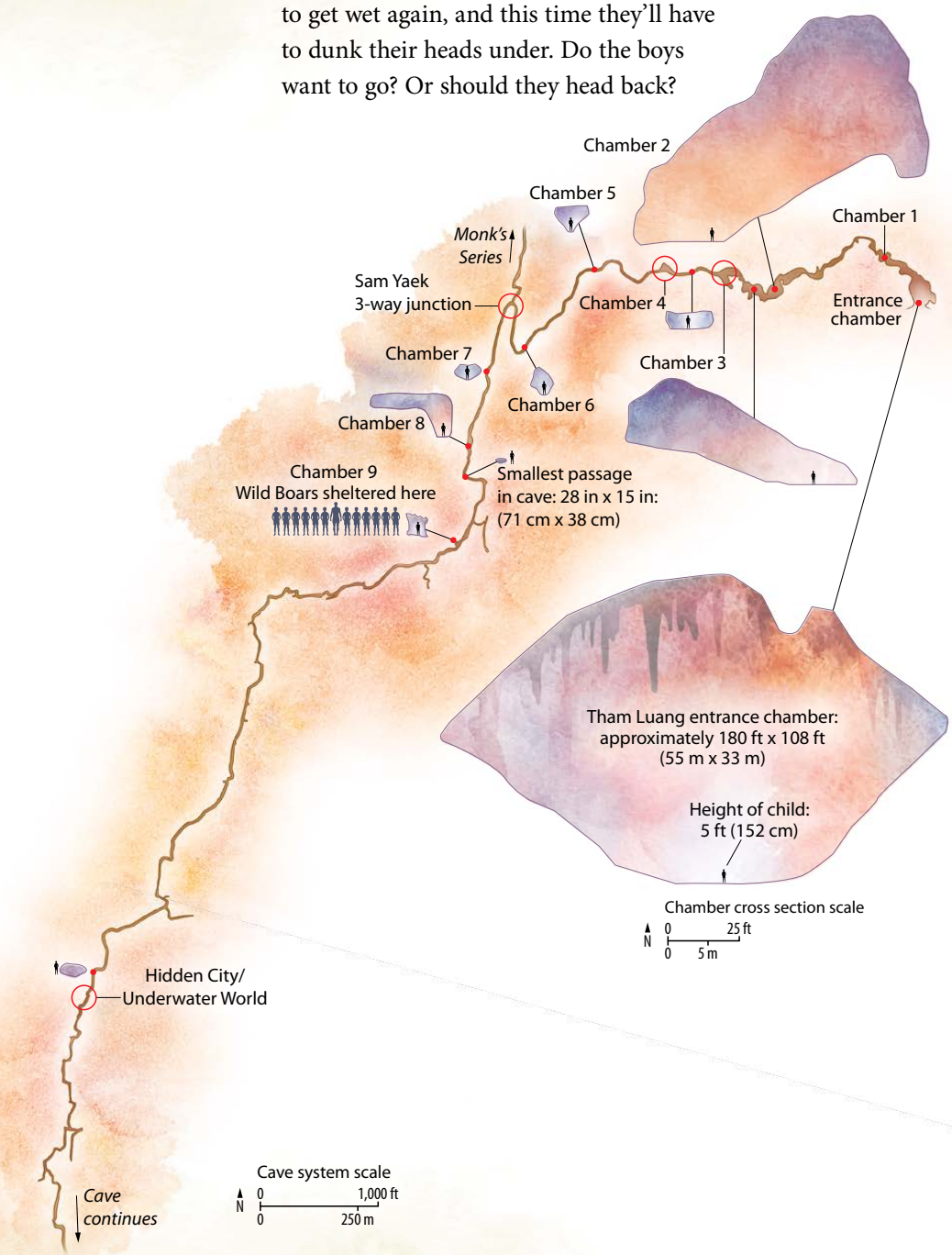
21 They have reached a room that locals call Hidden City or Underwater World. Here, the roof lowers over a pool that exists year-round, even in the dry season. The water level of the pool is high right now, which pinches the airflow, making it gust faster. Even with the roaring wind, the room is lovely, in an eerie, haunting sort of way. Names of past adventurers who have reached this point are scrawled into the walls.

22 Tham Luang still goes, though few people other than the most dedicated explorers have ever made it past this point. Hardly anyone ever gets this far in the first place. It's a huge accomplishment, especially since some of the boys haven't even been inside the cave before. The boys have hiked in almost three miles, or five kilometers, and they have done most of it barefoot. In a moment like this, you have to stop and soak it all in.

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23 Coach Ek says that the cave keeps going beyond the pool. But if they want to see it, they'll have to get wet again, and this time they'll have to dunk their heads under. Do the boys want to go? Or should they head back?



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24 Thi, the only one on the team wearing a watch, tells the others what time it is. They have spent almost three hours inside already. If they want to be out of the cave in time for Night to make his party, they are going to have to absolutely fly back home. They decide to turn around.

25 Everyone scrambles and squirms back toward the entrance. They swim back across the water they crossed on their way in. They hustle forward in single file, trying to go as quickly as possible without twisting an ankle on the slippery rocks.

26 And then Coach Ek hears Bew, who is up at the front of the group, call back to him.

27 "Coach, come see! There's water here!'

28 Coach squeezes past the others to the front of the line.

29 "Hey, are we lost?" one of the boys behind him asks. "Did we take a wrong turn?"

30 "No," Coach Ek **assures** them. "We can't be lost. There's only one way out, for sure."

assures: *guarantees*

turbulent: *rough*

31 The boys point to the source of their confusion. They should be approaching Sam Yaek, the three-way junction, but now there is a pool of swirling water that wasn't there before.

32 The water completely blocks the way forward. The passage they came through is somewhere under the **turbulent** water, but they can't see it.

33 Tham Luang is flooding.

CHECKPOINT

TALK ABOUT IT Work with a partner. How does the team make decisions while exploring the cave? What does this tell you about their relationship? Support your response with details you underlined. Record your ideas in the notes box.

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READ & ANALYZE

How Words Work

Context Clues

Context clues are words, phrases, or sentences around an unknown word that can help you determine the word's meaning.

- Definitions, explanations, and comparisons can all be context clues.
- You may need to combine context clues from several sentences to determine a word's meaning.
- Check the definition of a word in a dictionary to ensure that the meaning you have inferred is correct.

Find context clues from *All Thirteen* that help to determine each word's meaning. Write the clues in the chart.

Word	Context Clues	Meaning
spire (paragraph 4)	• "hang down like dragon teeth" (paragraph 4)	
junction (paragraphs 7, 11, 31)		
serene (paragraph 12)		

TALK ABOUT IT Compare your chart with a partner's. How does knowing these words improve your understanding of what it's like inside the cavern? Record your ideas in the notes box.

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NAME

EXIT TICKET

What is the main problem the Wild Boars face in this part of the text? How do you think they might solve that problem? Write your responses in the chart.

Problem	Possible solution

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MODULE 1 SESSION 5

All Thirteen, Part 2

DO NOW

Complete the story map with information from *All Thirteen*.

Characters
Who is this story about?

Setting
When and where does the story take place?

Conflict
What is the big problem in the story?

LEARNING GOALS	SUCCESS CRITERIA
I will learn how to: • Identify challenges and responses in narrative nonfiction. • Use independent and dependent clauses appropriately.	**I will be able to:** • Explain what Coach Ek's responses to challenges in *All Thirteen* reveal about him as a leader. • Analyze examples of clauses from *All Thirteen* and use clauses correctly in writing.

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READ & ANALYZE

Unlock the Text

Vocabulary

Read the information in the chart.

Word	Focus Root	Definition	Example Sentence
in•struc•tions (*n.*)	struct (to build, to pile up)	directions or teaching about something	The guide gave the hikers careful **instructions** to stay together and not wander off.
sub•side (*v.*)		to sink down	The heavy stones caused the soil to **subside.**
con•serve (*v.*)		to save; not to waste or use up	If you **conserve** your water, it will last until the end of the hike.
pho•ton (*n.*)	photo (light)	a unit of light measurement	Caves are completely dark; not even a **photon** of light will reach your eyes.

TALK ABOUT IT Discuss the questions with a partner. Record your ideas in the notes box.

1. What's one example of important safety **instructions** for cavers?
2. When might you be relieved to see water **subside?** When might you be worried?
3. Besides water, what should you **conserve** during a hike or similar activity? Why is it important to **conserve** these items?
4. Why are there no **photons** of light in a cave?

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Greek and Latin Roots

A **root** is the most basic part of a word before a prefix or suffix is added to it. It gives a word a large part of its meaning. A root usually cannot stand on its own as a word. Review the information in the chart.

Word	Prefix	Root
in•struc•tions	in- (in, upon)	struct (to build)
pho•ton		photo (light)

Read each sentence. Circle the root in the underlined word. Then write the meaning of the underlined word on the line.

1. Nobody had a camera, so the boys could not take any photographs of the cave.

   _____

2. Their way into the chamber was obstructed by rocks.

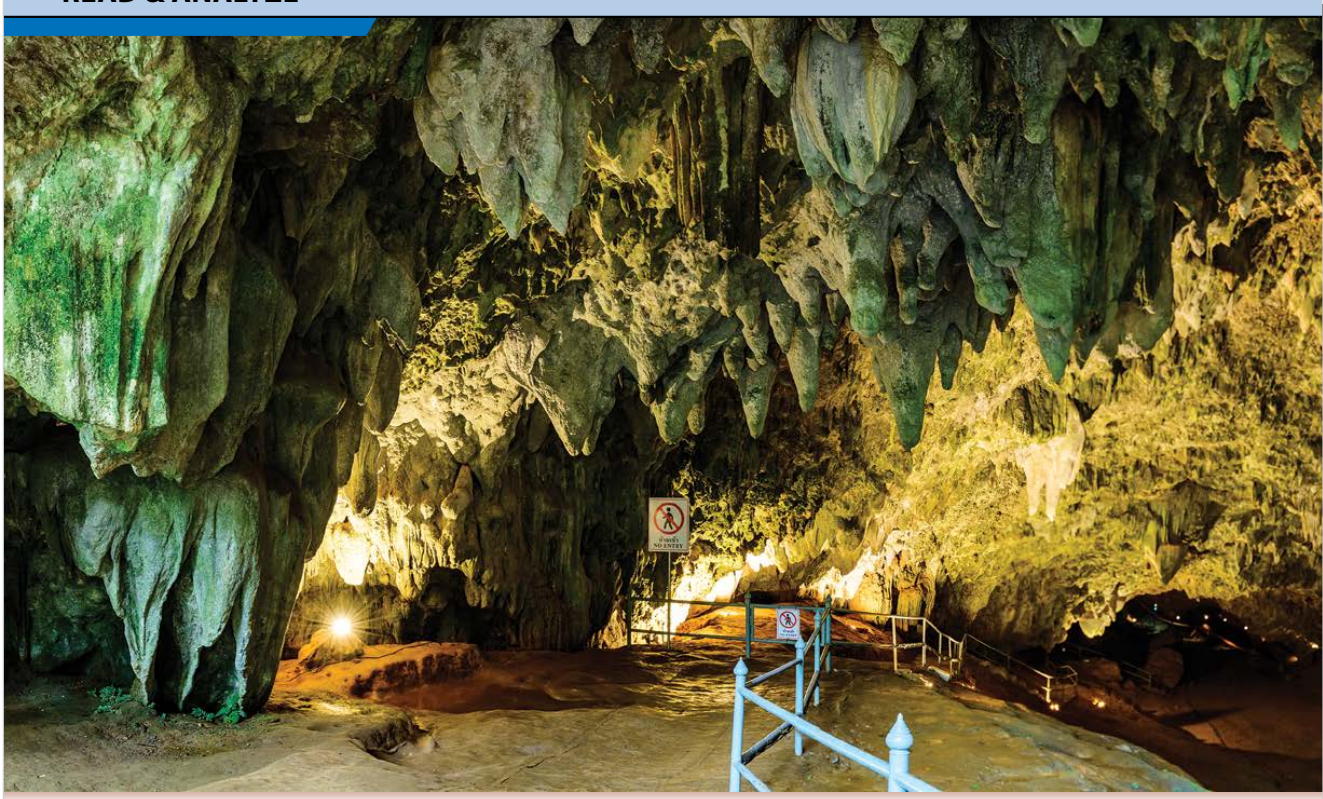
   _____

3. Nature had created the cave's complex structure over thousands of years.

   _____

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READ & ANALYZE



from *All Thirteen* by Christina Soontornvat (PART 2)

Purpose for Reading

Read to learn more about how trapped the team is, and how they react to this challenge.

Annotate

Underline challenges Coach Ek and the Wild Boars face and the ways they respond to them. Tracking challenges and responses will help you **determine a central idea.**

Jot notes in the margin that explain what the characters responses reveal about them.

Trapped

June 23, 2018

34 The Wild Boars are only about a mile from the cave entrance, about an hour-and-a-half hike from their bikes. They look down at the water pooling at their feet where there had previously been dry ground. It is as cloudy as a cup of milky coffee. They can't see the forward passage at all, but they know it's there.

35 Coach Ek wonders how bad the flooding is. If the flooded section isn't too long, maybe they could manage to swim out. He will give it a try first.

36 Coach Ek unspools the coil of rope he brought with them. He ties one end around his waist and hands the other end to Thi, Night, and Adul.

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37 As he wades into the water, he gives them **instructions**. "Once I swim in, if I can't find any way forward, I'll tug the rope twice and you'll pull me back. But if I don't tug on the rope at all, you'll know we can make it through, and you can swim in after me."

38 The boys nod and grip tight to the rope. Their heartbeats race as they watch their coach take a deep breath and plunge into the water.

39 The cold **current** swirls around Coach Ek. It's strong, and it pushes him back toward the boys waiting behind him. They shine their flashlights into the water to give him some light. But even with his eyes wide open, he can't see through the dirty swill. He swims forward for a few strokes, stretching his feet down to check if he can reach the bottom. His toes kick sand. He reaches overhead. The water goes all the way to the rock above. There is no air space at all.

current: *the movement of water*

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reel: *pull*

40 Quickly, he yanks the rope twice. He feels the tug of the boys on the other end. He kicks his legs as they **reel** him in.

41 Coach Ek gets out of the water, dripping and chilled. He knows that if he uses the word "trapped," the boys could panic. He stays calm and explains that they won't be able to get out this way with the water so high. But if they wait, it will go down, and then they'll be able to swim out.

42 The boys look at one another. They don't understand. They just came this way. How could the water have risen so quickly?

43 In order to understand how the Wild Boars became suddenly stranded inside the cave, you have to understand more about the cave itself. Tham Luang is the fourth longest cave in Thailand. Compared to the longest known cave in the world, Mammoth Cave, in Kentucky, which is 405 miles (653 kilometers) long, the Cave of the Sleeping Lady is just a baby. But it's not the cave's length that makes it dangerous.

44 It's the way it floods.

45 The mountain that holds Tham Luang cave is made of rock called karst limestone. This is a very holey type of rock found all over the world, from Southeast Asia to the United States. Wherever you find karst, you almost always find caves.

46 When rain falls on the Nang Non mountains, it doesn't just run over the surface. Much of that rain sinks straight down into the mountain's millions of holes, soaking into the ground like a sponge. When the Wild Boars walked into Tham Luang, it was dry. But what the boys didn't realize was that the heavy rains that hit the area a few days before had completely **saturated** the ground beneath their feet. The boys didn't know that the dry ground they walked on masked a mountain already filled to the brim with water. Any extra water—like the rain that started to fall after the boys went inside—has nowhere else to go, so it flows through the cave itself. And it flows fast. Karst caves are known to flash flood in an instant. The network of tunnels in a karst mountain is like an underground river system. Tiny

saturated: *soaked*

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passages near the surface carry rainwater deeper into the mountain, where the passages widen and join bigger streams, which connect to even bigger streams. In some cave systems, entire raging rivers of water gush through the rock, putting white-water rapids to shame.

47 Trapped as they are, the situation for the Wild Boars could be even worse. Tham Luang has only partially flooded for now. The rains outside have not created a deluge inside the mountain.

48 Not yet.

49 At 5:00 p.m. on Saturday, the boys are more afraid of their parents than of the cave. None of the boys told their families where they were going. Mark realizes how late it will be by the time he gets home and worries about the scolding he'll get once he does show up. Thi knows his mom is going to be furious. Some of the boys start thinking about all the homework they have to do for school.

50 Coach Ek wonders if they can dig a canal for the water to flow into. Maybe if they dig it deep enough, that will allow the water to **subside** and make enough space for them to swim through. The boys grab rocks and start digging in the gravelly dirt. They dig and dig, but it quickly becomes clear that they're not making any change in the water levels.

51 Suddenly everyone is exhausted. It isn't late, but the rush of adrenaline from realizing they are trapped has now worn off, and **fatigue** hits them like a truck.

fatigue: *tiredness*

52 Thi checks his watch again. It's 6:00 p.m. now. "Coach, do you think we should find someplace to sleep?"

53 The boys all agree that they should rest and wait for the water to go down. Coach Ek leads the way deeper into the cave to a section where the ground is sandy and water drips from the rocks along the cave walls. Night thinks about his party and all the friends and family invited. He thinks about the food he knows his mother has been cooking all afternoon, and the cake.

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READ & ANALYZE

54 His teammates are thinking of food, too. It's useless, though, unless they want to eat flashlights for dinner. They have no food with them. The only snacks they had were eaten before they entered the cave. Luckily, they do have the most important thing their bodies need—water.

murky: *cloudy*

55 Coach tells them that drinking the **murky** water from the pools on the cave floor isn't safe. It could have run straight over the ground and into the cave, carrying all sorts of harmful bacteria. But the water dripping from the walls has probably filtered down more slowly through the rocks overhead, cleaning it somewhat.

56 The boys drink the water as best they can, cupping their hands to catch the drops as they fall. It tastes good and clean, like spring water.

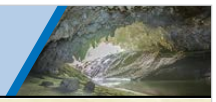
57 They find the driest spots they can and lie down together. Coach knows that he needs to keep calm and positive so that no one gets upset. Luckily everyone seems all right. Other than worrying about being in trouble with their parents, none of the boys are panicking. Before they go to sleep, he tells them all to pray together, just as they would before going to bed at home.

58 When the prayers are finished, Coach Ek tells them not to worry; the water will go down, and the parks department staff will be looking for them. One by one, the boys drift off to sleep, thinking about tomorrow, when they'll be able to get out.

CHECKPOINT

TALK ABOUT IT Work with a partner. Discuss how Coach Ek and the boys react once they know they are trapped in the cave. Support your response with details you underlined. Record your ideas in the notes box.

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Empty Bellies, Clear Minds

June 26, 2018

59 The Wild Boars are entering their third full day underground. They've spent the first two days trapped in the cave alternating between crying and comforting one another and crying again. Why hasn't anyone found them yet? How long will they have to be there?

60 Even now that their tears have dried, it's so frustrating to have to sit in one place hour after hour with nothing to do but wait. The Wild Boars are not the sitting type. They want to do something, *anything*.

61 They keep checking the water that blocks their way out, but it hasn't gone down. They scratch messages into the cave's walls: 26th OF JUNE: 13 BOYS NEED RESCUING. They have no idea who will see these messages, but at least it gives them something to do.

62 At least here they have a good supply of fresh water. The water tastes clean, and it hasn't made anyone sick so far. Coach Ek is **reluctant** to leave such an important **resource**[, so] they decide to wait where they are.

reluctant: *not wanting; hesitant*

resource: *something that gives support*

converts: *changes*

63 By the third day, the boys' tears may have stopped, but their hunger has multiplied. Titan, the youngest, has pains in his stomach from the hunger. He tries not to think about food, but it's so hard not to. He craves the good foods his family makes, like fried rice and northern-style curry paste. He isn't alone. Everyone dreams of food.

64 Coach Ek urges the boys to rest and to **conserve** as much energy as possible. When your body is deprived of food, it will lower its metabolism to survive. Metabolism is the rate at which your body **converts** food into energy. The lower your metabolism, the longer you can survive without eating.

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READ & ANALYZE

65 Some mammals can survive for months without food by hibernating. During hibernation, they go into a deep sleep, their metabolism slows, and their body temperature drops, until they wake up in the spring thin and hungry. If only the Wild Boars could hibernate! But humans must keep their body temperature at about 98.6 degrees Fahrenheit (37 degrees Celsius). Even when the boys are resting, their bodies are burning calories just to keep themselves warm. Since they can't get those calories from eating food, they have started to burn through the little fat they had stored up. If a person goes long enough without eating, their body will eventually begin **consuming** itself to stay warm and stay alive.

consuming: *using*

66 It doesn't help that the cave is damp and chilly. It's about 72° F (22°C), which is on the cold side for Thai children, who are used to warmer weather this time of year. The team got soaked when they had to cross the pools of water, and they still haven't managed to dry out completely. The boys tug their shorts over their knees and slip their arms inside their sleeves. They scoop out a ditch in the sand, where they can huddle close and trap the heat radiating off their bodies.

67 Coach Ek keeps careful track of the flashlights, saving the most powerful ones and flicking only one on at a time whenever they need to get a drink of water. With the lights off, it's pitch black.

68 Go into the darkest corner of the darkest room of your house. Shut the door and turn off the light. After a few minutes, when your eyes adjust, it's likely that some **photons** of light will somehow find their way to your eyeballs. Not so inside a cave.

69 The total darkness of caves can cause some people to **hallucinate,** seeing flares of color at the edges of their vision. Dwell on the darkness too long, and it takes on a heaviness that presses in on you, weighing you down. Professional cavers who spend weeks at a time inside a cave describe a condition

hallucinate: *see imaginary visions that seem real*

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they call the Rapture, which is a panic attack that seizes people deep underground. Of all the dangers one can encounter in a cave, losing your mind is the most frightening of all.

70 Coach Ek is determined not to let his team fall prey to panic. He knows that they will take their cues from him. If he stays cool, they'll be cool. To help them even more, he tells them to **meditate.**

meditate: *breathe regularly to calm one's body and mind*

71 All the Wild Boars are familiar with the practice of meditation. Like most of the boys, Coach Ek is Buddhist, and he usually leads the team through meditation exercises before a soccer game to get them focused on the match ahead. Just like on the soccer field, the boys follow their coach's guidance. Breath by breath, they each become the master of the one thing they can control inside Tham Luang: their own mind.

CHECKPOINT

How does the title of this section, "Empty Bellies, Clear Minds" (paragraphs 59–71), relate to the challenges the team faces and how they respond? Support your response with details you underlined.

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READ & ANALYZE

How Sentences Work

Independent and Dependent Clauses

An **independent clause** has a subject and verb and expresses a complete thought.

- An independent clause can stand alone as a complete sentence.

The soccer team was stuck in the cave.

A **dependent clause** has a subject and verb, but does not express a complete thought. A dependent clause cannot stand alone as a complete sentence.

- Dependent clauses usually begin with a type of **conjunction,** or a word that helps connect ideas. Conjunctions that can be used to start a sentence include *before, after, if, when, even though, although, because, since, while,* and *until.*

after rain flooded the exit

To combine a dependent and independent clauses into a sentence, start with the dependent clause, then add a comma and the independent clause.

Read the example sentence. Circle the dependent clause. Underline the independent clause. Put a box around the conjunction at the beginning of the dependent clause.

After rain flooded the exit, the soccer team was stuck in the cave.

Read each sentence from *All Thirteen.* Circle the dependent clause. Underline the independent clause. Put a box around the conjunction.

1. When the Wild Boars walked into Tham Luang, it was dry. (paragraph 46)
2. When your body is deprived of food, it will lower its metabolism to survive. (paragraph 64)

Write an original sentence about *All Thirteen* that contains both an independent clause and a dependent clause.

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NAME

EXIT TICKET

In Part 2 of *All Thirteen*, Coach Ek's responses to challenges help the team survive in the cave. Support this idea with details from the text. Write one thing Coach Ek says, one thing he thinks, and one thing he does that show he is a good leader.

What he says:

What he thinks:

What he does:

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