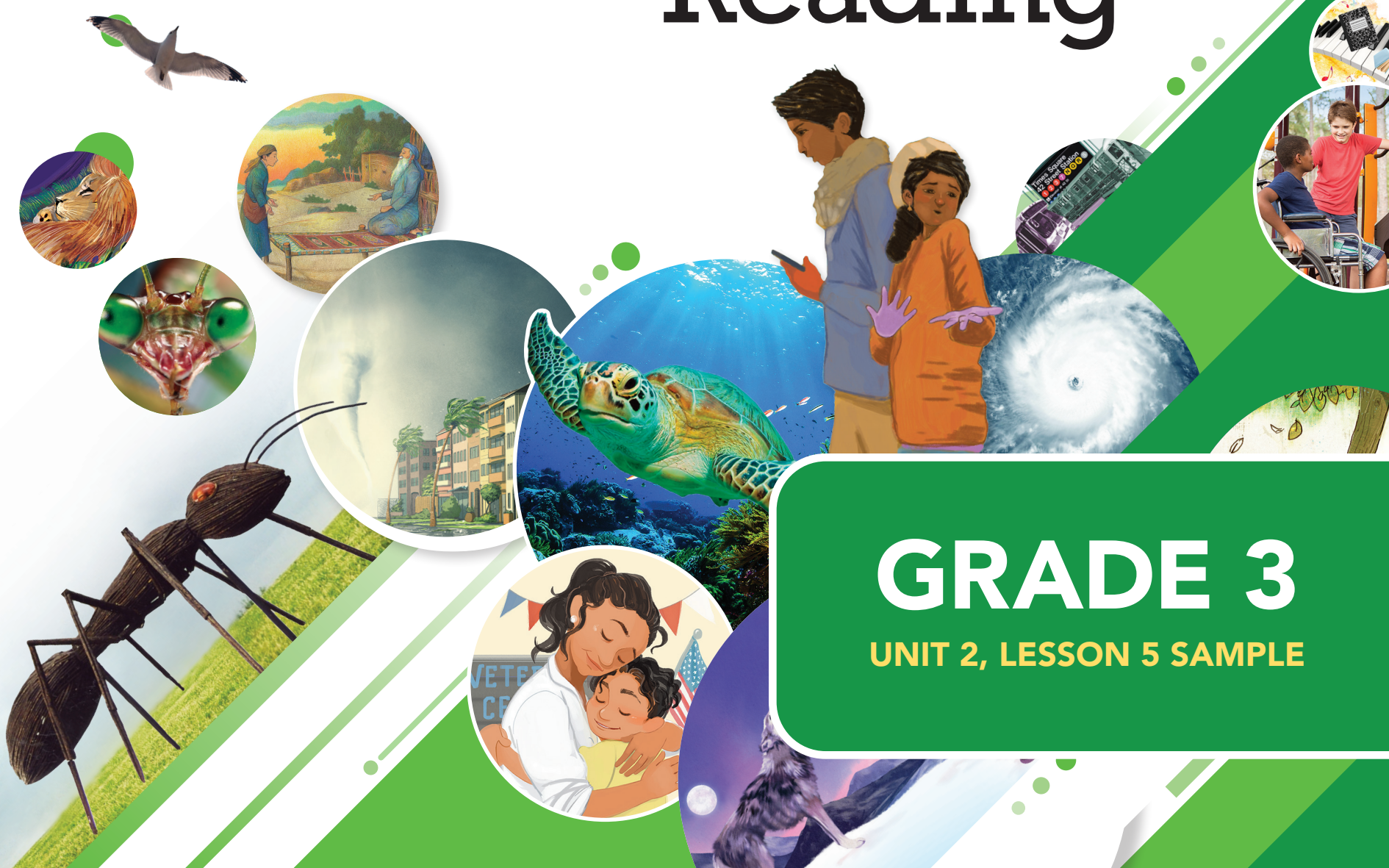


Magnetic Reading™



GRADE 3
UNIT 2, LESSON 5 SAMPLE

Teacher's Guide

 i-Ready[®] Learning

Magnetic Reading[™]

Teacher's Guide
GRADE 3

Curriculum Associates[®]

NOT FOR RESALE

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North Billerica, MA 01862

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Welcome to ***Magnetic Reading***

Magnetic Reading is built on four key pedagogical pillars that draw students to the center of learning.

Data to Inform Instruction

i-Ready lesson-level data and reporting give teachers valuable strategies for individual students, groups, and impactful pairings.

Knowledge-Rich Learning

A content-rich curriculum encourages students to build a store of knowledge and vocabulary that they can activate when reading future texts.

Culturally and Linguistically Responsive (CLR) Pedagogy

Culturally and Linguistically Responsive (CLR) teaching and texts validate and affirm diverse backgrounds and perspectives so all students may see themselves as part of a rich, thriving community of cultures and ideas.

Scaffolds to Support Learner Variability

Built on the principles of Universal Design for Learning, *Magnetic Reading* opens access for all students to engage with high-quality, grade-level text.



Authors and Advisors

Magnetic Reading provides research-based instruction informed by practical classroom experience. Guidance from our program authors and advisors ensures that the program is rigorous for students and manageable for teachers to implement.

Authors



James W. Cunningham, Ph.D.

Awards and Key Positions

- Reading Hall of Fame
- National Reading Conference Board of Directors
- *International Encyclopedia of Education* contributor

Advisory Focus

- Text complexity
- Reading comprehension
- Vocabulary
- Writing (K–8)



D. Ray Reutzel, Ph.D.

Awards and Key Positions

- Literacy Researchers Association Board of Directors
- International Reading Association Board of Directors
- John C. Manning Public School Service Award

Advisory Focus

- Informational text
- Reading comprehension
- Reading assessment
- Response to Intervention—at-risk children
- Fluency

Advisors



Culturally Responsive Texts and Instruction **Sharroky Hollie, Ph.D.**

Dr. Sharroky Hollie is the Executive Director of the National Institute of Culturally Responsive Teaching and Learning. A national educator who provides professional development in cultural responsiveness, Dr. Hollie has trained more than 150,000 educators and worked in nearly 2,000 classrooms since 2005. He has authored several texts and journal articles, including *Strategies for Culturally and Linguistically Responsive Teaching and Learning* (2015) and a chapter in the *Oxford Handbook of African American Language* (2015).



Universal Design for Learning (UDL) **David A. Dockterman, Ph.D.**

Dr. David Dockterman, a lecturer at the Harvard Graduate School of Education, has more than 35 years of experience translating research into scalable and effective educational programs. He works with publishers and academic and nonprofit organizations, and he teaches courses in evidence-driven innovation and adaptive learning with a focus on responding effectively to multiple dimensions of learner variability.



Cultural Authenticity **Odia Wood-Krueger**

Odia Wood-Krueger focuses on culturally relevant content, curriculum writing, and community engagement in public education. She worked for nine years in the Indian Education Department at Minneapolis Public Schools. Her projects include the first-of-its-kind Native American Freedom Schools®, sensitivity writing for publishers, and community outreach for *The Bias Inside Us*, a Smithsonian Institution exhibition on implicit bias. Wood-Krueger is a member of the Central Urban Métis Federation, Inc. (CUMFI).

English Learners

English Learner Success Forum

ELSF is a collaboration of researchers, teachers, education leaders, and content creators who are dedicated to improving the quality and accessibility of instructional materials for English learners (ELs). ELSF's experts provide guidance to curriculum developers in addressing the linguistic and cultural assets and needs of ELs. The goal of our collaborative efforts is to provide ELs full access to grade-level content and quality learning.

Knowledge Building

Johns Hopkins Institute for Education Policy

The Johns Hopkins Institute for Education Policy is dedicated to integrating the domains of research, policy, and practice to achieve educational excellence for all of America's students. Experts team up with educational publishers and other organizations to ensure that instructional units are comprised of texts that effectively build knowledge in critical areas.

African American History and Culture

Schomburg Center for Research in Black Culture

The Schomburg Center for Research in Black Culture is a world-leading cultural institution devoted to the research, preservation, and exhibition of materials focused on African American, African Diaspora, and African experiences. Through content reviews, the Schomburg Center has provided guidance on the representation of African American history and experience.

Program Components

Whether using *Magnetic Reading* as a stand-alone program or in conjunction with other ELA components, educators have the resources and flexibility to meet all their instruction and assessment needs.

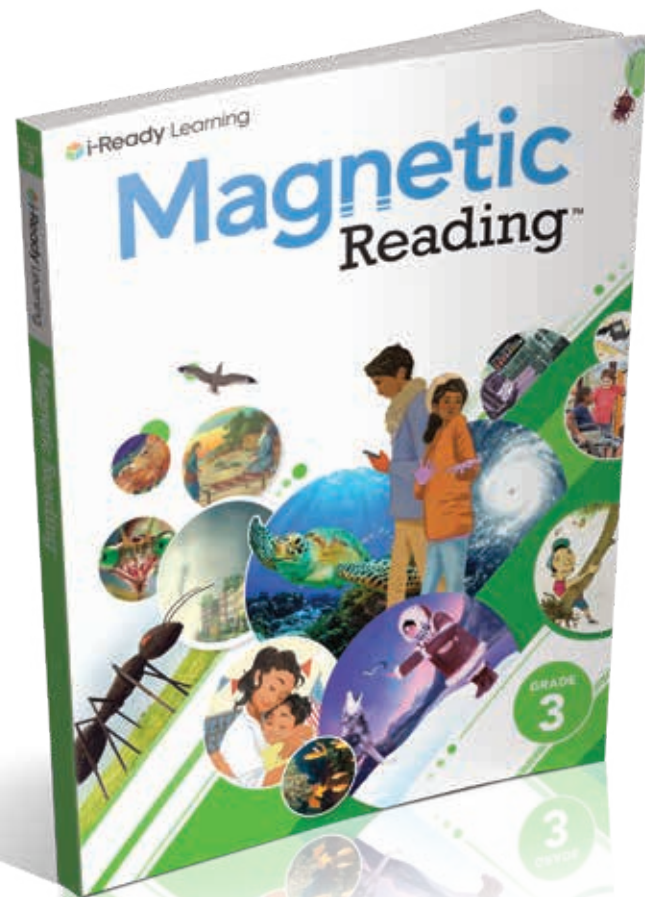
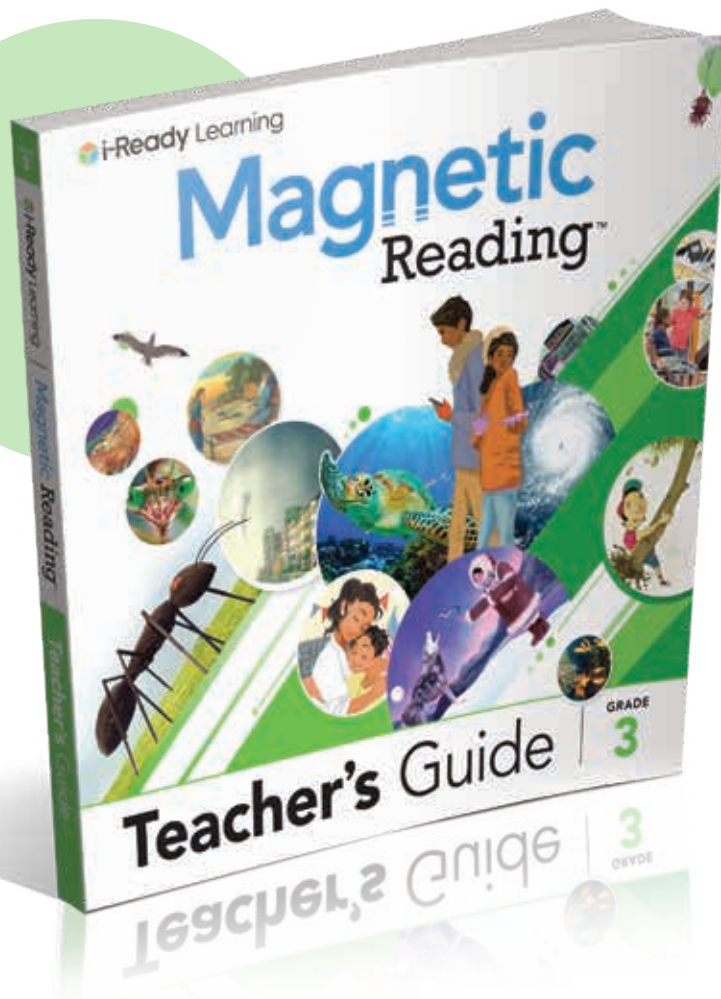
Essential Components

Teacher's Guide

Everything you need in one book, including standards-aligned curriculum, content roadmap, scaffolded activities, and assessments.

Student Book

A powerful resource for students to become better readers. Scaffolded supports throughout help students to build stamina in reading grade-level content.



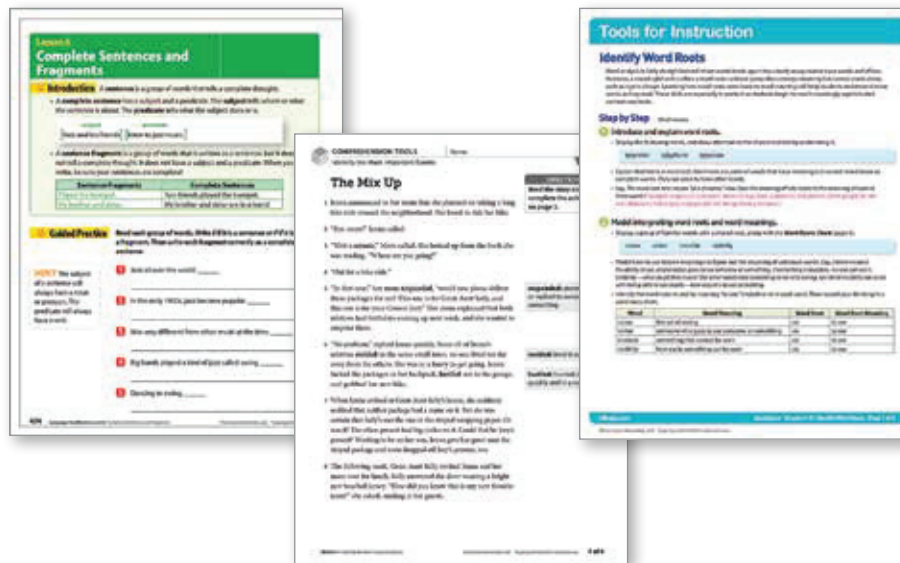
Resources to Optimize Implementation

Teacher Toolbox

- Interactive Tutorials
- Lesson Presentation Slides
- Posters of Routines
- The Language Handbook
- Assessment Resources
- Tools for Scaffolding Comprehension
- Tools for Instruction
- Discourse Cards
- Graphic Organizers
- Writing Rubrics

i-Ready

- Assignable Practice Resources
- *i-Ready* Assessments & Reports
- *i-Ready* Grade-Level Scaffolding Report
- *i-Ready* Personalized Instruction
 - Auto-generated, individual pathway for students
 - Teacher-assigned practice options



Using **Magnetic Reading** with **i-Ready**

Magnetic Reading in the i-Ready Product Suite

Magnetic Reading is situated within the *i-Ready* product suite, giving educators the resources and flexibility to meet their instruction and assessment needs. The *i-Ready* suite has the tools for diagnosing and monitoring progress, providing whole-class instruction, and setting students on a personalized learning path.

Diagnose and Monitor



i-Ready Diagnostic

See a portrait of student growth and a path to proficiency with this adaptive diagnostic assessment.



i-Ready Standards Mastery

Assess mastery of standards and monitor student progress with standards-based digital assessments.



Oral Reading Fluency Assessments

Assess students' reading fluency with benchmark assessments that measure rate, accuracy, prosody, and comprehension.

Teacher-Led Instruction



Magnetic Reading

Inspire students to read engaging, grade-level texts while providing rigorous comprehension instruction.



Phonics for Reading

Prepare students for grade-level reading with age-appropriate phonics instruction.



Ready Writing

Guide students to become effective writers across all modes.

Personalized Learning



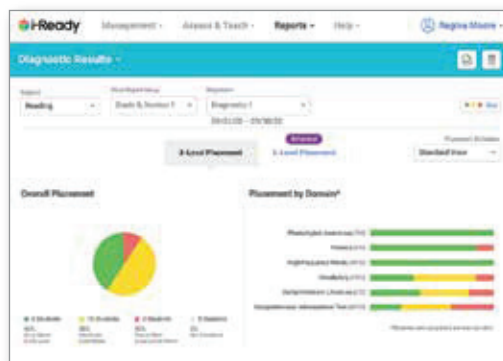
i-Ready Personalized Learning

Set students on a personalized pathway with digital instruction.

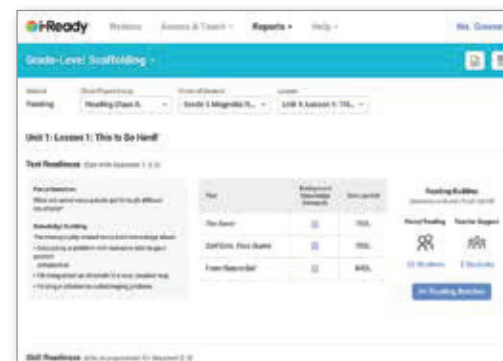
Data-Driven Instruction

i-Ready Assessments and Personalized Instruction strategically address students' individual learning needs and make the best use of educators' time with actionable reports.

The *i-Ready* Diagnostic empowers *Magnetic* teachers to make data-driven instructional decisions.



Review *i-Ready* Diagnostic results to see comprehensive data about student learning and growth across all K–8 skills.

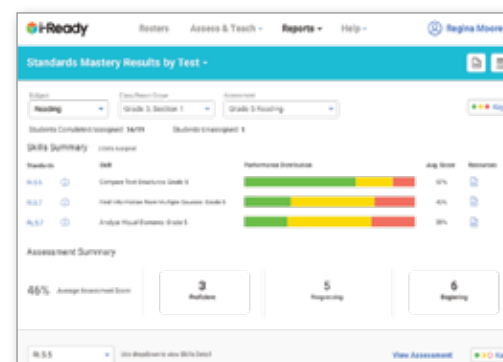


Consult the **Grade-Level Scaffolding Report** before teaching each *Magnetic Reading* lesson to plan reading and standards-based instructional scaffolds with students' individual needs in mind.

i-Ready reporting gives teachers data to monitor student progress and mastery.



Personalized Instruction uses data from the Diagnostic to generate a tailored pathway of interactive lessons for each student. *i-Ready* reporting allows teachers to regularly track student progress and use that progress to inform classroom instructional decisions.



When given at regular intervals during the school year, **Standards Mastery** provides insight into the skills students struggle with and those they have mastered, providing ongoing data to inform planning for remediation and enrichment.

How Magnetic Reading Units Work

Magnetic Reading includes six units at each grade level. Each unit explores a grade-appropriate science, social studies, or social-emotional theme and includes **Focus Lessons** and a **Connect It Lesson**.

UNIT 1					UNIT 2					UNIT 3					UNIT 4					UNIT 5					UNIT 6				
L1	L2	L3	L4	CI	L5	L6	L7	L8	CI	L9	L10	L11	CI	L12	L13	L14	CI	L15	L16	L17	CI	L18	L19	L20	CI				

UNIT 3

Making a Difference

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161

Structure of a Unit

- Three or four conceptually related **Focus Lessons** build knowledge on a focused part of the unit topic and provide rigorous instruction and practice on the focus standard. Focus Lessons can be taught in sequence or in isolation to target particular standards while still building knowledge of the unit topic.
- A **Connect It Lesson** at the end of each unit extends the knowledge build with a longer, culminating text and integrated review and practice of the unit's focus standards.

Each **Focus Lesson** targets a single literary or informational standard and builds knowledge on the lesson topic.

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FOCUS STANDARDS: Ask and Answer Questions, Determine Word Meanings

<i>Fun for Everyone</i>	212
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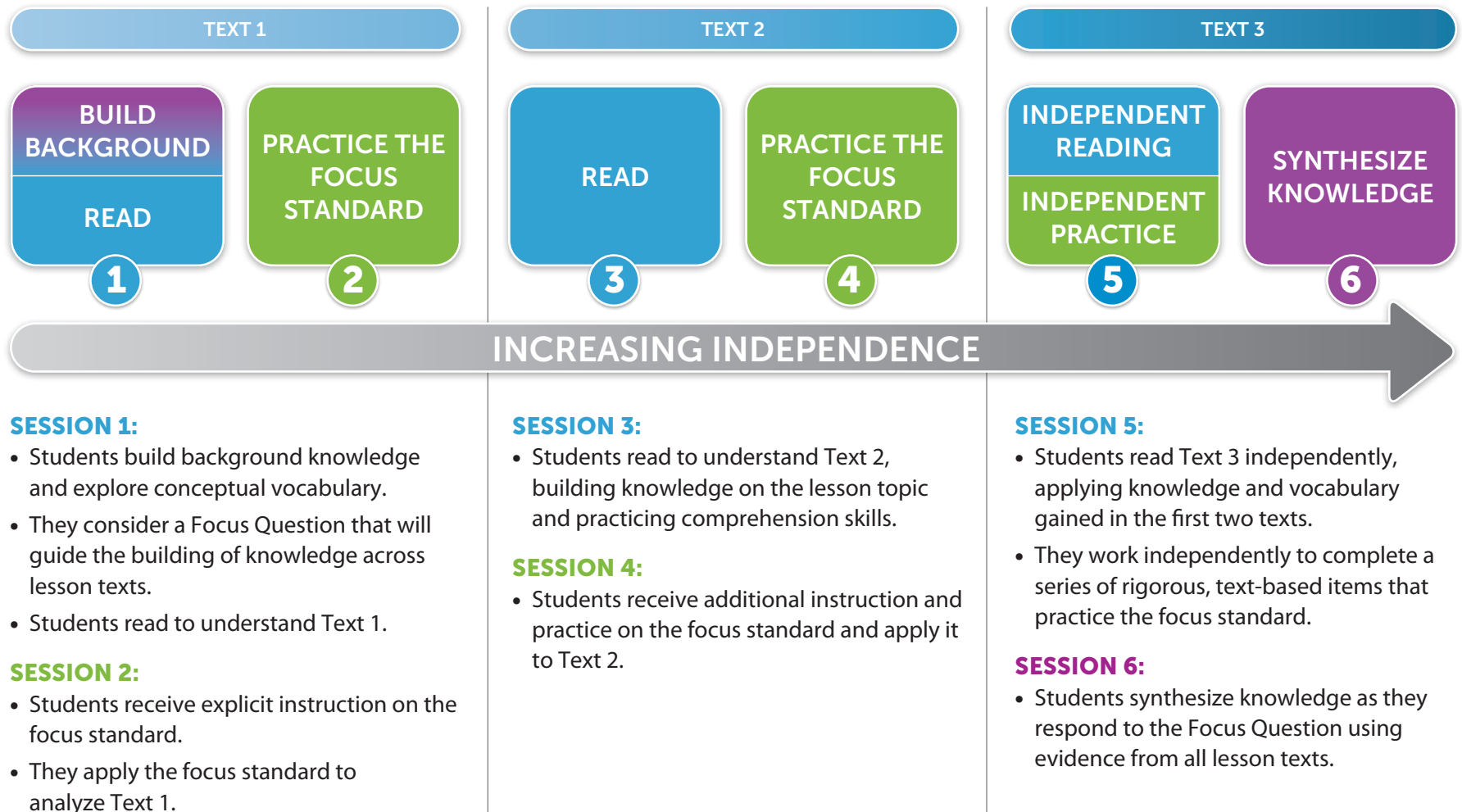
Multiple lessons offer fresh perspectives and opportunities for students to deeply explore the unit topic.

The **Connect It Lesson** synthesizes skills and knowledge from across the unit.

How Magnetic Reading Lessons Work

Focus Lessons

Each **Focus Lesson** provides rigorous instruction on a single standard through authentic reading experiences that build knowledge and comprehension skills across six 30–45-minute sessions. Each session has a primary instructional focus, but knowledge building and the practice of comprehension skills are integrated into authentic reading experiences in all six sessions.



Connect It Lessons

A **Connect It Lesson** at the end of each unit culminates learning. Students read and analyze a longer text and integrate knowledge and standards practice gained across the unit. Each Connect It Lesson takes place across four 30–45-minute sessions. The Teacher’s Guide provides additional resources for reteaching and suggestions for projects to extend learning.

**CONNECT
CONCEPTS**

**BUILD
BACKGROUND**

1

SESSION 1:

- Students discuss what they have learned about the unit topic by sharing details and insights from texts across the unit.
- They explore a network of conceptual vocabulary to build background for reading the culminating text.

**READ A
CULMINATING
TEXT**

2

SESSION 2:

- Students read to understand a longer, culminating text that builds on the knowledge gained in previous lessons.

**PRACTICE
THE UNIT
STANDARDS**

3

SESSION 3:

- Students work independently to complete a series of items about the text that integrate practice of standards taught throughout the unit.

**SYNTHESIZE
KNOWLEDGE
ACROSS UNIT
TEXTS**

4

SESSION 4:

- Students “put it all together” in an activity that explores the unit topic and requires students to make connections between the Connect It text and other unit texts, drawing on evidence from multiple unit texts.

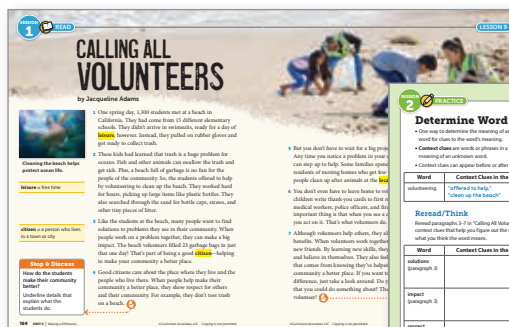
Primary Instructional Focus

Although students read, apply standards, and build knowledge in every session, each session is color-coded according to its primary instructional focus.

 **Blue Pages:** Reading

 **Green Pages:** Standards Practice

 **Purple Pages:** Knowledge Building



1 READ

CALLING ALL VOLUNTEERS

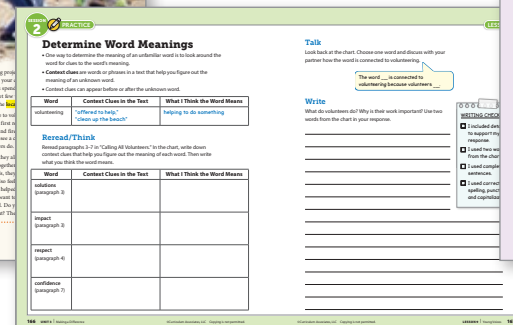
by Jacqueline Adams

One spring day, 1,300 students met at a beach in California. They had come from 15 different elementary schools. They didn't come to vacation, with the day of sun, swims, and beach games. Instead, they pulled on rubber gloves and got ready to volunteer.

These kids had learned that trash is a huge problem for oceans. Fish and other animals can mistake the trash and get sick. Plus, a beach full of garbage is no fun for the people of the community. So, the students offered to help by volunteering to clean up the beach. They worked hard for hours, picking up bags from the glass bottles. They also searched through the sand for bottle caps, straws, and other tiny pieces of trash.

I like the students at the beach, many people want to find solutions to problems that are in their community. When people work on a problem together, they can make a big impact. The beach volunteers did 27 garbage bags in just that one day! That's just a part of being a good citizen—helping to make their community a better place.

Good citizens care about the places where they live and the people who live there. When people help make their community a better place, that shows respect for others and that community. For example, they didn't leave trash on a beach.



7 PRACTICE

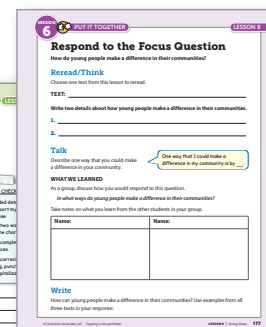
Determine Word Meanings

Use any dictionary to determine the meaning of each underlined word in the text. Write the word's meaning in the space provided.

Read/Think

Read paragraphs 1–2 in “Calling All Volunteers.” In the chart, write down context clues that help you figure out the meaning of each word. Then write what you think the word means.

Word	Context Clues in the Text	What I Think the Word Means
volunteering	offered to help “clean up the beach!”	helping to do something
citizens	paragraph 3	
respect	paragraph 4	
community	paragraph 7	



6 PUT IT TOGETHER

Respond to the Focus Question

How do young people make a difference in their communities?

Reread/Think

Choose one text from this lesson to reread.

Write two details about how young people make a difference in their communities.

1. _____

2. _____

Talk

Describe one way that you could make a difference in your community.

Our way that I could make a difference in my community is to _____

WHAT WE LEARNED

As a group, discuss how you would respond to this question: In what ways do young people make a difference in their communities? Take notes on what you hear from the other students in your group.

Name:	Name:

Write

How can young people make a difference in their communities? Use examples from all three texts to support your response.

Pacing Guide

Magnetic Reading includes 20 Focus Lessons, 6 Connect It Lessons, and 6 Unit Assessments. Each session is designed to be completed in 30–45 minutes. Sessions allow for a flexible implementation and can be paced out over two days, taught one per day, or combined for a longer block.

MONTHLY PACING BY LESSON

MONTH 1	<ul style="list-style-type: none">• <i>i-Ready Diagnostic</i> (2 days)• Lesson 0 (5 days) Unit 1 <ul style="list-style-type: none">• Lesson 1: Clever Thinking (6 days)• Lesson 2: Learning from Others (6 days)	MONTH 2	Unit 1 (continued) <ul style="list-style-type: none">• Lesson 3: The Simplest Solution (6 days)• Lesson 4: Everyone Makes Mistakes (6 days)• Unit 1 Connect It: A Hero Among Us (4 days)• Unit 1 Assessment (1 day)	MONTH 3	Unit 2 <ul style="list-style-type: none">• Lesson 5: Habitats of the Ocean (6 days)• Lesson 6: Survival Skills (6 days)• Lesson 7: Group Survival (6 days)
MONTH 4	Unit 2 (continued) <ul style="list-style-type: none">• Lesson 8: Protecting the Ocean (6 days)• Unit 2 Connect It: Reefs at Risk (4 days)• Unit 2 Assessment (1 day) Unit 3 <ul style="list-style-type: none">• Lesson 9: Young Voices (6 days)	MONTH 5	Unit 3 (continued) <ul style="list-style-type: none">• Lesson 10: Books Change the World (6 days)• Lesson 11: We Can Help! (6 days)• Unit 3 Connect It: Fair Play (4 days)• Unit 3 Assessment (1 day)	MONTH 6	Unit 4 <ul style="list-style-type: none">• Lesson 12: On the Move (6 days)• Lesson 13: Travel Before and After Trains (6 days)• Lesson 14: Crossing Paths in the Changing West (6 days)
MONTH 7	Unit 4 (continued) <ul style="list-style-type: none">• Unit 4 Connect It: The Ways of the West (4 days)• Unit 4 Assessment (1 day) Unit 5 <ul style="list-style-type: none">• Lesson 15: Weather Watch (6 days)• Lesson 16: Studying Extremes (6 days)	MONTH 8	Unit 5 (continued) <ul style="list-style-type: none">• Lesson 17: Weather Verses (6 days)• Unit 5 Connect It: Weather All Around (4 days)• Unit 5 Assessment (1 day) Unit 6 <ul style="list-style-type: none">• Lesson 18: Natural Creativity (6 days)	MONTH 9	Unit 6 (continued) <ul style="list-style-type: none">• Lesson 19: The Power of Art (6 days)• Lesson 20: Art in Action (6 days)• Unit 6 Connect It: Creative Solutions (4 days)• Unit 6 Assessment (1 day)

FOCUS LESSON PACING		Daily Timing
SESSION 1	SCAFFOLD READING	<ul style="list-style-type: none"> • Notice and Wonder (5 minutes) • Essential Concepts (5 minutes) • Read (15 minutes) • Discuss the Text (5 minutes)
SESSION 2	PRACTICE THE FOCUS STANDARD • Formative Assessment ✓	<ul style="list-style-type: none"> • Reread/Think (20 minutes) • Talk (10 minutes) • Write (5 minutes)
SESSION 3	SCAFFOLD READING	<ul style="list-style-type: none"> • Read (20 minutes) • Discuss the Text (5 minutes)
SESSION 4	PRACTICE THE FOCUS STANDARD • Formative Assessment ✓	<ul style="list-style-type: none"> • Reread/Think (20 minutes) • Talk (10 minutes) • Write (5 minutes)
SESSION 5	INDEPENDENT READING AND PRACTICE • Formative Assessment ✓	<ul style="list-style-type: none"> • Read (20 minutes) • Reread/Think (10 minutes) • Write (10 minutes)
SESSION 6	RESPOND TO THE FOCUS QUESTION	<ul style="list-style-type: none"> • Reread/Think (20 minutes) • Talk (15 minutes) • Write (10 minutes)

CONNECT IT LESSON PACING		Daily Timing
SESSION 1	MAKE CONNECTIONS	<ul style="list-style-type: none"> • Make Connections (10 minutes) • Talk About What You Know (15 minutes) • Essential Concepts (10 minutes)
SESSION 2	SCAFFOLD READING	<ul style="list-style-type: none"> • Read (20 minutes) • Discuss the Text (10 minutes)
SESSION 3	PRACTICE THE FOCUS STANDARDS • Formative Assessment ✓	<ul style="list-style-type: none"> • Reread/Think (20 minutes) • Write (10 minutes)
SESSION 4	BUILD KNOWLEDGE	<ul style="list-style-type: none"> • Make Connections (5 minutes) • Reread/Think (15 minutes) • Talk (15 minutes)



ALTERNATE PACING OPTIONS

Consider alternate pacing to accommodate flexible instructional blocks.

- Combine adjacent sessions for 60-minute sessions.
- Spread sessions over two days for 20-minute sessions.
- Omit Session 6 for a 5-day Focus Lesson pacing plan.
- Omit the Connect It Lesson when choosing a custom path through the lessons in this curriculum.

Engaging Texts That **Build Knowledge**

Research suggests that reading proficiency is connected to students' prior knowledge and that a content-rich curriculum can improve student learning.

Magnetic Reading supports students to build knowledge in key content areas and relevant social-emotional themes.

- Literary texts (*Lit*) represent a range of backgrounds, experiences, and text types. They explore social-emotional themes that students will relate to and learn from, such as conflict resolution, building empathy and awareness, and dealing with emotions.
- Informational texts (*Info*) offer fresh perspectives on science, social studies, technology, and the arts.
- Rich and varied texts build knowledge in key content areas and act as both windows into new worlds and mirrors in which students see themselves.



Key Content Areas

- responsible decision-making (8)
- society (8)
- LatinX & Hispanic experience (3)
- libraries (2)
- social awareness (2)
- African American experience (1)
- American ideals, culture & tradition (1)
- individuals with disabilities (1)
- taking care of the Earth (1)

Multiple texts in each **Focus Lesson** build knowledge on the lesson topic. As students read each new text, they build on the concepts and vocabulary of the previous text or texts.

SESSION 1 TALK ABOUT THE TOPIC

Young Voices

LESSON 9

FOCUS QUESTION

How do young people make a difference in their communities?

NOTICE AND WONDER
Look at the three texts you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

WHAT IS A COMMUNITY?
The word *community* can mean different things. Read the words below. Underline the words that are examples of community and circle those that tell about communities.

sports teams proud volunteering
friendship neighborhood town

Calling All Volunteers
by Jacqueline Adams

Citizen Connection
by Theresa Liberatore

Learning from Each Other
by John Hansen

LESSON 9 | Young Voices 163

The **Connect It Lesson** guides students to connect learning across the texts they have read and extends knowledge with a longer, culminating text.

SESSION 1 MAKE CONNECTIONS

Fair Play

TALK ABOUT WHAT YOU KNOW
Talk with a partner about ways people help their communities. Look at the pictures and use the sentence frames to get you started.

People help their communities by ____
One example is ____
This person made a difference by ____

LESSON 9 Young Voices

LESSON 10 Books Change the World

LESSON 11 We Can Help!

TALK ABOUT WORDS
Read the words below and think about how they connect to a playground. Then tell a partner about a playground you like using these words.

features design
enjoy equipment

CONNECT IT

210 UNIT 3 | Making a Difference

Each **Focus Lesson** stands on its own and has a distinct knowledge focus within the unit. The **Focus Lessons** also work together with the **Connect It Lesson** to build knowledge on the broader unit topic.

UNIT 3

Making a Difference

LESSON 9 Young Voices 162

LESSON 10 Books Change the World 178

LESSON 11 We Can Help! 194

CONNECT IT Fair Play 210

160 UNIT 3 | Making a Difference

Supporting Students to **Read Complex Texts**

The ability to read and analyze complex texts is key to students' success in the classroom and beyond. *Magnetic Reading* supports students to read more so they become informed readers capable of recognizing others' perspectives and enriching their own.

- Scaffolds woven throughout reading sessions support students to engage with grade-level texts.
- Scaffolds during practice sessions support students to unpack the text's ideas, structure, and perspectives to arrive at a deeper understanding.

Each lesson starts with a **Focus Question** that gets students thinking and talking about the lesson topic.

SESSION 1 TALK ABOUT THE TOPIC LESSON 9

Young Voices

FOCUS QUESTION

How do young people make a difference in their communities?

NOTICE AND WONDER
Look at the three texts you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

WHAT IS A COMMUNITY?
The word *community* can mean different things. Read the words below. Underline the words that are examples of community and circle those that tell about communities.

sports teams proud volunteering
friendship neighborhood town



Calling All Volunteers
by Jacqueline Adams



Citizen Connection
by Theresa Liberatore



Learning from Each Other
by John Hansen

162 UNIT 3 Making a Difference ©Curriculum Associates, LLC. Copying is not permitted. LESSON 9 Young Voices 163

Students **build essential background** by exploring key vocabulary and mapping related words and concepts.

CALLING ALL VOLUNTEERS

by Jacqueline Adams



Cleaning the beach helps protect ocean life.

leisure = free time

citizen = a person who lives in a town or city

Stop & Discuss

How do the students make their community better?

Underline details that explain what the students do.

- 1 One spring day, 1,300 students met at a beach in California. They had come from 15 different elementary schools. They didn't arrive in swimsuits, ready for a day of **leisure**, however. Instead, they pulled on rubber gloves and got ready to collect trash.
- 2 These kids had learned that trash is a huge problem for oceans. Fish and other animals can swallow the trash and get sick. Plus, a beach full of garbage is no fun for the people of the community. So, the students offered to help by volunteering to clean up the beach. They worked hard for hours, picking up large items like plastic bottles. They also searched through the sand for bottle caps, straws, and other tiny pieces of litter.
- 3 Like the students at the beach, many people want to find solutions to problems they see in their community. When people work on a problem together, they can make a big impact. The beach volunteers filled 23 garbage bags in just that one day! That's part of being a good **citizen**—helping to make your community a better place.
- 4 Good citizens care about the place where they live and the people who live there. When people help make their community a better place, they show respect for others and their community. For example, they don't toss trash on a beach.



5 But you don't have to wait for a big project to volunteer. Any time you notice a problem in your community, you can step up to help. Some families spend time with residents of nursing homes who get few visitors. Other people clean up after animals at the **local** shelter.

6 You don't even have to leave home to volunteer. Some children write thank-you cards to first responders, such as medical workers, police officers, and firefighters. The important thing is that when you see a community need, you act on it. That's what volunteers do.

7 Although volunteers help others, they also get many benefits. When volunteers work together, they often make new friends. By learning new skills, they gain confidence and believe in themselves. They also feel the happiness that comes from knowing they've helped to make their community a better place. If you want to make a difference, just take a look around. Do you see a problem that you could do something about? Then it's time to volunteer!

local = nearby

Stop & Discuss

What are other ways people can help their community?

Find two examples in the text and discuss them with a partner.

People can help their community by ____.

Text is chunked into sections of 75–100 words, making it easier for students to process what they read.

Definitions at point of use allow for fluent reading to access ideas.

Students pause after each section to monitor comprehension by responding to a **Stop & Discuss** prompt.

Sentence starters model the language needed to talk and write about texts as students read and practice the focus standard.

Determine Word Meanings

- One way to determine the meaning of an unfamiliar word is to look around the word for clues to the word's meaning.
- **Context clues** are words or phrases in a text that help you figure out the meaning of an unknown word.
- Context clues can appear before or after the unknown word.

Word	Context Clues in the Text	What I Think the Word Means
volunteering	"offered to help," "clean up the beach"	helping to do something

Reread/Think

Reread paragraphs 3–7 in "Calling All Volunteers." In the chart, write down context clues that help you figure out the meaning of each word. Then write what you think the word means.

Word	Context Clues in the Text	What I Think the Word Means
solutions (paragraph 3)		
impact (paragraph 3)		
respect (paragraph 4)		
confidence (paragraph 7)		

Talk

Look back at the chart. Choose one word and discuss with your partner how the word is connected to volunteering.

The word ____ is connected to volunteering because volunteers ____.

Write

What do volunteers do? Why is their work important? Use two words from the chart in your response.

WRITING CHECKLIST

- I included details to support my response.
- I used two words from the chart.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

Repeated use of the **Reread/Think, Talk, Write Routine** guides students to critically analyze texts using a graphic organizer and to process their understanding through structured discussions and writing.

Graphic organizers provide a transferable, evidence-based framework for unpacking the text to analyze its ideas, viewpoints, and structure.

Supporting Students to Read Complex Texts (continued)

The best support students have is a well-informed teacher who knows what to look for and how to monitor comprehension based on knowledge of students' reading proficiency and experiences. Planning resources and scaffolds support participation in grade-level reading and discourse and provide flexible options for applying scaffolds when needed and removing them as students develop independence.

The **Lesson Overview** provides a snapshot of supports and resources to facilitate planning.

A **Text At-a-Glance** feature lists challenging elements in each text so teachers can anticipate gaps to address.

An overview of **English learner-specific supports** and strategies is provided for every session and addresses the language domains of listening, speaking, reading, and writing.

OVERVIEW

Young Voices

FOCUS QUESTION

How do young people make a difference in their communities?

About the Lesson

OBJECTIVES

Content Objectives

- Use context clues to determine the meaning of unfamiliar words.
- Analyze prefixes and suffixes in unfamiliar words to determine their meanings.
- Understand how young people work toward making their communities better.

Language Objectives

- Identify and list context clues that support the meaning of unfamiliar words.
- Explain to a partner how analyzing word parts can support understanding of words.
- Locate and discuss text evidence about ways young people impact their communities.

ACADEMIC TALK

See **Glossary of Terms** on pp. 466–473.

context clue, prefix, suffix

Spanish Cognates

prefijo, sufijo

Build Knowledge

Lesson texts build knowledge about:

- How students can help make their communities better by volunteering
- How one young person can make a big difference within a community
- How young mentors and their students learn from one another

Plan Student Scaffolds

- Use **I-Ready data** to guide grouping and choose strategic scaffolds.
- Use **Teacher Toolbox** resources as needed to address related skills:
 - Teach new word meanings
 - Introduce prefix and suffix families
- Partner English learners with students who can serve as language models to support them in completing the charts during Sessions 2 and 4. **EL**
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Shout Out	1	spontaneity, multiple ways to show focus
Merry-Go-Round Share	1, 4	multiple ways to show focus, connectedness
Individual Think Time	1	independence
Stand and Share	1, 3, 5	spontaneity, movement, connectedness
Pick a Stick	2, 4	spontaneity
Silent Appointment	2	social interaction, nonverbal expression
Musical Shares	2	movement, musicality, social interaction
Pass It On	3, 6	spontaneity, connectedness

LESSON PLANNING GUIDE

TEXT 1: Calling All Volunteers • SOCIAL STUDIES ARTICLE

SESSION	READING	TEXT AT-A-GLANCE	ENGLISH LEARNER SUPPORT (EL)
SESSION 1	READING	<p>Concepts/Background</p> <ul style="list-style-type: none"> problems caused by trash in the ocean the benefits of volunteering what it means to be a good citizen <p>Language</p> <ul style="list-style-type: none"> Vocabulary: <i>instead, residents, nursing homes, (animal) shelter, benefits</i> Idioms: <i>step up to help, take a look around</i> 	<p>Speaking/Reading</p> <ul style="list-style-type: none"> Analyze signal words, Paraphrase <p>Listening/Speaking</p> <ul style="list-style-type: none"> Use sentence frames <p>Listening/Reading</p> <ul style="list-style-type: none"> Clarify directions <p>Listening/Reading</p> <ul style="list-style-type: none"> Model activity <p>Reading</p> <ul style="list-style-type: none"> Analyze signal words
SESSION 2	PRACTICE THE FOCUS STANDARD	<ul style="list-style-type: none"> Formative Assessment 	
SESSION 3	SCAFFOLD READING	<p>TEXT 2: Citizen Connection • SOCIAL STUDIES ARTICLE</p> <p>Concepts/Background</p> <ul style="list-style-type: none"> urban vs. suburban modes of transportation how changes are made in local government <p>Language</p> <ul style="list-style-type: none"> Vocabulary: <i>efforts, researching, directly, express bus, skip (stops)</i> Idioms: <i>catch a bus, call attention to, took notice of, come up with</i> 	<p>Listening/Speaking</p> <ul style="list-style-type: none"> Use sentence frames <p>Speaking/Reading</p> <ul style="list-style-type: none"> Make personal connections, Analyze signal words <p>Listening/Reading</p> <ul style="list-style-type: none"> Model activity <p>Listening/Speaking</p> <ul style="list-style-type: none"> Role-play, Rehearse oral responses <p>Speaking/Writing</p> <ul style="list-style-type: none"> Talk before writing
SESSION 4	PRACTICE THE FOCUS STANDARD	<ul style="list-style-type: none"> Formative Assessment 	
SESSION 5	INDEPENDENT READING AND PRACTICE	<p>TEXT 3: Learning from Each Other • SOCIAL STUDIES ARTICLE</p> <p>Concepts/Background</p> <ul style="list-style-type: none"> mentoring Connecticut Puerto Rico Hurricane Maria <p>Language</p> <ul style="list-style-type: none"> Vocabulary: <i>destructive, native language, instruction, challenges, developing</i> Idioms: <i>the idea ... hit me, it turns out</i> 	<p>Speaking/Reading</p> <ul style="list-style-type: none"> Use sentence frames <p>Reading</p> <ul style="list-style-type: none"> Sketch <p>Listening/Reading</p> <ul style="list-style-type: none"> Read aloud questions and answer choices <p>Writing</p> <ul style="list-style-type: none"> Use word bank
SESSION 6	KNOWLEDGE BUILDING	<p>RESPOND TO THE FOCUS QUESTION</p> <ul style="list-style-type: none"> How do young people make a difference in their communities? <p>Integrate information from the lesson texts</p> <ul style="list-style-type: none"> Collaborative discussion Short response 	<p>Speaking/Writing</p> <ul style="list-style-type: none"> Talk before writing

Suggestions for grouping and skill-specific resources support planning and help scaffold instruction.

Formative assessment checks and tools are clearly identified to support teachers in monitoring proficiency.

Help & Go scaffolds are used flexibly and as needed. Each support provides a quick Check In, Look For, or Listen For diagnostic and offers specific remediation strategies.

HELP & GO: Language

- Have students reread the last two sentences of paragraph 1. **Say**, *Signal words give an idea about what is to come in the text. What do you think the signal word instead means? in place of*
- Guide students to circle *instead*. Have pairs compare what the students in the text do instead of what they normally might do at the beach. (put on rubber gloves, not swimsuits; ready to collect trash, not a day of leisure) **EL**
- Ask**, *How does the signal word instead help you understand the word leisure? It tells me to look for something different from what I might expect to happen.*

Strategic scaffolds for English learners are embedded throughout reading.

Detailed teacher modeling is provided for the instruction of reading comprehension standards and skills.

Reread/Think

MODEL THE STANDARD Have students reread paragraphs 1 and 2. Display the chart and model using context clues to understand *volunteering*.

- Say**, *To figure out the meaning of volunteering, I look around the word to see if I can find clues. The phrase "offered to help" tells me that no one was forcing the kids. Cleaning the beach is something they wanted to do to help.*

GUIDE STANDARDS PRACTICE Have students use **Silent Appointment** to find a partner and then reread paragraph 3. Guide them to look around the word to find the meaning of *solutions*. Then have students complete the chart.

- Say**, *Sometimes you have to read on and look at the sentence after the unknown word to find clues about the meaning. What words and phrases help you figure out the meaning of solutions? work on a problem together What do you think solutions means? ways to solve a problem*

- Guide students to record new words and their meanings in their word journals.

SESSION 1 SCAFFOLD READING

1 Support Reading

- Set a purpose for reading. **Say**, *In this session, you'll read to learn about how young people helped their communities.*
- Have students read paragraphs 1–4. Guide them to circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed to support understanding of the text. Monitor based on observation and your knowledge of students.
- CHECK IN** Students understand the transition word used in paragraph 1.

HELP & GO: Language

- Have students reread the last two sentences of paragraph 1. **Say**, *Signal words give an idea about what is to come in the text. What do you think the signal word instead means? in place of*
- Guide students to circle *instead*. Have pairs compare what the students in the text do instead of what they normally might do at the beach. (put on rubber gloves, not swimsuits; ready to collect trash, not a day of leisure) **EL**
- Ask**, *How does the signal word instead help you understand the word leisure? It tells me to look for something different from what I might expect to happen.*

Stop & Discuss

- Have students complete **Stop & Discuss**, then **Turn and Talk**.
- LOOK FOR** Students underline details about cleaning the beach and collecting trash.

HELP & GO: Comprehension

- Have students reread paragraph 2. **Ask**, *What is the problem? trash What do the students do? pick up items, search for bottle caps, straws*
- Provide a sentence frame: *One way students make their community better is ____.* **EL**

164 UNIT 1 | Making a Difference

CALLING ALL VOLUNTEERS
by Jacqueline Adams

1 One spring day, 1,300 students met at a beach in California. They had come from 15 different elementary schools. They didn't arrive in swimsuits, ready for a day of leisure. However, instead, they pulled on rubber gloves and got ready to collect trash.

2 These kids had learned that trash is a huge problem for oceans. Fish and other animals can swallow the trash and get sick. Plus, a beach full of garbage is no fun for the people of the community. So, the students offered to help by volunteering to clean up the beach. They worked hard for hours, picking up large items like plastic bottles. They also searched through the sand for bottle caps, straws, and other tiny pieces of litter.

3 Like the students at the beach, many people want to find solutions to problems they see in their community. When people work on a problem together, they can make a big impact. The beach volunteers filled 23 garbage bags in just that one day! That's part of being a good citizen—helping to make your community a better place.

4 Good citizens care about the place where they live and the people who live there. When people help make their community a better place, they show respect for others and their community. For example, they don't toss trash on a beach.

5 But you don't have to wait for a big project to volunteer. Any time you notice a problem in your community, you can step up to help. Some families spend time with residents of nursing homes who get few visitors. Other people clean up after animals at the local shelter.

6 You don't even have to leave home to volunteer. Some children write thank-you cards to first responders, such as medical workers, police officers, and firefighters. The important thing is that when you see a community need, you act on it. That's what volunteers do.

7 Although volunteers help others, they also get many benefits. When volunteers work together, they often make new friends. By learning new skills, they gain confidence and believe in themselves. They also feel the happiness that comes from knowing they've helped to make their community a better place. If you want to make a difference, just take a look around. Do you see a problem that you could do something about? Then it's time to volunteer.

8 **Stop & Discuss**
What are other ways people can help their community?
Find two examples in the text and discuss them with a partner.

9 **HELP & GO: Language**
Point out that sometimes the author uses the word you when addressing the reader. **Ask**, *Who is the author talking to in paragraphs 5 and 6? the reader, because the word you is used*

10 **Stop & Discuss**
Have students think about the **Stop & Discuss** question independently, then **Turn and Talk**.

11 **HELP & GO: Comprehension**
Have students reread paragraphs 5 and 6. Clarify the task by explaining that the text specifies that "some families" and "other people" help their communities. Tell students these clues will help them find specific ways people help **EL**. **Say**, *"Some children" signals a clue. What do they do? write thank-you cards*

12 **Discuss the Whole Text**
Revisit the Focus Question. **Ask**, *How do young people make a difference in their communities?*
Ask, *What does the author want you to think about? helping your community*
Guide students to reflect on their previous thinking about ways they helped family and friends. Have them think of new ways to help.
Give students **Individual Think Time** and then have them **Stand and Share**.
Record responses for students to reference.

LESSON 9

3 Support Reading

- Have students read paragraphs 5–7. Direct them to mark confusing parts with a question mark.
- CHECK IN** Students understand the shifts between 2nd- and 3rd-person point of view.

HELP & GO: Language

- Point out that sometimes the author uses the word you when addressing the reader. **Ask**, *Who is the author talking to in paragraphs 5 and 6? the reader, because the word you is used*

4 Stop & Discuss

- Have students think about the **Stop & Discuss** question independently, then **Turn and Talk**.
- Have partners paraphrase the section before answering the **Stop & Discuss** question. **EL**
- LISTEN FOR** Students identify examples of volunteering in paragraphs 5 and 6.

HELP & GO: Comprehension

- Have students reread paragraphs 5 and 6. Clarify the task by explaining that the text specifies that "some families" and "other people" help their communities. Tell students these clues will help them find specific ways people help **EL**. **Say**, *"Some children" signals a clue. What do they do? write thank-you cards*

Discuss the Whole Text

- Revisit the Focus Question. **Ask**, *How do young people make a difference in their communities?*
Ask, *What does the author want you to think about? helping your community*
Guide students to reflect on their previous thinking about ways they helped family and friends. Have them think of new ways to help.
Give students **Individual Think Time** and then have them **Stand and Share**.
Record responses for students to reference.

Each practice session incorporates the use of familiar, often-repeated **protocols to structure activities**, discussions, and writing.

FOCUS STANDARD

2 PRACTICE

RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 2 topic or subject area.

Determine Word Meanings

- One way to determine the meaning of an unfamiliar word is to look around the word for clues to the word's meaning.
- Context clues** are words or phrases in a text that help you figure out the meaning of an unknown word.
- Context clues** can appear before or after the unknown word.

Word	Context Clues in the Text	What I Think the Word Means
volunteering	"offered to help," "clean up the beach"	helping to do something

2 Reread/Think

Reread paragraphs 3–7 in "Calling All Volunteers." In the chart, write down context clues that help you figure out the meaning of each word. Then write what you think the word means.

Word	Context Clues in the Text	What I Think the Word Means
solutions (paragraph 3)	"work on a problem together"	ways to solve a problem
impact (paragraph 3)	"filled 23 garbage bags"	make a big difference
respect (paragraph 4)	"people help make their community a better place"	to be thoughtful about other people
confidence (paragraph 7)	"believe in themselves"	a feeling of believing and trusting in yourself

3 Talk

Look back at the chart. Choose one word and discuss with your partner how the word is connected to volunteering.

The word ____ is connected to volunteering because volunteers ____.

4 Write

What do volunteers do? Why is their work important? Use two words from the chart in your response.

Sample response: Volunteers make an impact. They find solutions to problems to make their community a better place. For example, volunteers pick up garbage from the beach and visit people at nursing homes. Volunteering is important because it improves people's confidence in themselves.

WRITING CHECKLIST

- I included details to support my response.
- I used two words from the chart.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

Talk

- Have students use **Turn and Talk** to complete the Talk activity.
- CHECK IN** Students use context clues to understand the word *confidence*.

HELP & GO: Standards Practice

- Have students reread the sentence in paragraph 7 that contains the word *confidence*. Point out that *and* is a clue. It shows a relationship between two phrases.
- Ask**, *What do you think confidence means? believe in themselves*
- Guide students to repeat and rephrase to show their understanding.
- Point out the word *also* in the following sentence. Explain that *also* is a signal word that means more information is being added. **EL**

- Clarify the meaning of the words on the chart if necessary.

Write

- Have students complete the Write task and use the checklist to check their work.
- Use written responses to determine whether students need additional support.
- Use **Musical Shares** to share writing.

Vocabulary Development

Magnetic Reading integrates word learning into reading, writing, and discussion.

Research shows that a student's knowledge of words and phrases is critical to reading success and that increasing the size and depth of a student's vocabulary can lead to higher levels of reading comprehension. *Magnetic Reading* integrates word learning into reading, writing, and discussion.

Key vocabulary is reinforced across lesson texts as students encounter words in different contexts and use them in academic discussions and writing activities. Word knowledge builds from lesson to lesson as students encounter new words on conceptually related topics within each unit.

SESSION 1 TALK ABOUT THE TOPIC

Young Voices

FOCUS QUESTION

How do young people make a difference in their communities?

NOTICE AND WONDER

Look at the three texts you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

WHAT IS A COMMUNITY?

The word *community* can mean different things. Read the words below. Underline the words that are examples of community and circle those that tell about communities.

sports teams proud volunteering
friendship neighborhood town



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Students explore **networks of conceptually related words** at the beginning of each lesson.

Definitions at point of use in the text allow students to read fluently without getting stuck on vocabulary.

SESSION 1 SCAFFOLD READING

1 Support Reading

- Set a purpose for reading. **Say**, *In this session, you'll read to learn about how young people helped their communities.*
- Have students read paragraphs 1–4. Guide them to circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed to support understanding of the text. Monitor based on observation and your knowledge of students.
- CHECK IN** Students understand the transition word *instead* in paragraph 1.

HELP & GO: Language

- Have students reread the last two sentences of paragraph 1. **Say**, *Signal words give an idea about what is to come in the text. What do you think the signal word *instead* means? In place of.*
- Guide students to circle *instead*. Have pairs compare what the students in the text do instead of what they normally might do at the beach. (put on rubber gloves, not swimsuits; ready to collect trash, not a day of leisure) **EL**
- Ask**, *How does the signal word *instead* help you understand the word *leisure*? It tells me to look for something different from what I might expect to happen.*

HELP & GO: Comprehension


- Have students reread paragraph 2. **Ask**, *What is the problem? trash What do the students do? pick up items, search for bottle caps, straws*
- Provide a sentence frame: *One way students make their community better is ____.* **EL**

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SESSION 1 READ

CALLING ALL VOLUNTEERS

by Jacqueline Adams



Cleaning the beach helps protect ocean life.

leisure = free time

citizen = a person who lives in a town or city

2 Stop & Discuss

How do the students make their community better?

Underline details that explain what the students do.

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1 One spring day, 1,300 students met at a beach in California. They had come from 15 different elementary schools. They didn't arrive in swimsuits, ready for a day of **leisure**, however. Instead, they pulled on rubber gloves and got ready to collect trash.

2 These kids had learned that trash is a huge problem for oceans. Fish and other animals can swallow the trash and get sick. Plus, a beach full of garbage is no fun for the people of the community. So, the students offered to help by volunteering to clean up the beach. They worked hard for hours, picking up large items like plastic bottles. They also searched through the sand for bottle caps, straws, and other tiny pieces of litter.

3 Like the students at the beach, many people want to find solutions to problems they see in their community. When people work on a problem together, they can make a big impact. The beach volunteers filled 23 garbage bags in just that one day! That's part of being a good **citizen**—helping to make your community a better place.

4 Good citizens care about the place where they live and the people who live there. When people help make their community a better place, they show respect for others and their community. For example, they don't toss trash on a beach.

Academic Talk words and phrases—the language that supports development of reading comprehension skills as students talk and write about texts— are taught, modeled, and used throughout each lesson to support successful acquisition of reading comprehension skills.

SESSION 3 PRACTICE

Determine Word Meanings

- One way to determine the meaning of an unfamiliar word is to look around the word for clues to the word's meaning.
- **Context clues** are words or phrases in a text that help you figure out the meaning of an unknown word.
- Context clues can appear before or after the unknown word.

Word	Context Clues in the Text	What I Think the Word Means
volunteering	"offered to help," "clean up the beach"	helping to do something

Reread/Think

Reread paragraphs 3–7 in "Calling All Volunteers." In the chart, write down context clues that help you figure out the meaning of each word. Then write what you think the word means.

Word	Context Clues in the Text	What I Think the Word Means
solutions (paragraph 3)		
impact (paragraph 3)		
respect (paragraph 4)		
confidence (paragraph 7)		

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Students keep a **word journal** of new words learned in a lesson and are prompted to recall and use the words.

Help & Go scaffolds guide students to use morphology and context clues to determine word meaning, building knowledge of domain-specific words and "tier 2" words encountered broadly across content areas.

SESSION 3 SCAFFOLD READING

5 Support Reading

- Have students read paragraphs 6 and 7.
- **CHECK IN** Students use context clues to understand the words *directly* and *express*.

HELP & GO: Vocabulary

- Point out *directly* and *express* in the last two sentences of paragraph 6. Have students look around the words to understand the meanings.
- **Say**, *Read the last two sentences of paragraph 6. What clues help you figure out the meaning of express bus? Directly means "to go straight without stopping," and the text says that the bus would skip stops. I think express bus means that the bus will go from Great Barrington straight to the next big town.*

6 Stop & Discuss

- Have students complete **Stop & Discuss** and then **Turn and Talk**.
- **LOOK FOR** Students choose the statement, "The town needs an express bus."

HELP & GO: Comprehension

- Guide students to understand how Tate hoped to help his community. **Ask**, *Would fewer buses help the community? No. Workers needed more buses at night as well as faster express routes.*
- Prompt students to look at paragraph 6 to find words that signal details of Tate's plan. (*one, another, third*) **EL**

Discuss the Whole Text

- Revisit the Focus Question. **Ask**, *How does Tate make a difference in his community? Explain.*
- Have students **Turn and Talk** about the question and then **Stand and Share**.
- Record responses for students to reference when they answer the Focus Question in other sessions.

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SESSION 3 READ

experience = something a person has done



The new bus route has local stops and express stops.

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- 5 Tate worked with the local government to create a plan that was based on his research. One of his ideas was to add more buses at night. This would help people who worked late. Another idea was to add a bus that would take people to many of the town's stores. This would make it easy to shop without a car. A third idea was to add a bus that would travel directly to the nearest big town. This express bus would skip stops, saving travel time.
- 7 The town and its residents liked many of Tate's ideas. Some parts of his plan have been used to improve the bus system. Tate gained a lot from his **experience**. He learned that any citizen—even a teenager—can make an impact in the community.

6 Stop & Discuss

Which statement would Tate most likely agree with?

- The town needs fewer buses at night.
- The town needs an express bus.

Talk with a partner about why you chose this statement.

Tate would agree with the statement that ___

Tate would disagree with the statement that ___

RI.3.1

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Routines That Structure Learning

Magnetic Reading includes the regular use of research-based routines to support standards instruction, vocabulary acquisition, and good habits of reading, writing, and discussion. Each routine is referenced in the Teacher's Guide at point of use. It is recommended that you familiarize yourself and your students with each routine at the beginning of the year to ensure effective implementation

1 Reread/Think, Talk, Write

What: This tried-and-true routine is used to structure all standards practice and knowledge-building sessions.

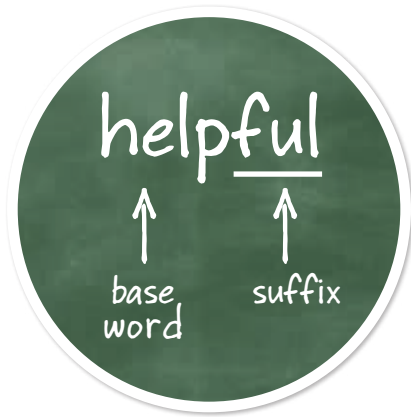
Why: The repeated sequence of reading and analyzing text, academic discussion, and writing supports students to develop critical thinking and metacognition as they unlock complex text.

When: During all standards practice and knowledge-building sessions (Sessions 2, 4, 5, and 6)

How:

- 1. Reread/Think** After an initial read of the text, students reread to analyze and evaluate it for deeper meaning, using a graphic organizer to analyze the text's structure and evidence.
- 2. Talk** Students make connections with their peers and dig deeper into the texts, gaining new insights and divergent ways of thinking about their reading.
- 3. Write** Through scaffolded writing prompts that extend and solidify their learning, students produce writing that demonstrates their understanding of comprehension skills and pushes them to make authentic connections to the text and expand their knowledge.





2 Word Learning Routine

What: Students are prompted to use morphology (word parts), context clues, and resources such as dictionaries to determine the meaning of unfamiliar words. The routine is referred to at point of use during reading and is provided here in student-facing language that can be copied and displayed for reference.

Why: Students internalize word-learning strategies through repeated use and transfer those skills to other texts.

When: During all reading sessions (Sessions 1, 3, and 5)

How:

- 1. Say the word or phrase aloud.** Circle the word or phrase that you find confusing. Read the sentence aloud.
- 2. Look inside the word or phrase.** Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?
- 3. Look around the word or phrase.** Look for clues in the words or sentences around the word or phrase you don't know and the context of the paragraph.
- 4. Look beyond the word or phrase.** Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.
- 5. Check the meaning.** Ask yourself, "Does this meaning make sense in the sentence?"

Routines That Structure Learning (continued)

3 Compare and Connect

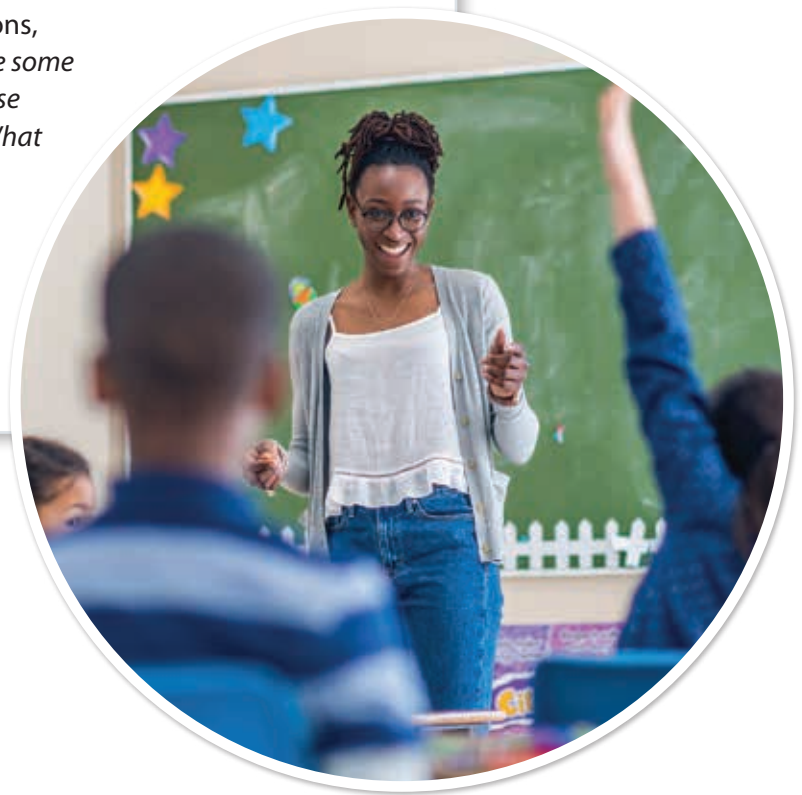
What: Students are prompted to think about texts they have read and to compare and make connections between them.

Why: When students are given the opportunity to reflect on, compare, and make connections between texts, they increase meta-awareness, solidify understandings, and become more skilled at academic discourse.

When: During whole-class discussions after reading or writing about two or more texts (Sessions 3, 5, and 6)

How:

1. Identify two or more previously read texts on the lesson or unit topic that students will review. You may wish to have different students focus on different texts or have all students review all of the identified texts.
2. Ask questions to elicit students' reflections, comparisons, and connections. *What are some examples of ___ in the texts? How are those examples alike? How are they different? What connections do you see between ___ and ___?*
3. Ask other questions specific to the idea or topic to help students see the underlying ideas to formulate important generalizations.



4 Opinion Lines

What: This routine prompts students to explore statements by deciding how strongly they agree or disagree with the statements and comparing their opinions with those of their peers.

Why: When students explore diverse views and relate them to their own views, they gain an understanding of the deeper reasoning underlying those views and distinguish similarities and differences between them.

When: During whole-class discussions (Sessions 1, 3, 5, and 6)

How:

1. Create a line long enough for students to stand along. You may wish to mark the line with tape or string.
2. Mark one end with *Strongly Agree* and the other end with *Strongly Disagree*. Divide the line into regular intervals and label them with degrees of agreement and disagreement such as *agree*, *neither agree nor disagree*, and *disagree*.
3. Write and display a bold statement that relates to what students are learning or discussing in the classroom.
4. Allow students time to think about how they feel about the statement and determine where on the scale their own opinion falls. Then ask them to stand on the part of the line that describes how much they agree or disagree with the statement. Have students talk with the people around them to share their reasons for standing where they are. Alternatively, consider having students talk with someone with a very different opinion. Provide sample questions and sentence starters to support discussion as needed: *Why do you think that? I feel this way because _____. I agree/disagree because _____.*

5 Stronger and Clearer Each Time

What: Students use this routine to revise and refine their ideas for a written response through structured conversations.

Why: Students develop precision, reasoning, and communication skills as they work to analyze complex text.

When: During writing activities (Sessions 2, 4, and 6)

How:

1. Pose a question to the class and allow students time to think independently about their response.
2. Students meet with their first partner. Each shares their ideas and gets feedback from their partner about the ideas, evidence, or points. The partners incorporate changes to make their ideas stronger and clearer before moving to the next partner.
3. Students meet with up to two more partners, revising their responses to make them “stronger each time” with better and better evidence, examples, and explanations; and to make their ideas “clearer each time” by refining their responses to make sense and by using precise words. At the end, the student should have a strong, clear response to the question to share.

Ongoing Opportunities to **Monitor Comprehension**

Magnetic Reading can be used on its own or with the *i-Ready* Diagnostic and *i-Ready* Standards Mastery as part of a full assessment and progress-monitoring solution.

i-Ready Diagnostic

Magnetic Reading
Instruction

Formative Assessment Opportunities

Magnetic Reading provides ongoing opportunities to monitor comprehension and track student progress throughout each lesson.

Tool	What It Does	How to Use It
STUDENT BOOK		
Reread/Think, Talk	Encourages students to collaborate when applying the lesson standard and sharing ideas about the text	<ul style="list-style-type: none"> • Observe students as they participate in these activities. • Respond to individual needs with targeted strategies using the embedded Help & Go supports.
Write	Provides an opportunity for students to respond independently to a writing prompt about the text	
Writing Checklists	Provides students with a concrete way to self-assess	
Independent Practice	Allows students to demonstrate understanding as they apply the lesson standard to a new text	
TEACHER'S GUIDE		
Help & Go Supports	Provides quick Check In, Look For, or Listen For diagnostic and offers specific remediation strategies	Identify individual needs and provide immediate support.
Answer Analysis	Provides a depth-of-knowledge (DOK) level and an explanation of why each answer choice is correct or incorrect	Discuss correct and incorrect answers, helping students understand reasons for their errors.

Magnetic Reading Unit Assessments

i-Ready Standards Mastery

Summative Assessment Opportunities

Each Unit Assessment targets the standards covered within a Unit and includes:

- A variety of item types
- An extended written response
- An answer analysis and depth-of-knowledge (DOK) level for each item
- A writing rubric for scoring written responses

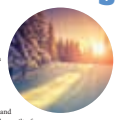
UNIT 3 UNIT ASSESSMENT

5 **ASSESSMENT**

Read the story. Then answer the questions that follow.

Yosemite Morning

by Hilary Dumrescu



1 It is quiet in the cabin when my brother and I wake up. We are at Yosemite National Park for a weekend adventure with Grandma and Grandpa. They are still sleeping, so we creep outside as silent as mice, into the winter stillness.

2 Fresh snow has fallen overnight and blanketed the forest and rocks with a quilt of white. I take a deep breath. The mountain air feels icy. Suddenly, nearby, I hear a soft thump. I hear my brother squeal. When I turn around, he is standing there with his head covered in a thick crown of snow! He laughs and points up. The branches above him hold handfuls of snow, as if they are waiting to start a snowball fight with us.

3 We walk farther along a path through the forest. Our boots crunch crunch-crunching in the snow. My brother walks ahead of me. At one point, his entire left leg is swallowed up by the snow. He's stuck! I run to help him, but I, too, sink completely. The snowbank is surprisingly deep. We are laughing, trying to free our legs from the snow's grip. I pull my foot out, finally, only to find that it's just my sock that has escaped! My boot is still buried. Our giggles echo throughout the forest, clear as bells.

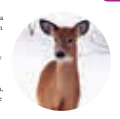

4 We finally free ourselves. I put my back on and we continue down the path. Tiny snowflakes swirl around us, dancing in the breeze. It feels like we are all alone, but there are signs of life everywhere. Rabbit tracks lead across a fallen log and disappear under a large bush. A woodpecker has hammered holes into the bark of an ancient tree. Half-chewed pinecones are scattered about, their seeds devoured by hungry chipmunks.

5 We come to a clearing. My brother holds up a hand, telling me to stop. In the distance we can see Half Dome, a huge, towering wall of rock. Visitors come from miles around to see this natural wonder. But that's not what my brother is pointing to. At the far edge of the clearing is a deer, standing perfectly still. The deer is watching us. We freeze. The deer freezes. Then, suddenly, something startles her. In a flash, she is gone.

6 We head back to the cabin, where Grandma and Grandpa have made breakfast. They give us each a warm plate of pancakes. We tell them about our early morning walk, as the kitchen wraps us in its warmth. We have the whole day ahead of us. We wonder what other adventures await us in the forest.

devoured = eaten quickly

Yosemite National Park is a large park known for its huge trees and cliffs.

UNIT 3 • **ASSESSMENT**

ASSESSMENT

Respond to Text

Reread/Think

2 **PART A**

Read this sentence from paragraph 2.

When I turn around, he is standing there with his head covered in a thick crown of snow!

What does this sentence show about the brother?

A. He has a hat shaped like a crown.
B. He is acting like a king.
C. He has a pile of snow on his head.
D. He is trying to be funny.

PART B

What detail from the text supports the response to Part A?

A. "my brother and I wake up" (paragraph 1)
B. "we creep outside" (paragraph 1)
C. "I take a deep breath" (paragraph 2)
D. "I hear a soft thump" (paragraph 2)

3. Read the sentence from paragraph 4.

Tiny snowflakes swirl around us, dancing in the breeze.

What does this sentence tell about the weather?

A. A lot of snow is falling on a sunny day.
B. There is a light wind, and a little snow is falling.
C. There is a heavy wind, and a lot of snow is falling.
D. A little snow is falling on a cloudy day.

4. Read this sentence from paragraph 5.

In a flash, she is gone.

What do the words in a flash tell about the deer?

A. The deer runs quickly.
B. The deer runs toward the sunlight.
C. The deer runs when lightning strikes.
D. The deer runs quietly.

5. Read this sentence from paragraph 6.

We tell them about our early morning walk, as the kitchen wraps us in warmth.

Use your own words to tell what the underlined words mean.

Sample response: The kitchen is warm, and the warm feeling surrounds us like a blanket.

Get Started

- Set a purpose for the session. Say, *Today you will read a story and an article independently. You will use the skills you have learned in this unit to think and write about what you have read.*
- Use **Raise a Hand** to have students recall the skills they have practiced in the unit, such as using context clues to find the meaning of words, and asking and answering questions.
- 1** • Have students read the passages and complete the assessment. Encourage them to read carefully and to use the Academic Talk words and phrases from the unit lessons in their written responses. —Create a word bank of the Academic Talk words and phrases that students might use while planning and writing their responses: *literal, nonliteral and text evidence. EL*

2 Answer Analysis

When students have completed the Unit Assessment, discuss correct and incorrect responses.

1. PART A The correct choice is C. The sentence uses a nonliteral phrase (*thick crown*) to show that the brother has a pile of snow on his head.

- **A** is incorrect because the brother is not wearing a hat.
- **B** is incorrect because the brother is not acting like a king.
- **D** is incorrect because the brother isn't intending to be funny, even though he ends up laughing.

PART B The correct choice is D. This phrase provides the clue that the narrator heard the snow fall onto their brother's head.

- Choices **A** and **B** relate to the time before the children leave the cabin.
- Choice **C** relates to the narrator sensing the cold air. **DOK 2 | RL.3.4**

2. The correct choice is B. A breeze is a very slight wind, so it is making the snowflakes move around in the air.

- Choices **A**, **C**, and **D** are incorrect because the text does not say it is sunny, very windy, or cloudy. **DOK 2 | RL.3.4**

3. The correct choice is A. The phrase *in a flash* means "quickly."

- Choices **B**, **C**, and **D** are incorrect because they do not describe the speed at which the deer moved. **DOK 2 | RL.3.4**

4. See the sample response on the student page. **DOK 3 | RL.3.4**

Our Commitment to **Learner Variability and Equity**

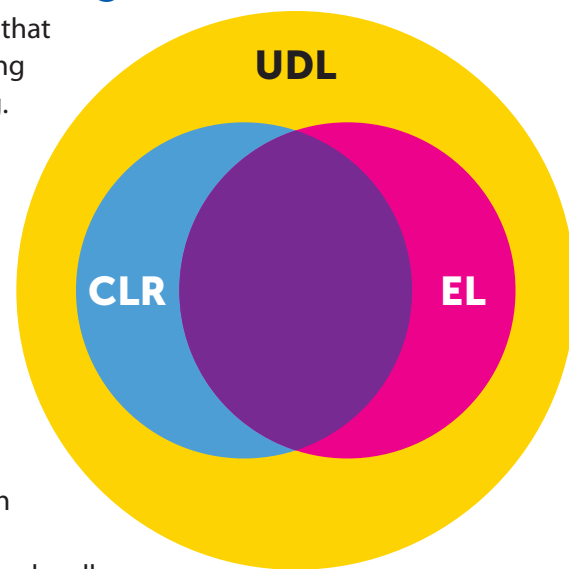
Our Mission

Curriculum Associates believes that all students deserve access to high-quality, anti-biased, equitable educational resources. We strive to ensure that learners from all cultural identities, economic statuses or circumstances, and linguistic backgrounds, as well as those with disabilities, can engage with and see themselves reflected in our materials.

Supporting All Learners in *Magnetic Reading*

The creators of *Magnetic Reading* were guided by the understanding that there is no such thing as an average learner, and that all students bring their own unique assets, backgrounds, and variables to their learning. Instruction in *Magnetic Reading* reflects the guidelines of Universal Design for Learning (UDL), principles of cultural and linguistic responsiveness (CLR), and best practices for English learners (EL).

UDL, CLR, and EL best practices are not separate or competing approaches to teaching. They are interrelated frameworks, concepts, and practices that teachers draw on strategically to suit the strengths and needs of their students. For example, discussing the setting of a passage before reading provides options for comprehension (UDL), allows students to share relevant personal experiences and connect to learning (UDL, CLR), and supports English language development (EL). Providing regular partner work fosters collaboration and community (UDL, CLR), ensures greater participation by all students (UDL, CLR, EL), and builds language and background knowledge (EL).



Magnetic Reading and **Universal Design for Learning** (UDL)

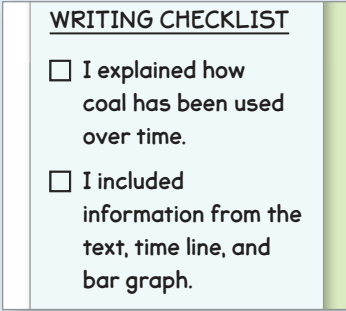
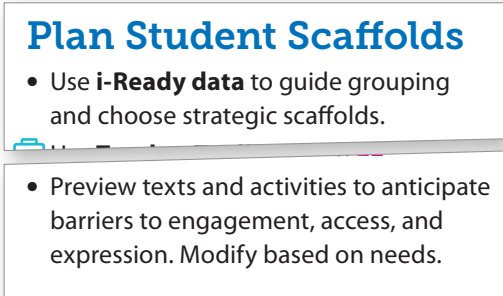
The UDL guidelines were created to “ensure that all learners can access and participate in meaningful, challenging learning opportunities¹.” This means that UDL:

- **IS** about reducing and removing barriers to allow all learners to access and engage with rigorous materials.
- **IS NOT** about reducing expectations or rigor.

Empowering Teachers & Students to Apply UDL

UDL implemented with fidelity ensures that students and teachers recognize and use the unique assets and needs of ALL students as tools for learning. *Magnetic Reading* empowers them with direct and implied opportunities to apply UDL and related frameworks. Teaching suggestions offer direct applications of the UDL guidelines at point of use, and the instructional model offers the flexibility for educators and students to apply relevant guidelines as they identify opportunities to do so.

“(UDL) aims to change the design of the environment rather than to change the learner. When environments are intentionally designed to reduce barriers, all learners can engage in rigorous, meaningful learning.”²

UDL Guideline Application Type	Examples	Visuals From <i>Magnetic Reading</i>
Direct	<p>Embedded scaffolds such as writing checklists and sentence frames</p> <p>A variety of routines allowing for multiple means of engagement and action and expression</p>	
Flexible	<p>Reminders throughout the teacher materials to look ahead and plan accordingly for scaffolds</p>	

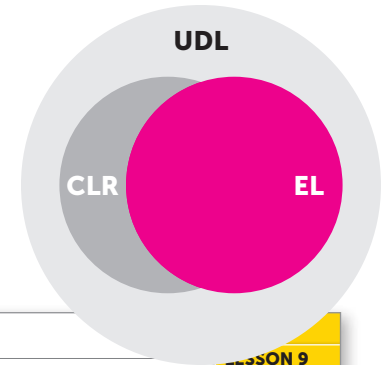
1. CAST (2020). UDL Guidelines. Retrieved from <https://udlguidelines.cast.org>

2. CAST (2020). Frequently Asked Questions. Retrieved from <https://udlguidelines.cast.org/more/frequently-asked-questions>

Magnetic Reading Helps English Learners Thrive

Start with an Asset-Based Mindset

English learners (ELs) represent a broad spectrum of learners with a wide range of backgrounds, experiences, and language and academic proficiencies. We recognize the linguistic and cultural assets ELs bring to the classroom, and ensuring they achieve academic success with rigorous grade-level content is our priority. With high expectations, access to rich and complex, grade-level text, and appropriate scaffolds, ELs will acquire the language and content skills they need to succeed.



Plan for Success

Magnetic Reading incorporates strategic scaffolds for English learners. During planning, teachers have the opportunity to consider the needs of ELs and how best to provide content and language supports.

- **Text At-a-Glance** provides key background, vocabulary, and other features of language students will need to grapple with as they read complex texts.
- **English Learner Support** lists the EL-specific strategies and scaffolds in the lesson and identifies tasks students will engage with in the language domains of *reading, speaking, listening, and writing*.

LESSON PLANNING GUIDE	
TEXT 1: Calling All Volunteers • SOCIAL STUDIES ARTICLE 	
SESSION 1 SCAFFOLD READING	ENGLISH LEARNER SUPPORT (EL) Speaking/Reading • Analyze signal words, Paraphrase Listening/Speaking • Use sentence frames Listening/Reading • Clarify directions Reading • Analyze signal words
TEXT AT-A-GLANCE	
Concepts/Background <ul style="list-style-type: none"> • problems caused by trash in the ocean • the benefits of volunteering • what it means to be a good citizen Language <ul style="list-style-type: none"> • Vocabulary: <i>instead, residents, nursing homes, (animal) shelter, benefits</i> • Idioms: <i>step up to help, take a look around</i> 	ENGLISH LEARNER SUPPORT (EL)
TEXT 3: Learning from Each Other • SOCIAL STUDIES ARTICLE 	
SESSION 5 INDEPENDENT READING AND PRACTICE • Formative Assessment	ENGLISH LEARNER SUPPORT (EL) Speaking/Reading • Use sentence frames Reading • Sketch Listening/Reading • Read aloud questions and answer choices Writing • Use word bank
KNOWLEDGE BUILDING	
SESSION 6 RESPOND TO THE FOCUS QUESTION • How do young people make a difference in their communities?	• Integrate information from the lesson texts • Collaborative discussion • Short response Speaking/Writing • Talk before writing
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LESSON 9 Young Voices 162b	

Magnetic Reading offers scaffolded instruction at point of use, with explicit attention to English learners. Teachers can flexibly and intentionally support both ELs and native English speakers in reading and analyzing the complex language of the text.

Promote Access to Complex Texts

- Texts are chunked into meaningful units and anchored by text-dependent questions.
- Questions are catalysts for partner discussion and allow teachers to check for understanding.
- Discussions allow students to practice text-specific vocabulary and language structures.
- Teachers are encouraged to use students' home language to support them in negotiating texts.

Activate Prior Knowledge and Build Background

- **Before Teaching the Lesson** provides information about the text and background knowledge students need to access it.
- **Focus Questions** set a purpose for reading and support students in synthesizing information across texts.
- **Notice and Wonder** engages students in previewing texts and using what they know to anticipate and predict.

Engage Through Academic Discourse

All students are academic English learners. Daily discussion allows students to practice active listening and speaking and to communicate meaningfully in academic English. Sentence starters and frames guide students to:

- Justify ideas.
- Agree and build on to the ideas of others.
- Disagree and explain.

Scaffold Instruction for ELs

Help & Gos include strategies and scaffolds that address specific language needs of ELs such as:

- Interpreting figurative and idiomatic language, differentiating between formal and informal language.
- Understanding shades of meaning.
- Analyzing multiple-meaning words.
- Leveraging cognates.
- Unpacking complex sentences.

Talk

What happens in the beginning, middle, and end of "Bear and Turtle Have a Race"? Share the details from one part of your story map with your partners. Listen to your partners' details. Which details in your maps are the same? Which details are different?

I included the detail about ___ in the beginning/middle/end.

I did not include the detail about ___ because ___.

___ said that ___ happened in the beginning/middle/end. I agree/disagree because ___.

HELP & GO: Vocabulary

- Remind students to use the titles and photographs to look for clues about the meaning of the terms.
- Encourage students to look inside the word for familiar prefixes (*non-*, *re-*), suffixes (*-able*), and base words (*new*, *source*).
- Encourage students to look inside the word for word parts that are cognates in their home language. **EL**

Instruction That **Validates and Affirms**

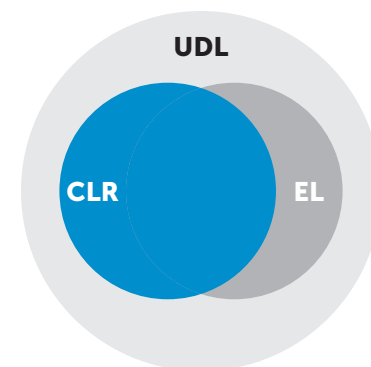
ALL learners deserve equitable opportunities to learn. Culturally and Linguistically Responsive (CLR) teaching gives teachers tools not only to be equitable in instructional practices but also to validate and affirm students' diverse racial and ethnic backgrounds and help students feel comfortable and excited to learn. Dr. Sharroky Hollie defines CLR as validating and affirming cultural and linguistic behaviors of all students and building and bridging those behaviors to lead to success in school (Hollie, 2015).

Validating and Affirming

Cultural and linguistic behaviors that are the norm in many historically marginalized cultures—such as frequent use of movement, socializing while learning, and spontaneity—are often seen as unacceptable in school culture. They are seen through a deficit-based lens and treated as being off-topic, interrupting, or attention-seeking, and students are left feeling misunderstood, unwelcome, isolated, or deflated. CLR teaching allows teachers to:

- Demonstrably acknowledge and value cultural and linguistic backgrounds.
- Look for and build on the ways that students show their brilliance.
- Plan instruction that validates and affirms behaviors that historically have been seen in a negative way.
- Leverage students' cultures and languages as opportunities for cross-cultural experiences and understandings.

When students are validated and affirmed, they are more likely to feel recognized, valued for their contributions, and ready to learn.



Instruction in *Magnetic Reading*

Magnetic Reading supports culturally and linguistically responsive teaching by suggesting appropriate CLR protocols and activities at point of use.

- Protocols that validate and affirm a variety of cultural behaviors are used to structure reading, writing, and discussion.
- The Teacher’s Guide provides guidance for classroom discussion about culturally authentic texts.

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Shout Out	1	spontaneity, multiple ways to show focus
Individual Think Time	1	independence
Take a Poll	1	multiple perspectives
Pick a Stick	1–6	spontaneity
Jump in Reading	2, 4	spontaneity, collective success
Silent Appointment	2, 4	social interaction, nonverbal expression
Musical Shares	2, 4, 6	movement, musicality, social interaction
Give One, Get One	6	movement, shared responsibility

2 Independent Reading

- **CHECK IN** Students understand the changes that have taken place on the Lakota land.

HELP & GO: Background

- Provide information about what the narrator is wondering about in paragraph 5.
- Explain that the lives of the Native Americans changed when the settlers arrived by wagon. The changing of the land by roads and wagons conflicted with Native American values. The bison that were so important to Native American survival were hunted by settlers for their hides and for sport.

5 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LOOK FOR** Students cite the things Belpré accomplished in her role at the library.

HELP & GO: Comprehension

- Reread paragraph 9. Discuss Belpré’s talents. *librarian, writer, storyteller, and puppeteer* **Ask**, *What could children find at the library, thanks to Belpré? books with characters who shared, or had, the same language and culture as they did* **Ask** what happened for bilingual children because of Belpré. *They developed a love of reading.*

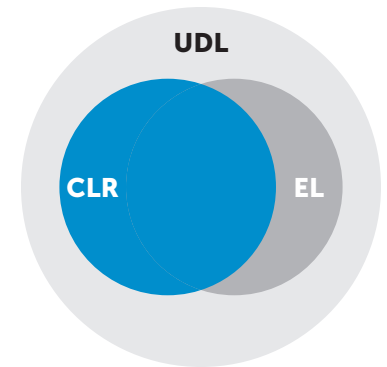
Discuss the Whole Text

Use **Pick a Stick** to have students talk about how Belpré used books to make her community stronger. Record responses.

Texts That Reflect the **Diversity** of Our World

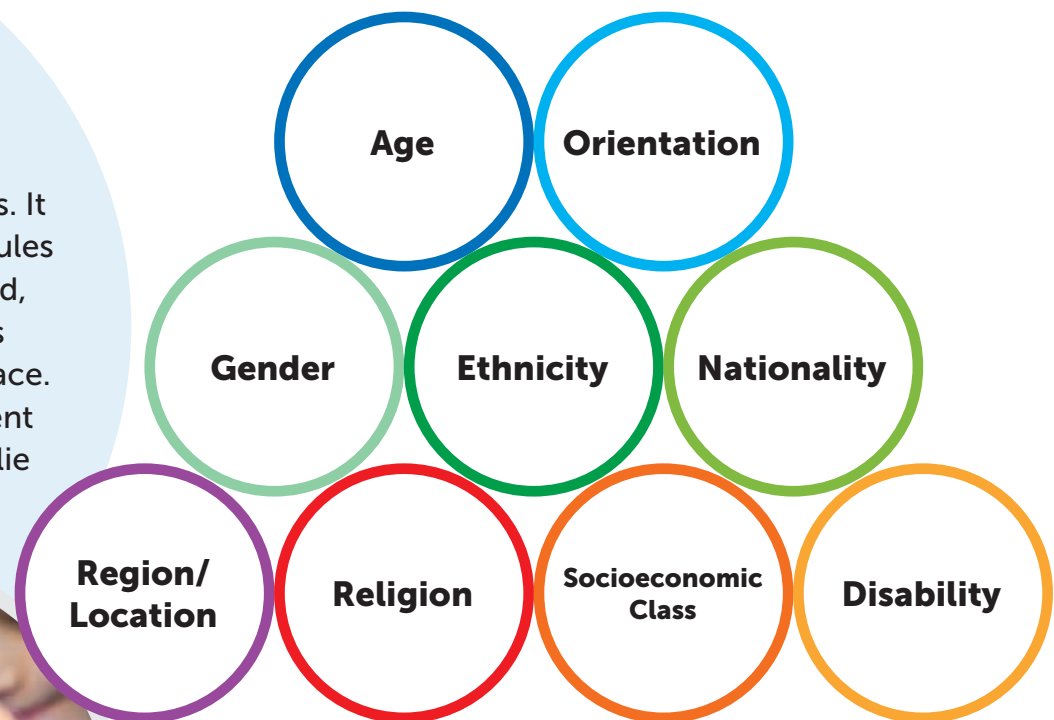
Texts in *Magnetic Reading* provide students with mirrors of their own cultural identities and windows into the world around them and the people in it.

- Informational texts present information about compelling, high-interest topics. They also include background knowledge for or extensions of other passages in a lesson and unit.
- Informational and literary texts mirror many cultural backgrounds and experiences. Students learn more about themselves, their classmates, and people they have yet to meet.
- Some passages give background on the historical roots of social and racial injustice that students may have experienced in their lives or in mainstream and social media.



Rings of Culture

Culture is more than just food and holidays. It shapes our identities and gives us ground rules for interpreting and operating in the world, everything from interactions with elders to understandings of time and personal space. All of us operate from multiple and different cultural identities—what Dr. Sharroky Hollie refers to as “rings of culture.”



Texts in *Magnetic Reading* portray different rings of culture so that students see something of themselves and their worlds represented in school. Some texts illuminate the authentic cultural beliefs and experiences of a particular group. These texts may address socioeconomic status, gender, ethnicity, nationality, disability, or geographic location. In other texts, cultural background plays a lesser role. Cultural identities may be shown more through “surface” details such as food and dress than through representation of deeper beliefs and customs.

1 READ

The Hula-Hoopin' Queen

PART 1

by **Thelma Lyness Gadin**
Illustrated by **Nanessa Brandley-Newton**

1 Today is the day I'm going to have dozens hula-hoop at Hoopin', that is THE HULA-HOOPIN' QUEEN OF 1995 (YEEHAW!)

2 I am through my hoops and pick up my favorite. And then I feel a commotion. The Ah, the Hula-Hoopin' Ah. My fingers start tingling, and my feet start tapping. My hips start swaying, and I feel just another for a hoop when Mama says:

3 "Look, don't you even think about it. You know today is Mrs. Adkins's birthday."

4 Heat rushes up over me, and I stomp my foot. Don't get me wrong. I love Mrs. Adkins. She lives right next door. Mrs. Adkins took care of Mama when she was little, and she took care of me, too. She's like my very own grandma.

5 "But, Mama, I have one. I can help with Mrs. Adkins's party. I'm supposed to meet Mama."

6 Mama stands as still as water in a puddle. She gives me her look. That she hands me a broom.

7 I sigh loudly and start sweeping.

Adkins's Face ... A detail that shows this ...

Engage a statement of how the author connects to the text.

Include an important text.

Step 9 Discuss

What do you think about Mrs. Adkins's face in the end of Part 1?

Discuss Mrs. Adkins's reaction with a partner.

3 READ

STORYTELLER PURA BELPRÉ

by **Anita Aldemey Denise**

Pura Belpré

1 Pura Belpré was a storyteller. She grew up in a family where someone shared a story every night or told folk tales. When she began working in the library's children's room, she had her stories published in Puerto Rican. But to her surprise, the library didn't have them.

2 She felt she wanted to share these special stories with children, especially children who had come from Puerto Rican but who didn't know the language or didn't speak it.

3 At the New York Public Library, every new book with a special tradition like Pura Belpré's writing came. Let's imagine it together. The work of a match against a candle. A candle flame glowing to life.

4 In 1952, New York City was getting and changing fast. It had a lot of new people from all over the world who came to live and work in the big city of New York City.

5 Public libraries were changing, too. They had a mission to welcome immigrant families. Librarians found bilingual assistants. Because they spoke more than one language, the assistants could help draw new families to the library.

6 Pura Belpré was changing, too. She had a mission to welcome immigrant families. Librarians found bilingual assistants. Because they spoke more than one language, the assistants could help draw new families to the library.

7 News of the librarian and her assistant who spoke Spanish spread throughout the city. People from all over the world came to the library to get books. The children loved it.

8 Pura Belpré was changing, too. She had a mission to welcome immigrant families. Librarians found bilingual assistants. Because they spoke more than one language, the assistants could help draw new families to the library.

What do you think about Pura Belpré's work through it was shared in the text?

Discuss the detail about how she shared the stories.

Step 9 Discuss

What do you think about Pura Belpré's work through it was shared in the text?

Discuss the detail about how she shared the stories.

Engage a statement of how the author connects to the text.

Include an important text.

Step 9 Discuss

What do you think about Pura Belpré's work through it was shared in the text?

Discuss the detail about how she shared the stories.

5 READ

Marley Dias: Changing the World Through Books

by **Alicia Cary**

1 By February 2016, Marley had collected 1,000 books. As she delivered them to schools, more and more donations arrived. In March, Marley brought some of her favorites to her favorite elementary school. Some of the book's authors were with her: Rita Williams-Garcia and Jacqueline Woodson.

2 Since then, Marley has sent more than 12,000 books to schools all over the world. The reader from Chicago got the chance to meet Marley. She agreed with Marley's mission and says, "I really enjoy books more when I can connect to the characters and what they're doing."

3 Marley believes good books can be like mirrors or windows. You can see yourself in mirror books. The characters may look like you, have a family like yours, or enjoy activities you like. Window books let you peek into other people's lives. The characters might look different from you, live in another country, or face problems that are different from yours. Both kinds of books are important. Encouraging people to read books with Black characters is just one part of Marley's plan. She also hopes people will join book clubs to talk about what they are reading.

4 Besides, Marley hopes to have donated a million books. Until then, she continues to build a community of readers, one book at a time.

5 "If you could change one thing in the new year, what would it be?"

6 Marley's teacher asked her daughter that question near the end of 2015. Marley thought for a moment. She was unhappy with the books that were assigned to school. Not one was about a Black girl like her. At home she had read books like *Black Girl in the Middle* by Janice Radway. Her favorite author, Jacqueline Woodson, had written books for her. But she was not being read. "You read of us not being included," of our stories not being told," she said. She wanted that to change.

7 So Marley's mother agreed to do something about it. So, Marley came up with a plan called *1,000 Black Girls*. Her plan was to collect 1,000 books about Black girls. Then she would share them with schools.

8 She got started. She asked for help from adults. They were about Marley's project on social media, and the idea took off like a rocket. Bookstores, publishers, authors, and readers saw her books. Donations came from all over the world, and lots of people shared her on including Woodson.

Engage a statement of how the author connects to the text.

Include an important text.

Step 9 Discuss

What do you think about Marley's plan to collect 1,000 books about Black girls?

Discuss the detail about how she shared the stories.

5 READ

A Storm on the Horizon

by **Olivia Wood-Rugger**

1 I follow Lala up the steep path. I try to step where she does, watching the way that path goes and our reactions. At different intervals, I repeat much of my time following my grandfather, listening to his stories. "Follow," says Lala, "we're here." She reaches back to take me hand.

2 The path takes us to the top of the bluff. We look out at the beautiful world below. The pretty green apple like waves. On the horizon, we can see the dark shapes of the houses and people on the street. This hill has been used to stand guard for as long as humans have called this place home.

3 Lala sees the land on my shoulder. "There you see how we are now?" she asks. I shake my head. "That reminds me very much from my stories, but not from here. They are here and you see how it is, being a hard one."

Engage a statement of how the author connects to the text.

Include an important text.

Step 9 Discuss

What do you think about Lala's story?

Discuss the detail about how she shared the stories.

1 READ

Painting a Story

by **Brooks Benjamin**

1 **Cast of Characters:** Heaton, Mom, Dad, Niala (a friend), Jacob Stevens (in local art)

Scene 1

1 **Cast of Characters:** Heaton, Mom, Dad, Niala (a friend), Jacob Stevens (in local art)

2 **DAD:** The abstract more spread down the street yesterday. (Looking) Here is our bookstore going to compete with that new book place? I wish my parents weren't traveling now. I really could use their help.

3 **MOM:** The community has supported Young's Books and Gallery ever since your parents started the business. We'll be okay.

4 **DAD:** I'm not being thoughtful.

5 **HEATON:** I'm not being thoughtful. He looks concerned.

Scene 2

1 **Cast of Characters:** Heaton, Mom, Dad, Niala (a friend), Jacob Stevens (in local art)

2 **NIALA:** What's wrong, Heaton? I thought you were excited about Young's Books. (Looking) Here is our bookstore going to compete with that new book place? I wish my parents weren't traveling now. I really could use their help.

3 **MOM:** I am excited. But I can't stop thinking about my family's store. Dad says the new store may put our store out of business.

4 **NIALA:** (Looking thoughtful) But everyone loves Young's!

Step 9 Discuss

What problem does the Young's family face?

Discuss the detail about how she shared the stories.

This mix of cultural representation, from deeper culture to more surface-level culture, gives students the opportunity to:

- Bring themselves to the text culturally and linguistically.
- Connect ideas and information from the texts to what they know and have experienced in their own lives.
- Make personal connections to the lesson topic when they preview lesson texts and explore essential concepts.
- Share their cultures and home languages, providing other students with a window into cultures and experiences that may be unfamiliar.

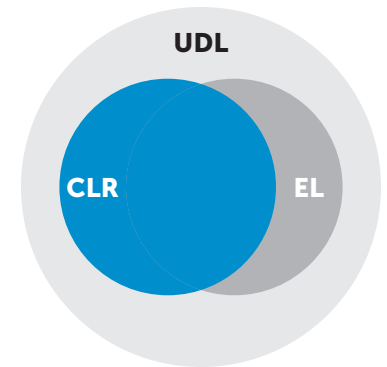
Protocols for Engagement and Accountability

Magnetic Reading ensures student engagement and accountability through the regular use of protocols that affirm cultural backgrounds and behaviors.

What are protocols? Protocols provide structure for activities so that all students have a chance to think, talk, and participate equally in classroom activities. Each protocol incorporates modes of communication common to one or more cultures (see the Rings of Culture on page A44) and leverages those behaviors for a particular instructional purpose. Thus, cultural behaviors are **validated and affirmed (VA)** and used to **build and bridge (BB)** toward academic success.

When are they used? Protocols structure reading, writing, skills practice, and academic discourse. They are embedded throughout each lesson and referenced at point of use in the Teacher's Guide and in the Overview. Protocols can take from less than a minute to five or ten minutes to complete.

How can they be customized? The chart below lists protocols according to how they are typically used: for Reading, to complete Practice Activities or Academic Discourse, or to Share Responses. *Magnetic Reading* suggests protocols to use within each lesson, but as you become familiar with the protocols and the behaviors they validate, you may choose Reading, Activity/Academic Discourse, or Response protocols that take better advantage of your students' cultural assets. Use the Cultural Behaviors chart on pp. A50 and A51 to match cultural behaviors to the protocols that use them.



READING PROTOCOLS

Name	Time	Description	Cultural Behaviors
Buddy Read	text dependent	Students take turns reading a passage together. They may take turns reading sentences or paragraphs.	<ul style="list-style-type: none"> • VA: collective success, social interaction • BB: turn-taking
Jump in Reading	text dependent	Teacher calls on the first student to read aloud. That student reads at least one sentence, no more than a paragraph. When that student pauses, another student may jump in to continue reading. Continue until all paragraphs are complete.	<ul style="list-style-type: none"> • VA: spontaneity, collective success, conversational overlap
Teacher Read-Aloud	text dependent	Teacher reads aloud to students.	<ul style="list-style-type: none"> • VA: oral tradition

VA: behaviors that are validated and affirmed; **BB:** classroom behaviors that the protocol builds and bridges toward

RESPONSE PROTOCOLS

Name	Time	Description	Cultural Behaviors
VOLUNTARY RESPONSE PROTOCOLS			
Raise a Hand	1–2 mins.	Students raise a hand or fist to volunteer information.	<ul style="list-style-type: none"> • VA: verbal expressiveness • BB: turn-taking
Shout Out	< 1 min.	Students <i>softly</i> shout out responses at the same time. This protocol can be used for one-word or very short answers. Posed questions can require either one correct answer or a variety of short answers.	<ul style="list-style-type: none"> • VA: conversational overlap, spontaneity, verbal expressiveness, multiple ways to show focus
Stand and Share	1–2 mins.	When a student wants to share a response, they stand and share it. After sharing, they sit down.	<ul style="list-style-type: none"> • VA: spontaneity, movement, subjectivity, connectedness

NON-VOLUNTARY RESPONSE PROTOCOLS			
Pick a Stick	1–2 mins.	After asking a question, the teacher picks from a group of class popsicle sticks, each of which has a student's name on it. The chosen student answers the question. Stick selection can continue until a sufficient number of answers are heard.	<ul style="list-style-type: none"> • VA: multiple ways to show focus, spontaneity • BB: turn-taking
Somebody Who	1–2 mins.	The teacher uses a random identifier (such as birthdays in summer, wearing green, or having only one sibling) and invites the identified students to stand. Then the standing students share out their responses to a question.	<ul style="list-style-type: none"> • VA: social interaction, spontaneity
Take a Poll	< 1 min.	Students vote on a question. This can be used with Raise a Hand, Shout Out, or Vote with Your Feet.	<ul style="list-style-type: none"> • VA: multiple perspectives
Thumbs-Up or Thumbs-Down	< 1 min.	The teacher asks students to hold their hand near their chest and give a thumbs-up, thumbs-down, or (if appropriate) thumbs-sideways to show their response to a question.	<ul style="list-style-type: none"> • VA: connectedness, multiple perspectives
Vote with Your Feet	1–2 mins.	The teacher designates a different part of the room for each voting option. Students vote by moving to the place designated for the option they choose.	<ul style="list-style-type: none"> • VA: movement, multiple perspectives, collective success, social interaction

Protocols for Engagement and Accountability (continued)

ACTIVITY AND ACADEMIC DISCOURSE PROTOCOLS

Name	Time	Description	Behaviors
3-2-1	5–10 mins.	Students summarize multiple takeaways from an activity or identify multiple details in a text. The format can vary and is specified at point of use in the Teacher’s Guide. <i>Example:</i> Ask students to name 3 things they learned, 2 things they found interesting, and 1 question they still have.	<ul style="list-style-type: none"> • VA: multiple perspectives • BB: quiet, independent, prompted
Give One, Get One	2–5 mins.	Students get up and mingle with their peers. After a few seconds, the teacher calls out “GIVE ONE to a partner.” Participants form pairs, and each “gives” a key learning or important idea about the topic to the other so that each person “gives one” and “gets one.” This can be repeated multiple times.	<ul style="list-style-type: none"> • VA: social interaction, movement, shared responsibility
Individual Think Time	10 secs.–2 mins.	Students are given a short time to think about a question before discussing with a partner, a small group, or the whole class. This private processing time gives students time to make sense of the question and begin to gather their thoughts and questions.	<ul style="list-style-type: none"> • BB: quiet, independent
Merry-Go-Round Share	2–5 mins.	Students form groups of 3–4 to share their responses. Each student takes a quick turn sharing with the group.	<ul style="list-style-type: none"> • VA: social interaction, multiple ways to show focus, connectedness • BB: turn-taking
Musical Shares	5–10 mins.	Students share a written response to a question or prompt. The teacher directs all students to stand up with their Student Books, then turns on music. Students walk or dance around the room. When the music stops, students stop and share with the closest person to them, and each one takes a turn. This can be repeated 2–3 times.	<ul style="list-style-type: none"> • VA: movement, multiple ways to show focus, musicality, spontaneity, social interaction

VA: behaviors that are validated and affirmed; **BB:** classroom behaviors that the protocol builds and bridges toward

Name	Time	Description	Behaviors
Pass It On	2–5 mins.	Students call on each other to answer a question or prompt. Students should not raise hands to be called on, and they should be encouraged to call on a variety of people. Students can “pass” on a question by calling on another student. This protocol can also be done with the use of a soft object that students toss to one another to “pass it on.”	<ul style="list-style-type: none"> • VA: collective success, spontaneity, connectedness
Silent Appointment	1–2 mins.	Students look around the room and get the attention of a classmate without talking by using facial expressions or other nonverbal communication. Once they have made eye contact with a classmate, they give some indication that they have a partner: hand over heart or on top of the head, etc. Once everyone has a partner, have them move quietly to their Silent Appointment.	<ul style="list-style-type: none"> • VA: social interaction, subjectivity, nonverbal expression
Snowballs	2–5 mins	To share a short, written response to a question, students ball up their papers and throw their snowballs to a designated part of the room. The teacher then directs groups (each table or section) to take turns picking up a snowball, checking to make sure they don’t get their own. Once all students have a snowball, use a non-volunteer protocol to have a few students read out the response on the paper they picked up.	<ul style="list-style-type: none"> • movement, connectedness, spontaneity, collective success
Synonym Plug-In	< 1 min.	Students brainstorm or identify synonyms for a key word.	<ul style="list-style-type: none"> • VA: shared responsibility
Team-Pair-Solo-(Team)	5–10 mins.	Students work in groups of 4 to complete an activity that has multiple parts or steps. Specific directions for what to do at each step are provided at point of use in the Teacher’s Guide. <i>Example: Team: Students work together as a group to complete one part of a chart. Pair: Each team breaks into pairs, and the pairs work together to complete another part of the chart. Solo: Students work independently to complete the next part of the chart. Team: Students move back to their original groups to complete the chart and/or discuss details.</i>	<ul style="list-style-type: none"> • VA: social interaction, multiple ways to show focus, shared responsibility, conversational overlap • BB: quiet, independent
Turn and Talk	1–2 mins.	Students turn and talk with a partner.	<ul style="list-style-type: none"> • VA: social interaction • BB: turn-taking

Cultural Behaviors

Leveraged for Learning

Consult this chart to learn more about the cultural behaviors validated and affirmed through the use of responsive protocols.

Cultural Behavior	What It Is	Why It's Important	Protocols That Validate and Affirm It
collective success	working together for a purpose	School culture often emphasizes independent work, while shared work and responsibility is encouraged in many cultures and seen as contributing to overall performance of the group.	<i>Buddy Read, Jump in Reading, Pass It On, Snowballs, Vote with Your Feet</i>
connectedness	taking actions in the moment that communicate warmth, acceptance, closeness, and availability	Connectedness alleviates stress in students who feel a sense of urgency and want to know about things "now."	<i>Merry-Go-Round Share, Pass It On, Snowballs, Stand and Share, Thumbs-Up or Thumbs-Down</i>
conversational overlap	speaking up while someone else is talking	Verbal overlapping shows engagement and focus in some languages and cultures, while not overlapping can show the same levels of engagement in other languages and cultures.	<i>Jump in Reading, Shout Out, Team-Pair-Solo-Team</i>
movement	moving while learning; learning through physical activities	School culture often prioritizes sitting still for much of the day, but some cultures learn better while moving.	<i>Give One, Get One; Musical Shares; Snowballs; Stand and Share; Vote with Your Feet</i>
multiple perspectives	allowing for a number of perspectives that are equally valued	School culture can emphasize a "right" or "wrong" way of looking at or doing something, but the essential understanding of a topic or concept can be arrived at through alternate perspectives and means of expression.	<i>3-2-1, Take a Poll, Vote with Your Feet</i>
multiple ways to show focus	demonstrating varied ways to show focus and approach a task	School culture may prioritize a single way of showing focus (e.g., sitting quietly and watching the teacher intently) while other cultures allow for different ways (e.g., moving around).	<i>Merry-Go-Round Share, Musical Shares, Pick a Stick, Shout Out, Team-Pair-Solo-Team</i>

Cultural Behavior	What It Is	Why It's Important	Protocols That Validate and Affirm It
musicality	shared musical experiences that bring people together for a purpose	Music is often not incorporated into school activities, but shared musical experiences are important in many cultures and can engage and invest students in learning.	<i>Musical Shares</i>
nonverbal expression	communicating with the eyes or using gestures	School culture sometimes sees extended eye contact as rude, but in many cultures it is a way of showing respect, attention, and interest.	<i>Silent Appointment</i>
oral tradition	the practice of using storytelling and oral expressiveness	School culture often prioritizes reading silently to oneself over reading aloud, but many cultures view oral language and storytelling as important norms and traditions.	<i>Teacher Read-Aloud</i>
shared responsibility	sharing collectively in learning tasks and activities	School culture often emphasizes independent work, but shared work and responsibility is encouraged in many cultures and seen as contributing to overall performance of the group.	<i>Give One, Get One; Synonym Plug-In; Team-Pair-Solo-Team</i>
social interaction	the use of social interaction to learn	In some cultures, the act of social interaction is valued as much as the content being learned; the interaction contributes to successful learning.	<i>Buddy Read; Give One, Get One; Merry-Go-Round Share; Musical Shares; Silent Appointment; Somebody Who; Team-Pair-Solo-Team; Turn and Talk; Vote with Your Feet</i>
spontaneity	responding in an immediate and unplanned way	Spontaneity is viewed as natural and appropriate in some cultures, but it is often discouraged in school culture.	<i>Jump in Reading, Musical Shares, Pass It On, Pick a Stick, Shout Out, Snowballs, Somebody Who, Stand and Share</i>
subjectivity	allowing for the expression of personal perspectives	Inviting students to share personal experiences and opinions can get them more interested and invested in learning.	<i>Stand and Share, Thumbs-Up or Thumbs-Down</i>
verbal expressiveness	using words combined with gestures and other nonverbal means of expression to communicate ideas and emotions	School culture often values a limited subset of the many ways students can express their ideas. However, alternative ways of sharing and expressing ideas are equally additive to the classroom culture and conversation.	<i>Raise a Hand, Shout Out</i>

Build Knowledge

The texts in this unit explore the survival skills of animals in varied ocean habitats.

- In Lesson 5, **Habitats of the Ocean**, students read informational texts about life inhabiting the deep sea and coral reefs.
 - “Ocean Homes,” science article
 - “Deep Sea Survival,” science article
 - “Welcome to the Reef,” science article
- In Lesson 6, **Survival Skills**, students read informational texts about sea animals with unusual survival techniques.
 - “Anglerfish: Fish That Fish,” science article
 - “Bobtail Squid: Masters of Disguise,” science article
 - “Parrotfish: Slimy Snugglers,” science article
- In Lesson 7, **Group Survival**, students read informational texts about sea animals’ varied cooperative strategies.
 - “Orcas on the Hunt,” science article
 - “Stay in School!” science article
 - “Dolphin Chatter,” science article

Ocean Survival

LESSON 5

Habitats of the Ocean

86



LESSON 6

Survival Skills

102



UNIT 2

LESSON 7

Group Survival

118



LESSON 8

Protecting the Ocean

134



CONNECT IT

Reefs at Risk

150



- In Lesson 8, **Protecting the Ocean**, students read informational texts about marine conservation efforts.
 - “The Manatees’ Heroes,” science article
 - “Follow Those Whales!” science article
 - “Saving Sea Turtles,” science article
- The Connect It Lesson, **Reefs at Risk**, features a culminating text about how reducing the amount of abandoned fishing gear in the world’s oceans can help sustain sea life.
 - “The Trouble with Ghost Gear,” science article

Preview the Unit

- Introduce the unit topic and read aloud the lesson titles.
- **Say**, *Look at the titles and pictures. What questions or predictions do you have about what we will learn?*
- Use **Pass It On** to have 2–3 students share a question or a prediction.

Habitats of the Ocean

FOCUS QUESTION

How do sea animals survive in their habitats?

About the Lesson

OBJECTIVES

Content Objectives

- Identify key details in an informational text.
- Recount key details and explain how they support the main idea.
- Understand how animals survive in the deep sea, coral reefs, and other diverse ocean habitats.

Language Objectives

- Recount key details in an informational text in your own words using a chart.
- Explain to a partner how key details in a text support the main idea.
- Describe in writing how two animals from the texts survive in their habitats.

ACADEMIC TALK

See **Glossary of Terms** on pp. 466–473.
detail, key detail, recount, main idea

Spanish Cognates

recontar

Build Knowledge

Lesson texts build knowledge about:

- Different types of ocean habitats
- Traits that allow animals to survive in the deep sea
- Interconnected relationships of animals that live in coral reefs

Plan Student Scaffolds

- Use **i-Ready data** to guide grouping and choose strategic scaffolds.
- Use **Teacher Toolbox** resources as needed to address these related skills:
 - Identify main idea
 - Recount key details
- In Sessions 1 and 3, pair students of varying language proficiency levels to **Buddy Read** the informational texts so that one student may provide additional language support for the other. **EL**
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Shout Out	1, 6	spontaneity, multiple ways to show focus
Vote with Your Feet	1	movement, multiple perspectives
Pass It On	1	spontaneity, connectedness
Stand and Share	1, 3, 4, 5	spontaneity, movement, connectedness
Pick a Stick	2, 4	spontaneity
Silent Appointment	2, 4	social interaction, nonverbal expression
Give One, Get One	2, 4, 6	movement, shared responsibility
Musical Shares	2	movement, musicality, social interaction

LEARNING PROGRESSION | Recount Key Details

Students build on this skill:

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Students learn this skill:

RI.3.2 Recount the key details and explain how they support the main idea.

Students prepare for this skill:

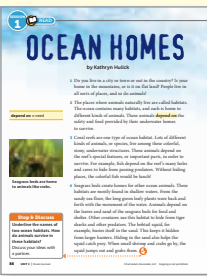
RI.4.2 Determine the main idea of a text and explain how it is supported by key details.

Students review and practice:

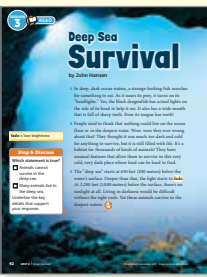
- **RI.3.1** Ask and answer questions
- **RI.3.4** Determine word meanings

LESSON PLANNING GUIDE

TEXT 1: Ocean Homes • SCIENCE ARTICLE

		TEXT AT-A-GLANCE		ENGLISH LEARNER SUPPORT (EL)	
SESSION 1	SCAFFOLD READING		Concepts/Background <ul style="list-style-type: none"> different habitats within the ocean, including coral reefs, seagrass beds, open ocean, deep sea tiger sharks, bobtail squid, shrimp, crabs, orcas, great white sharks, jellyfish 	Listening/Speaking <ul style="list-style-type: none"> Activate prior knowledge 	
	PRACTICE THE FOCUS STANDARD <ul style="list-style-type: none"> Formative Assessment 			Reading/Writing <ul style="list-style-type: none"> Use visual support 	
SESSION 2			Language <ul style="list-style-type: none"> Vocabulary: naturally, contains, provided, survive, species, features, predators, prey, communicate, shelter Descriptive Language: without hiding places, the colorful fish would be lunch 	Speaking/Writing <ul style="list-style-type: none"> Talk before writing 	

TEXT 2: Deep Sea Survival • SCIENCE ARTICLE

SESSION 3	SCAFFOLD READING		Concepts/Background <ul style="list-style-type: none"> headlights numerical references: thousands of kinds; 650 feet below; 3,280 feet below; 9 out of 10 dragonfish, anglerfish, deep-sea squid, gulper eel 	Listening/Reading <ul style="list-style-type: none"> Clarify directions 	
	PRACTICE THE FOCUS STANDARD <ul style="list-style-type: none"> Formative Assessment 			Speaking/Reading <ul style="list-style-type: none"> Use visual support, Make personal connections 	
SESSION 4			Language <ul style="list-style-type: none"> Vocabulary: elsewhere, attached, squirt, confuses, oxygen, result, invisible, mysterious Informal Language: their bodies are built for, can't afford to Descriptive Language: some deep-sea squid squirt out a glowing cloud of liquid light Figurative Language: it turns on its "headlights," the deep-sea spider can grow as large as a dinner plate, the gulper eel has a mouth so big it can swallow prey as big as itself 	Reading/Writing <ul style="list-style-type: none"> Annotate text 	
				Speaking/Writing <ul style="list-style-type: none"> Use sentence frames 	

TEXT 3: Welcome to the Reef • SCIENCE ARTICLE

SESSION 5	INDEPENDENT READING AND PRACTICE <ul style="list-style-type: none"> Formative Assessment 		Concepts/Background <ul style="list-style-type: none"> beneficial relationships among sea life Great Barrier Reef off the coast of Australia polyps as builders of coral reefs numerical references: 1,600 miles long; tens of thousands of lobsters, clams, sea stars, sea snails, parrotfish 	Reading <ul style="list-style-type: none"> Sketch, Analyze phrases 	
				Speaking/Reading <ul style="list-style-type: none"> Use sentence frames 	
			Language <ul style="list-style-type: none"> Vocabulary: skeletons, exist, species, harmful, protectors Figurative Language: imagine an underwater city with colorful buildings and busy sea creatures swimming in every direction, polyps can be as small as the head of a pin or as big as a basketball 	Listening/Reading <ul style="list-style-type: none"> Read aloud questions and answers 	
				Writing <ul style="list-style-type: none"> Use a graphic organizer for pre-writing 	

KNOWLEDGE BUILDING

SESSION 6	RESPOND TO THE FOCUS QUESTION <ul style="list-style-type: none"> How do sea animals survive in their habitats? 	<ul style="list-style-type: none"> Integrate information from the lesson texts Collaborative discussion Short response 	Writing <ul style="list-style-type: none"> Collaborate with a partner
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Before Teaching the Lesson

Preview the texts before teaching the lesson. Plan scaffolds to use and provide background information as needed before reading each text.

- **Ocean Homes: Habitats** Oceans cover 70 percent of Earth's surface. They are home to up to one million animal species.
- **Deep Sea Survival: Bioluminescence** Sunlight disappears around 3,280 feet (1,000 meters), so many deep-sea animals make their own light, a trait called bioluminescence.
- **Welcome to the Reef: The Great Barrier Reef** The Great Barrier Reef is one of the seven natural wonders of the world. As the largest reef on Earth, it contains more than 400 types of coral and at least 1,500 fish species.
- Consider alternate means of representing information, such as sharing photos or videos of the habitats and animals featured in this lesson.

Talk About the Topic

BUILD STUDENTS' INTEREST

- 1 • Read aloud the Focus Question and introduce the lesson topic. Tell students they will read, talk, and write about how sea animals survive in different ocean habitats. **Say**, *Many sea animals have special features and abilities that help them survive.*
- Have students **Shout Out** the name of an ocean animal they have seen or know about.
- Point out that all animals, including humans, have special features that help them survive. **Say**, *Hair keeps your head warm and protects it from the sun. Giraffes have long necks so they can eat leaves from the tree tops.*
- Have students **Turn and Talk** about other features or body parts that people or animals use to help them survive. **EL**
- Introduce the focus standard. **Say**, *After reading each text, you will recount key details to help you think about what the author wants you to know.*

SESSION
1

TALK ABOUT THE TOPIC

Habitats of the Ocean

1 FOCUS QUESTION

How do sea animals survive in their habitats?

2 NOTICE AND WONDER

Look at the three texts you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

3 WHAT DOES SURVIVE MEAN?

Think about what the word *survive* means. Pick a word you can relate to the word *survive*. Talk about how that word and *survive* are related.

food home leafy darkness
colorful ocean protection live

The word ___ is related to *survive*.

I think this because ___.

LESSON 5



Ocean Homes
by Kathryn Hulick



Deep Sea Survival
by John Hansen



Welcome to the Reef
by Hazel Meador

- 2
 - Have partners complete Notice and Wonder.
 - Circulate to identify gaps in background knowledge to address during reading.
 - Have students **Vote with Your Feet** to vote for the text they are most excited to read.

3 INTRODUCE ESSENTIAL CONCEPTS

- Direct students to work in pairs to complete What Does *Survive* Mean? As students work, guide them to discuss how each word is related to *survive*.
- Before students discuss how the words relate to *survive*, have them discuss the meanings of all the words with a partner. If necessary, clarify the meanings. **EL**
- Use **Pass It On** to have students discuss how the words relate to the word *survive*.
- Have students define *survive* in their own words. Guide them to understand that it means “to stay alive.” Have students write the definition and any related words from the activity in their word journals.
- Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students understand *survive* and explain connections with other words.

HELP & GO: Vocabulary

- Using the words from the activity, have students fill in the blanks to clarify the meaning of *survive*.
 - Provide sentence frames: *Things you need to survive are _____. Words that have the same meaning as survive are _____.*
- Guide students to make connections between human survival and animal survival. **Ask, How are humans similar to other animals? Humans and other animals need some of the same things to survive. What do humans and other animals all need to survive? food, water, and shelter or protection from nature**

1 Support Reading

- Set a purpose for reading. **Say**, *In this text, you will read to learn about how animals survive in different ocean habitats.*
- Have students read paragraphs 1–4. Direct them to circle unknown words and mark confusing parts with a question mark.
- Ask students what they know about where animals live in the ocean. **EL**
- Use **CHECK INs** and related **Help & Go** scaffolds as needed to support understanding. Monitor based on annotations, observation, and your knowledge of students.
- **CHECK IN** Students understand *predators* and *prey* and their relationship to one another.

HELP & GO: Vocabulary

- Guide students to look around the words *predators* and *prey* for context clues. **Say**, *How do the last two sentences of paragraph 3 help you define predators? Fish hide so they are not eaten. Predators eat other animals.*
- *How do the last two sentences of paragraph 4 help you define prey? Squid hide in the sand to catch prey like shrimp and crab. Prey are the animals that other animals want to eat.*
- *What is the relationship between predators and prey? Predators eat prey. Prey are eaten.*

2 Stop & Discuss

- Have partners complete **Stop & Discuss**.
- **LISTEN FOR** Students name two ocean habitats and how animals survive there.

HELP & GO: Comprehension

- **Ask**, *What habitat is paragraph 3 about? coral reefs Why do animals go in holes and caves? to hide from predators What habitat is paragraph 4 about? seagrass beds Why are the leaves and sand important? Animals use them for food, shelter, and a place to hide.*

SESSION

1



READ


OCEAN HOMES

by Kathryn Hulick

1 Do you live in a city or town or out in the country? Is your home in the mountains, or is it on flat land? People live in all sorts of places, and so do animals!

2 The places where animals naturally live are called habitats. The ocean contains many habitats, and each is home to different kinds of animals. These animals **depend on** the safety and food provided by their underwater homes to survive.

3 Coral reefs are one type of ocean habitat. Lots of different kinds of animals, or species, live among these colorful, stony, underwater structures. These animals depend on the reef's special features, or important parts, in order to survive. For example, fish depend on the reef's many holes and caves to hide from passing predators. Without hiding places, the colorful fish would be lunch!

4 Seagrass beds create homes for other ocean animals. These habitats are mostly found in shallow waters. From the sandy sea floor, the long green leafy plants wave back and forth with the movement of the water. Animals depend on the leaves and sand of the seagrass beds for food and shelter. Other creatures use this habitat to hide from tiger sharks and other predators. The bobtail squid, for example, buries itself in the sand. This keeps it hidden from larger hunters. Hiding in the sand also helps the squid catch prey. When small shrimp and crabs go by, the squid jumps out and grabs them. 

depend on = need



Seagrass beds are home to animals like crabs.

2

RI.3.2

Stop & Discuss

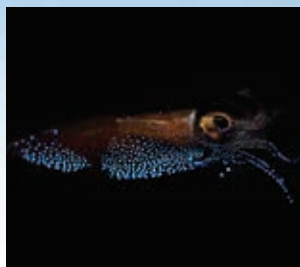
Underline the names of two ocean habitats. How do animals survive in these habitats?

Discuss your ideas with a partner.

LESSON 5



Great white sharks live in the open ocean.




Some squid that live in the deep sea make their own light.

3

5 Another kind of habitat is the open ocean. Large predators, such as orcas and great white sharks, live and hunt in these waters. Their bodies are dark on top and light on the bottom. Such coloring lets them blend in with the dark water below and the bright sunlight above. This makes it hard for animals swimming above and below to see them. These predators can easily sneak up on their prey.

6 No light reaches the deepest parts of the ocean. This deep sea habitat is dark and cold. No plants grow here. However, some of the world's strangest animals live here. More than half of deep-sea animals have **adapted** by making their own light. This habitat is full of glowing jellyfish, worms, squid, and larger fish. These animals use their light in different ways, such as to **attract** prey, trick predators, or communicate with one another.

7 From the colorful coral reefs to the deep, dark sea, ocean habitats are all very different. In each one, animals must find the food and shelter they need to survive. 

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adapted = changed over time

attract = to cause to come near

4

RI.3.1

Stop & Discuss

What helps orcas and great white sharks sneak up on their prey in the open ocean?

Draw a picture to show this. Then explain your picture to a partner.

LESSON 5 | Habitats of the Ocean 89

3 Support Reading

- Have students read paragraphs 5–7.
- **CHECK IN** Students identify that the open ocean and deep sea are different habitats.

HELP & GO: Comprehension

- Point out the word *open* in paragraph 5. Help students understand that open ocean is the large area of water away from the shore and above the ocean floor.
- Have students revisit paragraph 6 and describe the deepest parts of the ocean. (dark and cold)

4 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss** activity.
- **LOOK FOR** Students draw pictures that show how animals in the open ocean blend in.

HELP & GO: Comprehension

- Have students reread paragraph 5. **Ask**, *What does a great white shark look like? dark on top, light on bottom*
- **Ask**, *If an animal is looking at a great white shark from above, would they see it? No: The dark top of the shark would be hard to see in the dark water.*
- *What would an animal swimming below a great white shark see if it looks up? Nothing. The white belly would blend in with the water lit up by the sun.*
- Show students pictures of great white sharks and orcas from multiple angles to help them understand how they blend in. **EL**

Discuss the Whole Text

- Revisit the Focus Question.
- Have students reread paragraph 7. **Ask**, *Even though the habitats are different, what do they have in common? They provide food and shelter.*
- Have students **Turn and Talk** and then **Stand and Share**. Record their responses.

Reconnect to the Text

Use **Pick a Stick** to choose a few students to tell what they learned about ocean habitats in “Ocean Homes.” **Ask**, *What are the habitats like?*

1 Introduce the Standard

Review the information at the top of the student page. **Say**, *Finding and recounting key details can help you understand the big idea the author wants you to know.*

2 Reread/Think

MODEL THE STANDARD Display the chart. Model finding and recounting the key details of the text.

- Reread paragraphs 1 and 2. **Say**, *These paragraphs tell me that the ocean has different places where animals live and survive.*
- Reread paragraph 3. **Say**, *This paragraph tells me all about one habitat, the coral reef. I want to find the key details about what animals do to survive, so I'll ask myself, “What details help me understand what animals do to survive in the coral reef?” The key detail that fish hide from predators in holes and caves helps me understand. Point to this detail in the chart. There are other details, such as that lots of different animals live in coral reefs, but they don't help me understand what animals do to survive, so I won't include it in the chart.*

GUIDE STANDARDS PRACTICE Have students use **Silent Appointment** to find a partner. Direct partners to reread paragraphs 4–7 and complete the chart. Remind students to look for details that describe what animals do to survive in their habitats.

- Provide sentence frames that will help students find and recount key details: *In the open ocean, large predators can ___ with dark water and light. In the deep sea, animals make ___.* **EL**

SESSION
2

PRACTICE

RI.3.2 ... recount the key details and explain how they support the main idea.

1 Recount Key Details

- **Details** are facts, examples, and other information in a text.
- **Key details** are the most important details in a text.
- When you **recount** key details, retell them in your own words. Recounting key details can help you understand what a text is mostly about.

2 Reread/Think

Reread “Ocean Homes.” Look for key details about what animals do to survive in each habitat. In the chart, write the key details in your own words.

Habitat	Key Details About What Animals Do to Survive
coral reef	Fish hide from predators in holes and caves in the reef.
seagrass beds	• Animals use the leaves and sand of the seagrass beds to hide from predators and jump out to catch prey.
open ocean	• Large predators live and hunt here. • Their bodies have light and dark parts that blend in with the water and the light.
deep sea	• Many animals make their own light. • This helps animals attract prey, trick predators, and communicate.

LESSON 5

3 Talk

Talk with a partner about what animals do to survive in each ocean habitat. Use key details from the chart as you talk. What do these key details help you understand about the text?

Some of the key details tell about ____.

This helps me understand that the text is mostly about ____.

4 Write

Choose two ocean habitats and explain how animals survive there. Include key details from the text in your response.

Sample response: Coral reefs are one type of habitat. Fish use the reef’s many holes and caves to hide from predators.

Another type of habitat is the seagrass bed. It has a lot of leafy plants and sand. The bobtail squid buries itself in the sand to hide from predators and to catch prey. I think the author wants me to know some of the ways that animals survive in each habitat.

WRITING CHECKLIST

- I wrote about what animals do to survive in two habitats.
- I recounted key details.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

Blank lines for student writing.

- Have students read paragraph 6. Remind them that after reading each sentence, they should ask themselves, “Do I need this detail to understand what animals do to survive in this habitat?”
- If students answer the question with “yes,” have them write that detail in their own words in the chart.

3 Talk

- Have students use **Give One, Get One** to complete the Talk activity.
- **LISTEN FOR** Students explain the main idea that the key details support. ✓

HELP & GO: Standards Practice

- Guide students to look at their recounting in the chart and make connections. **Ask, What are all of the animals doing in their habitats that help them survive? They are all using their habitats to find food or hide from predators.**

4 Write

- Have students complete the Write task. Direct them to use the checklist to check their work.
- Using **Turn and Talk**, have students share ideas for organizing their writing, such as naming a habitat, followed by recounting a key detail that supports the main idea. Repeat with the second habitat. **EL**
- Use written responses to determine whether students need additional support. ✓
- Have students use **Musical Shares** to share their writing, then **Pick a Stick** to select a few students to share their response with the class.

1 Support Reading

- Set a purpose for reading. **Say**, *You will read to learn more about how animals survive in a deep-sea habitat.*
- Have students read paragraphs 1–3. Guide them to circle unknown words and mark confusing parts with a question mark.
- Have students **Raise a Hand** if this is the text they are most interested in reading.
- Use **CHECK INs** and related **Help & Go** scaffolds to support students as needed.
- **CHECK IN** Students understand the depth of the deep sea.

HELP & GO: Background

- Guide students to think about the depth of the deep sea.
- **Say**, *A building that is 650 feet has approximately 60 floors. A building that is 3,280 feet would have approximately 300 floors! That is bigger than the tallest building in the United States, One World Trade Center in New York City. It is 1,776 feet (540 meters) tall and has 104 floors. To get to the bottom of the deep sea, you'd have to stack approximately two of these buildings on top of each other.*

2 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss** activity.
- Read aloud and clarify the question. **Ask**, *What does it mean if something is true? It is real; it is not made up. EL*
- **LOOK FOR** Students find text evidence that many animals live in the deep sea.


HELP & GO: Comprehension

- Have students reread paragraph 2 and draw a box around the number of animals that live in the deep sea. **Ask**, *How does this detail help you figure out which statement is true? “Thousands of kinds of animals” tells us that it is true that many animals can live in the deep sea.*

SESSION
3

Deep Sea Survival

by John Hansen

- 1 In deep, dark ocean waters, a strange-looking fish searches for something to eat. As it nears its prey, it turns on its “headlights.” Yes, the black dragonfish has actual lights on the side of its head to help it see. It also has a wide mouth that is full of sharp teeth. Even its tongue has teeth!
- 2 People used to think that nothing could live on the ocean floor or in the deepest water. Wow, were they ever wrong about that! They thought it was much too dark and cold for anything to survive, but it is still filled with life. It’s a habitat for thousands of kinds of animals! They have unusual features that allow them to survive in this very cold, very dark place where food can be hard to find.
- 3 The “deep sea” starts at 650 feet (200 meters) below the water’s surface. Deeper than that, the light starts to **fade**. At 3,280 feet (1,000 meters) below the surface, there’s no sunlight at all. Living in darkness would be difficult without the right tools. Yet these animals survive in the deepest waters. 

fade = lose brightness

2

RI.3.2

Stop & Discuss

Which statement is true?

- Animals cannot survive in the deep sea.
- Many animals live in the deep sea.

Underline the key details that support your response.

3 Support Reading

- Have students read paragraphs 4 and 5, marking confusing parts as needed.
- **CHECK IN** Students understand how animals in the deep sea grow bigger.

HELP & GO: Comprehension

- Guide students to understand that extra oxygen makes some animals grow bigger in the deep sea. **Ask**, *Why do some animals in the deep sea have extra oxygen in their bodies? There is a lot of oxygen in cold water and the animals do not move much. What happens because of this extra oxygen? The animals grow bigger.*

4 Stop & Discuss

- Have students complete the **Stop & Discuss**, then **Turn and Talk**.
- **LISTEN FOR** Students explain how sea animals survive in the dark and the cold.

HELP & GO: Comprehension

- Have students reread the first sentence in paragraph 4. **Ask**, *What is an important feature for survival? light How does the anglerfish attract food? It uses a rod with a glowing tip to attract prey. How does the deep-sea squid protect itself? It squirts out a glowing cloud of liquid light when attacked.*
- Show students images or videos of how anglerfish and deep-sea squid use light. Then have students explain the process to a partner. **EL**

LESSON 5

3

4 Making light is an important feature for survival. About nine out of ten of deep-sea animals make their own light. They use that light both to find food and to **avoid** being eaten. The anglerfish, for example, has a thin rod with a glowing tip attached to its head. The light from the glowing tip attracts prey. An animal's light can be used for protection, too. Some deep-sea squid squirt out a glowing cloud of liquid light when attacked. This confuses the predator while the squid escapes.

avoid = keep from

5 Another feature that helps survival is **adjusting** to the cold water. No sun means the water is near freezing. But this isn't a problem for deep-sea animals. Their bodies are built for living in such cold temperatures. Cold water has more oxygen in it than warm water. Oxygen is needed for most life on Earth to survive and grow. The animals don't move much because the water is very cold, so their bodies have extra oxygen. The extra oxygen makes some animals grow bigger. The deep-sea spider can grow as large as a dinner plate! 🙅

adjusting = changing

4

RI.3.1

Stop & Discuss

How does making their own light help animals survive in the deep sea?

Discuss your answer with a partner.

Making their own light helps animals survive by ____.

Black dragonfish have "headlights" so they can see in the dark water.

5 Support Reading

- Have students read paragraphs 6–8.
- **CHECK IN** Students understand the multiple-meaning phrase *can't afford to*.

HELP & GO: Language

- Direct students to reread paragraph 6 and locate the phrase *can't afford to*. **Say**, *You might know that one meaning of the phrase can't afford is "not having enough money." Do you think that meaning would make sense in the ocean? No. How does the phrase prey are hard to find help you figure out the meaning of can't afford? There is not much to eat, so they can't risk that they will lose it.*

6 Stop & Discuss

- Have students complete **Stop & Discuss**, then **Turn and Talk**.
- Clarify students' understanding of *features* by asking them to describe their features, such as hair and eye color. **EL**
- **LISTEN FOR** Students identify features that keep jellyfish from being eaten.

HELP & GO: Comprehension

- Have students reread paragraph 7. **Ask**, *How does the text describe the body of a jellyfish? The text says it is clear. How does a clear body help a jellyfish survive? It makes a jellyfish invisible to other animals, which can help keep it from being eaten.*

Discuss the Whole Text

Revisit the Focus Question. Have students **Turn and Talk** about the question and then **Stand and Share** to respond. Record responses next to the Session 1 responses. Invite students to make connections between the texts.

SESSION
3

READ

developed = grown

surroundings = the area around

- 5 6 Animals that survive in the deep sea have features to help them find and catch food. And prey are hard to find. Animals that eat other animals can't afford to miss when they bite at something. They need to be able to catch and hold onto the prey they find. As a result, many have **developed** huge mouths and long, sharp teeth. The gulper eel has a mouth so big it can swallow prey as big as itself!
- 7 Surviving in the deep also means *not* getting eaten. What the animals look like plays an important part in survival, too. Some animals, like jellyfish, have clear bodies that make them almost invisible. Others have dark skin that helps them blend into their **surroundings**.
- 8 Scientists still have a lot to learn about life in the deep sea. But for millions of sea creatures, this mysterious place is home. 🙅

RI.3.1

6

Stop & Discuss

What feature helps jellyfish keep from being eaten?

- sharp teeth
- clear bodies
- thin rods

SESSION

4



PRACTICE

RI.3.2 ... recount the key details and explain how they support the main idea.

LESSON 5

1 Recount Key Details

- The **main idea** is something important that the author wants readers to understand.
- Key details are important information that tell about the main idea. Recounting key details helps you understand the main idea.

2 Reread/Think

Reread paragraphs 4–7 in “Deep Sea Survival.” Look for key details about each animal’s features. Write those key details in the chart.

Animal	Key Details About the Features That Help Animals Survive
black dragonfish	The lights on its head, a wide mouth, and sharp teeth help it catch prey.
anglerfish	A thin rod with a glowing tip helps it attract prey.
deep-sea squid	A glowing cloud of liquid helps it confuse and escape from predators.
deep-sea spider	The extra oxygen in its body helps it grow large.
gulper eel	A big mouth helps it eat large prey.
jellyfish	A clear body makes it almost invisible to predators.

Reconnect to the Text

Use **Pick a Stick** to have students recall features that help animals catch prey in the deep sea. (light, huge mouths, sharp teeth)

1 Practice the Standard

Have several students **Stand and Share** what recounting is and how recounting key details helps them understand a text. **Say, In this session, you will learn how key details help you understand the main idea.**

2 Reread/Think

MODEL THE STANDARD Display the chart. Read aloud paragraph 1 in “Deep Sea Survival.” Direct students to listen for key details that describe the features of an animal that lives in the deep sea. Model how to identify key details about the black dragonfish in the first row of the chart.

- **Say, As I read, I’m going to ask myself, “What does the author want me to know about the features that help animals survive?” I think the author wants me to know that the black dragonfish survives because it has lights, a wide mouth, and sharp teeth to help it catch its prey.**
- Have students circle the features on the picture of the black dragonfish. **EL**
- Direct students to reread paragraphs 2 and 3. **Say, The next two paragraphs don’t provide key details about animal features that help with survival. But, it DOES seem important to know what the deep sea is like and how many animals live there. I’m going to keep reading to find out more key details about the features that help deep-sea animals survive.**
- Remind students that recounting the key details helps readers see the most important idea that the author wants to share. That most important idea is the text’s big idea, or main idea.

GUIDE STANDARDS PRACTICE Have partners reread paragraphs 4–8 and complete the chart. Guide students to ask themselves these questions: “Is this a key detail about the special features of the animal?” “Does it help the animal survive?”

- **Say,** *Write down only those details that help you understand more about the main idea: deep-sea animals have special features that help them survive.*
- Provide sentence frames to help students recount the key details: *This animal’s special feature is _____. This feature helps the animal survive by ____.* **EL**

3 Talk

- Have students use **Give One, Get One** to share the key details about each animal’s features. Guide students to focus on one animal at a time and refine the key details in their charts.
- Have students find a partner using **Silent Appointment** to discuss the key details and how they support the main idea that deep-sea animals have special features that help them survive.

4 Write

- Have students complete the Write activity.
- Circulate to assess whether students need additional support in recounting key details and explaining how they support the main idea. ✓
- **LOOK FOR** Students understand that the key details tell more about how the features of deep-sea animals help them survive.

HELP & GO: Writing

- Remind students to refer to the chart to find details supporting the main idea.
- Have students circle on the chart the key details that they plan to write about. **EL**

SESSION

4



PRACTICE

3 Talk

Look at the chart and talk to a partner about the key details about each animal’s features. Why did you include those details in your chart?

One key detail I included in my chart is ____.

The reason I included it is because ____.

4 Write

Recount the key details in the text and explain how they support the main idea that deep-sea animals have special features that help them survive. Begin your writing by stating the main idea and then recount the key details.

Sample response: The main idea of “Deep Sea Survival” is that deep-sea animals have special features that help them survive. The deep-sea squid squirts out a glowing cloud of liquid light. This helps the squid confuse predators so it can get away. The gulper eel has a huge mouth. This helps the eel eat prey as big as it is. The key details in the text all show how animals are able to survive in the deep sea even though it is cold and dark.

WRITING CHECKLIST

- I wrote about the main idea.
- I used key details to explain the main idea.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

SESSION
5 READ

LESSON 5

WELCOME TO THE REEF

by Hazel Meador

- Imagine an underwater city with colorful buildings and busy sea creatures swimming in every direction. That's one way to describe a coral reef. Millions of plants and animals live in coral reefs.
- Coral reefs are made of millions of creatures called polyps. Polyps can be as small as the head of a pin or as big as a basketball. They have soft bodies with big mouths on top. Polyps create hard skeletons to protect their soft bodies. Their skeletons connect and form a coral reef. Polyps are slow builders. Reefs grow for thousands or even millions of years. The world's biggest reef is the Great Barrier Reef, off the coast of Australia. It has grown to be 1,600 miles (2,600 kilometers) long.
- The reefs provide food and shelter to **organisms**. At the same time, the plants and animals protect the reefs and keep them healthy. In this way, coral reefs and the organisms that live there help each other.
- Algae** and coral reefs could not exist without each other. Coral reefs supply a safe home for algae. Algae live and grow inside each polyp, where they are well-protected. At the same time, the algae provide food for the coral. Polyps use this food to grow. The algae are also why corals are so colorful. The bodies of polyps are clear, and their skeletons are white. The coral reef's bright colors are created by the algae living inside each polyp.

organisms = living things**algae** = plant-like living things

Reconnect to the Texts

Display responses to the Focus Question for "Ocean Homes" and "Deep Sea Survival." Invite students to **Stand and Share** to make connections between the two texts.

1 Independent Reading

- Set a purpose for learning. **Say**, *Today you will read to learn about another ocean habitat. Then you will recount key details that help you understand the main idea.*
- If students need more support, work with them in small groups to guide reading.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed.
- CHECK IN** Students understand that *underwater city* describes a coral reef.

HELP & GO: Language

- Explain that sometimes authors use language that helps readers picture something in their minds. Read aloud the first sentence in paragraph 1. **Ask**, *What is the underwater city? the coral reefs What are the colorful buildings? the coral*
- Have volunteers explain how the language helps them picture the habitat.
- Have students sketch a busy underwater city like the text describes in paragraph 1. As students read, have them add labels to their drawings. **EL**

- CHECK IN** Students understand how polyps and algae help each other survive.

HELP & GO: Comprehension

- Reread paragraph 4. **Ask**, *How does coral protect algae? Algae grow inside polyps, so algae are protected by the bodies of coral. How do algae help polyps survive? They give the polyps food.*
- Point out "At the same time" in the fourth sentence. Explain how this signals that the algae and polyps help each other. **EL**

2 Independent Reading

- **CHECK IN** Students look inside the word *harmful* to figure out the meaning.

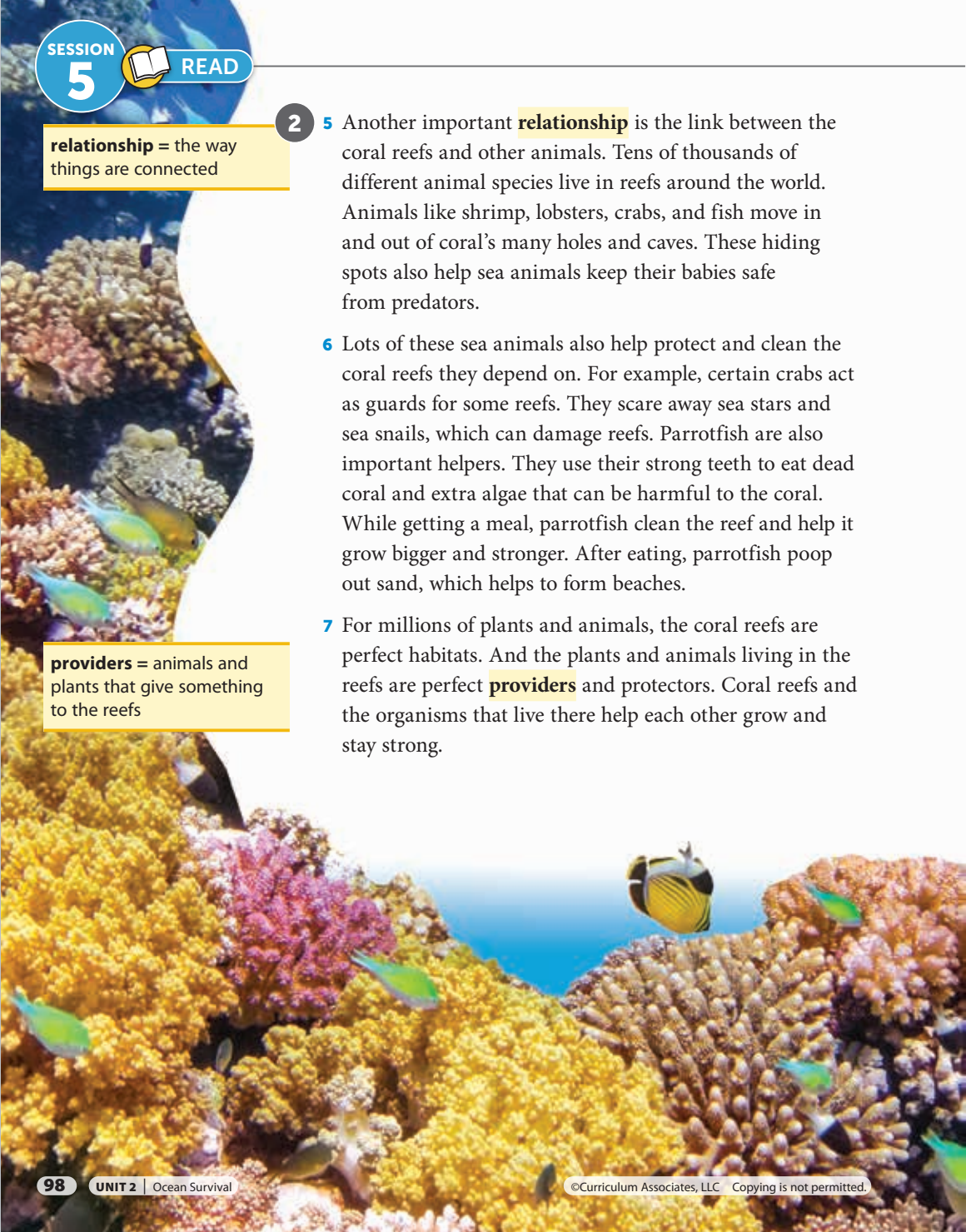
HELP & GO: Vocabulary

- Point out that the author explains how parrotfish are important to reefs. Direct students to look inside the word to understand the meaning of *harmful* in paragraph 6.
 - **Ask**, *What word parts do you see in this word?* **harm**, **-ful** *What does the word harm mean? to hurt something* *The word part -ful means "to be full of."* *So what do you think harmful means? to be full of hurt, or to cause something to hurt*
 - Have students revisit the sentence where *harmful* is used. **Ask**, *What can the extra algae do to the coral? They can hurt it.* Have students use the word *harmful* in a sentence.
 - Guide students to name other "-ful" words such as *powerful*, *cheerful*, and *truthful*.
- **CHECK IN** Students understand the relationship between parrotfish and the coral.

HELP & GO: Comprehension

- **Ask**, *How do parrotfish help coral reefs? How do coral reefs help parrotfish? Parrotfish eat dead coral and extra algae. Coral reefs provide parrotfish with food.*
- **Ask**, *What sentence from the text helps you understand the relationship between the parrotfish and the coral? "While getting a meal, parrotfish clean the reef and help it grow bigger and stronger."* **Ask**, *What does the word while mean in this sentence? at the same time as*
- Have students use the word *while* to describe how parrotfish and coral help each other. Use the sentence frame and have students recall the different actions that happen at the same time:

— *While parrotfish get food from the coral, they also ___ from the coral.* (take away harmful stuff; clean dead parts) **EL**



SESSION 5 READ

relationship = the way things are connected

2 5 Another important **relationship** is the link between the coral reefs and other animals. Tens of thousands of different animal species live in reefs around the world. Animals like shrimp, lobsters, crabs, and fish move in and out of coral's many holes and caves. These hiding spots also help sea animals keep their babies safe from predators.

6 Lots of these sea animals also help protect and clean the coral reefs they depend on. For example, certain crabs act as guards for some reefs. They scare away sea stars and sea snails, which can damage reefs. Parrotfish are also important helpers. They use their strong teeth to eat dead coral and extra algae that can be harmful to the coral. While getting a meal, parrotfish clean the reef and help it grow bigger and stronger. After eating, parrotfish poop out sand, which helps to form beaches.

7 For millions of plants and animals, the coral reefs are perfect habitats. And the plants and animals living in the reefs are perfect **providers** and protectors. Coral reefs and the organisms that live there help each other grow and stay strong.

providers = animals and plants that give something to the reefs

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SESSION
5 PRACTICE

RI.3.2 ... recount the key details and explain how they support the main idea.

LESSON 5

Respond to Text

3 Reread/Think


Reread "Welcome to the Reef." Choose the best response to each question.

- Which creatures' skeletons form the coral reef?
 - algae
 - polyps
 - shrimp
 - parrotfish
- Which detail supports the idea that coral reefs are a good place for sea creatures to live?
 - "Polyps can be as small as the head of a pin or as big as a basketball." (paragraph 2)
 - "At the same time, the plants and animals protect the reefs and keep them healthy." (paragraph 3)
 - "The coral reef's bright colors are created by the algae living inside each polyp." (paragraph 4)
 - "These hiding spots also help sea animals keep their babies safe from predators." (paragraph 5)
- Read this sentence from paragraph 4.
Coral reefs **supply** a safe home for algae.
What is the meaning of the word *supply*?
 - find
 - give
 - catch
 - damage

3 Reread/Think

- Have students complete the Reread/Think items independently.
- Consider reading aloud questions and answer choices. **EL**

Answer Analysis

Use the answer analysis below to review the practice items with students. Have students **Raise a Hand** to share responses and to agree or disagree to explain their reasoning. 

- The correct choice is **B**. In paragraph 2 the text states that the skeletons of polyps connect to form the coral reef. The other choices are simply creatures that live in the coral reef. **DOK 2 | RI.3.1**
- The correct choice is **D**. This detail supports the idea that sea animals use the hiding spots in coral reefs to keep their babies safe. Choice **A** supports the idea that polyps can be different sizes. Choice **B** describes how plants and animals protect the reef. Choice **C** describes how algae create the bright colors of the coral reef. **DOK 2 | RI.3.2**
- The correct choice is **B**. In this context, the word *supply* means "to give." Choices **A** and **C** are incorrect because coral reefs are unable to find or catch homes for creatures. Choice **D** is incorrect because damaging a home for creatures is the opposite of what coral reefs provide. **DOK 1 | RI.3.4**

4 Answer Analysis

4. The correct choice is **C**. Paragraph 6 is mostly about how sea crabs and parrotfish help and protect coral. The other choices are either not directly related to the main idea (choice **D**) or are details that support the main idea (choices **A** and **B**). **DOK 2 | RI.3.2**
5. The correct choice is **A**. The text does not posit any relationships between orcas and coral. The other choices are all key details that support the main idea. **DOK 2 | RI.3.2**

5 Write

- Have students respond independently to the Write prompt. **DOK 3 | RI.3.2**
- Guide students to organize their thoughts before writing. Work with them to put the key details into a graphic organizer similar to the ones used in Session 2 and Session 4. **EL**
- If students need more support, work with them in small groups to guide them through writing. Use **Help & Go** scaffolds as needed.
- **LOOK FOR** Students include three examples from the text in their writing.

HELP & GO: Writing

- Have students reread the text and annotate to organize their thoughts. **Ask**, *How does the coral reef help sea creatures survive? Circle the examples. How do sea creatures help the coral reef survive? Draw boxes around the examples.*
- Guide students through the other paragraphs.

Lesson Wrap-Up

- Revisit the Focus Question. **Ask**, *How do sea animals in the coral reefs survive?*
- Have students **Turn and Talk** about the Focus Question and then **Stand and Share**. Record responses next to Session 1 and Session 3 responses.

SESSION
5

PRACTICE

4 Reread/Think

4. What is a key detail of paragraph 6?
- Parrotfish search for food in the coral reef.
 - Crabs scare away sea stars and sea snails.
 - Sea animals protect the reef in different ways.
 - Sea animals help make sand that forms beaches.
5. Which detail does **not** support the main idea that coral reefs and the organisms that live there help each other?
- Orcas eat the reef and the reef provides shelter to the orca.
 - Algae provide food for the coral and the coral protects the algae.
 - Crabs hide in the holes of the coral and they scare away sea stars that damage the reef.
 - Parrotfish eat dead coral, which is harmful to the reef.

5 Write

Describe how coral reefs help sea animals and how sea animals help coral reefs. Use at least two examples from the text in your answer.

Sample response: Coral reefs and animals depend on each other to survive. Algae are plant-like living things that live in the reef. The reef provides algae a safe place to live. The reef also provides safe homes for animals like shrimp and crabs. These animals protect and clean the reef.

WRITING CHECKLIST

- I described how coral reefs help animals.
- I described how animals help coral reefs.
- I used at least two examples from the text.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

SESSION

6



PUT IT TOGETHER

LESSON 5

Respond to the Focus Question

How do sea animals survive in their habitats?

1 Reread/Think

Sample responses shown.

Choose two animals from the texts that you think have the most interesting ways to survive. Then write one key detail from the text that explains how each animal survives.

Animal	Key Detail
anglerfish	It has a thin rod with a glowing tip that attracts prey.
jellyfish	A clear body makes them almost invisible to predators.

2 Talk

Discuss with a partner the sea animals that you found the most interesting and explain why.

As a group, discuss how you would respond to this question.

If you could have a special feature like one of the sea animals, which would it be, and why?

Take notes on how others in your group answer the question.

I think the ___ is the most interesting sea animal because ___.

Name: [student name]	Name: [student name]
Alex wants to be invisible like jellyfish so her little sister can't find her.	Frank wants a big mouth like the gulper eel so he can eat his food in one bite.

3 Write

How do sea animals survive in their habitats? Choose two animals to write about. Support your response with key details from the texts.

Respond to the Focus Question

Read the Focus Question. Tell students that they will answer the question using information from all three texts.

1 Reread/Think

- Have students complete the Reread/Think items independently.
- Use **Help & Go** scaffolds as needed.
- **LOOK FOR** Students identify two animals and the features that help them survive.

HELP & GO: Comprehension

- Have students circle the names of the two animals from their chart that they find the most interesting.
- Prompt students to put stars by details that explain how those animals survive in their habitats.

2 Talk

- Have students **Turn and Talk** as they complete the Talk activities. Then use **Give One, Get One** to have students share.
- Encourage students to use the sentence frame in the student book to help them explain why they find a certain animal's features to be interesting.

3 Write

- Have students respond independently to the Write prompt.
- Have students **Shout Out** important words they might use in writing.
- Have students share their plan for organizing their writing with a partner. **EL**



Unit Assessments

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Read the science article. Then answer the questions that follow.

THE STRANGE POWER OF Volcanoes

1 by Magnus Krako



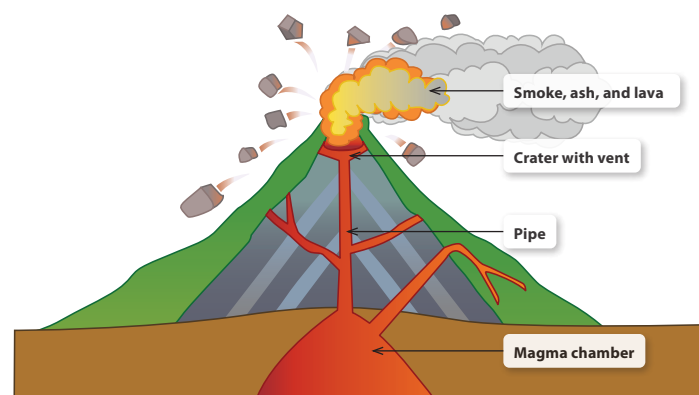
Photo taken during the Surtsey eruption in 1964

1 In 1963, a ship's captain sailing near Iceland saw smoke rising from the sea. He thought it was a ship on fire, but he found something much stranger. Hot melted rock, called lava, was shooting up to the water's surface from below. Ash made of bits of crushed rock also shot out. The captain was seeing an underwater volcano. The volcano erupted, or exploded, for more than three years. When it finally stopped, all that lava and ash had formed a new island in the ocean. The island was called Surtsey.

2 Volcanoes are found all over the world. They can be underwater like the one that formed Surtsey, or they can be on land. They can be found in deserts or jungles. Volcanoes can create new mountains. They can blow the tops off of old ones. They shape and reshape the land around us. They also give us a peek into what goes on below Earth's surface.

3 All volcanoes are mostly the same on the inside. A long skinny tube called a pipe forms the center of a volcano. The pipe starts in a pool of red-hot, liquid rock called a magma chamber. The pipe goes all the way up to the crater at the top of the volcano. This is where the volcano's vent is found. The vent is a crack in the Earth's surface. It lets smoke, ash, and lava out of the volcano.

- 4 To understand how a volcano erupts, think about a bottle of soda. When you shake soda in a closed bottle, bubbles form. The bubbles create a special kind of gas. Then, as more bubbles form, more gas forms. Inside the bottle, the gas and bubbles press harder and harder against the sides. This pressure builds and builds. Finally, when the lid is taken off, the soda sprays out.
- 5 This is how a volcano works. Hot, liquid rock makes different gases. The **pressure** from these gases builds up. After a while, the pressure gets too great. The gases push up the pipe and through the vent. They push other things out with it. Sometimes hot, liquid lava sprays out of the vent. Sometimes tiny bits of rock blast in a huge ash cloud. Not all volcanoes erupt in the same way. Some are quick and loud. Others move more slowly, with lava that flows like thick honey. No matter how a volcano erupts, it is an amazing thing to watch.



pressure = a force pressing against the surface of something

Get Started

- Set a purpose for the session. **Say**, *Today you will read a science article independently. You will use the skills you have learned in this unit to think and write about what you have read.*
 - Use **Raise a Hand** to have students recall the skills they have practiced in the unit, such as identifying main idea and details, understanding the relationships between ideas, and recognizing an author's point of view.
- 1
- Have students read the passage and complete the assessment. Encourage them to read carefully and to use Academic Talk words and phrases from the unit lessons in their responses.
 - Create a word bank of Academic Talk words and phrases that students might use while planning and writing their responses: *cause, effect, key details, process, and sequence.* **EL**

2 Answer Analysis

When students have completed the Unit Assessment, discuss correct and incorrect responses.

- The correct choice is **D**. A volcano formed an island in the sea.
 - A, B, and C** are incorrect because they mistake details in paragraph 1 for the main idea of that paragraph. **DOK 1 | RI.3.2**
- The correct choice is **D**, "the top part of something."
 - Students may have chosen **A** because the floor of the ocean could be a surface in a different context. Students may have chosen **B** because the middle part of something describes a location. Students may have chosen **C** because waves appear on the surface of water. However, none of these choices gives the meaning of *surface*. **DOK 2 | RI.3.4**

ASSESSMENT

UNIT 2

- 6 The ash from a volcanic eruption can change Earth's weather. In 1815, Mount Tambora in the Pacific Ocean erupted. It sent a huge ash cloud into the sky. The ash cloud stopped much of the sunlight from getting through. For more than a year, the weather everywhere on Earth was different. Summers were cold and cloudy. Snow fell and lakes froze, even in June!
- 7 Some people think volcanoes are scary—and they certainly can be. They are very powerful. Their red-hot lava can destroy anything in its path. Scientists study volcanoes safely to learn more about how Earth was formed and how it continues to change. This information is not only fascinating, but it is important as well. What scientists learn can help us know when a volcano will erupt, and it can also give us clues for what might happen in the future!

Respond to Text

Reread/Think

2

1. What is the main idea of paragraph 1?
- A. A volcano was mistaken for something else.
 - B. A volcano created hot melted rock and ash.
 - C. A volcano erupted for three years.
 - D. A volcano formed an island in the sea.

2. Read this sentence from paragraph 1.

Hot melted rock, called lava, was shooting up to the water's **surface** from below.

What is the meaning of *surface* as it is used in this sentence?

- A. the floor of the ocean
- B. the middle part of something
- C. the ocean's waves
- D. the top part of something

3. **SHORT RESPONSE** What details in paragraph 2 support the idea that volcanoes form all over the world? Use **two** details from the text in your response.

Sample response: Paragraph 2 has many details supporting the idea that volcanoes form all over the world. It says that volcanoes can be underwater or on land. They can be found in deserts or jungles.

4. Read this sentence from paragraph 2.

They also give us a **peek** into what goes on below Earth's surface.

What is the meaning of *peek* as it is used in the sentence?

- A. big hole
- B. hot rock
- C. quick look
- D. small crack

5. Which statement about volcanoes is NOT true?

- A. All volcanoes have a chamber filled with magma.
- B. The eruption of a volcano always produces a gas cloud.
- C. All volcanoes have a vent that lets smoke, ash, and lava out.
- D. The gases in a volcano always cause pressure to build up.

3. Responses will vary but should include details that support the idea that “volcanoes are found all over the world” (paragraph 2). See the sample response on the student page. **DOK 3 | RI.3.2**
4. The correct choice is **C**, “quick look.”
- Students may have chosen **A** because the top of a volcano is like a big hole. They may have chosen **B** because hot, liquid rock is at the bottom of all volcanoes. They may have chosen **D** because the vent is described as a crack in the Earth's surface. **DOK 2 | RI.3.4**

5. The correct choice is **B**. Paragraphs 3, 5, and 6 state that smoke, ash, and lava erupt from a volcano. The text mentions gases but never describes a gas cloud.
- **A**, **C**, and **D** are incorrect because these statements are presented as true in paragraphs 3 and 5. **DOK 2 | RI.3.2**
6. The correct choice is **D**. The author says that lava can sometimes flow slowly like honey.
- **A**, **B**, and **C** are incorrect because they describe characteristics of honey that are not relevant to the context. **DOK 2 | RI.3.3**

 ASSESSMENT

6. According to the author, in what way is lava like honey (paragraph 5)?
- A. Lava can stick to things.
 - B. Lava can take a while to form.
 - C. Lava can have the same color.
 - D. Lava can flow in the same way.

7. PART A

According to paragraph 6, what effect can volcanoes have on the weather?

- A. They can make the oceans colder.
- B. They can make the winters hotter.
- C. They can make the summers colder.
- D. They can make the sunlight hotter.

PART B

Reread paragraph 6. Then underline **two** sentences that **best** support the answer to Part A.

The ash from a volcanic eruption can change Earth's weather. In 1815, Mount Tambora in the Pacific Ocean erupted. It sent a huge ash cloud into the sky. The ash cloud stopped much of the sunlight from getting through. For more than a year, the weather everywhere on Earth was different. Summers were cold and cloudy. Snow fell and lakes froze, even in June!

8. According to the author's point of view, what makes volcanoes mostly the same?
- A. the places where they form
 - B. how they work on the inside
 - C. their effect on the weather
 - D. how they look on the outside

9. Choose **two** words from the word bank to complete the paragraph about how volcanoes work.

vent	magma	ash cloud
------	-------	-----------

Hot, liquid rock in a magma chamber makes different gases. The gases push up through a pipe in the volcano's center. The gases and lava come out of a vent in the Earth's surface.

10. Why does the author compare an erupting volcano to a bottle of soda?
- A. to show how liquids flow
 - B. to show how soda is made
 - C. to show how pressure builds
 - D. to show how lava is created

7. **PART A** The correct choice is **C**. This is the best choice because the eruption of Mount Tambora caused the summers to get colder.
- **A**, **B**, and **D** are incorrect because they are not supported by the text.
- PART B** Students should underline the last two sentences of the paragraph. **DOK 2 | RI.3.2**
8. The correct choice is **B** because paragraph 3 describes how "all volcanoes are mostly the same on the inside."
- **A** is incorrect because the text states in paragraph 2 that "volcanoes can be found all over the world."
 - **C** and **D** are incorrect because they are not supported by the text. **DOK 2 | RI.3.6**
9. The correct answers are *magma* and *vent*. See the sample response on the student page. **DOK 2 | RI.3.3**

10. The correct answer is **C**, "to show how pressure builds."
- **A**, **B**, and **D** are incorrect because none of them relates to the buildup of pressure that causes a volcano to erupt or soda to spray out of a bottle. **DOK 1 | RI.3.3**
11. The correct choice is **A**. The author would most likely agree that volcanoes are thrilling forces of nature.
- **B** is incorrect because the text does not support the idea that volcanoes are constantly changing.
 - **C** is incorrect because, while the author acknowledges that volcanoes can be scary, scientists can often predict them.
 - **D** is incorrect because the text states that not all volcanoes erupt in the same way. **DOK 2 | RI.3.6**

ASSESSMENT

11. Which statement about volcanoes would the author **most likely** agree with?

- A. Volcanoes are thrilling forces of nature.
- B. Volcanoes are constantly changing.
- C. Volcanoes are scary and unpredictable.
- D. Volcanoes are quick and loud.

12. PART A

Which statement **best** describes the author's point of view about volcanoes?

- A. They should be studied because they can help us learn about the world.
- B. They are easy to understand because they are so similar to one another.
- C. The most important thing about them is how fun it is to watch them erupt.
- D. They are so dangerous that they should be avoided completely.

PART B

Which sentence from the passage **best** supports the answer to Part A?

- A. "All volcanoes are mostly the same on the inside." (paragraph 3)
- B. "No matter how a volcano erupts, it is an amazing thing to watch." (paragraph 5)
- C. "Some people think volcanoes are scary—and they certainly can be." (paragraph 7)
- D. "What scientists learn can help us know when a volcano might erupt, and it can also give us clues for what might happen in the future!" (paragraph 7)

3 Write

EXTENDED RESPONSE How and why does a volcano erupt?

How can volcanic eruptions affect the Earth? Use at least **two** details from the text to explain the process.

Sample response: The process of a volcanic eruption starts

below the earth with a magma chamber, which is a pool of

hot, liquid rock. A pipe goes from the chamber to a crater in

the Earth. There is a vent at the top of the crater, which is a

crack in Earth's surface. The liquid rock makes gases that

build up pressure in the volcano. An eruption happens when

these gases push up through the pipe and the vent. The

eruption can cause lava and ash to spray out of the vent.

Volcanoes can make big changes on Earth. A detail from the passage said that

one eruption created an island called Surtsey. The eruption that made Surtsey

lasted for three years. Another detail from the text is that Mount Tambora erupted

in 1815 and changed the weather all over the world. Because of Mount Tambora's

huge ash cloud, the summers were cold and cloudy all over the Earth for more than

a year.

WRITING CHECKLIST

- I explained how and why a volcano erupts.
- I explained how Earth is affected by volcanoes.
- I included details from the text.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

12. **PART A** The correct answer is **A**. The author's point of view is that volcanoes are fascinating and an important subject for scientific study.

- **B** is incorrect because it misinterprets a detail from paragraph 3.
- **C** is incorrect because it misinterprets a detail from paragraph 5.
- **D** is incorrect because it misinterprets a detail from paragraph 7.

PART B The correct choice is **D**. This is the best choice because it specifies the reason why volcanoes are fascinating.

- **A**, **B**, and **C** are incorrect because they present details that do not summarize the author's point of view. **DOK 3 | RI.3.6**

3 Write

EXTENDED RESPONSE

After students have completed the Unit Assessment, evaluate their responses to the Extended Response item using the **4-Point Unit Assessment Writing Rubric** on page A52. See sample response on the student page. **DOK 3 | RI.3.3**

Wrap-Up

Use **Stand and Share** to have students share what they liked best about the text and one thing they learned from it.

Glossary of Terms

Academic Talk Words and Phrases

A

account a written or spoken retelling of an event or topic

act a main section, or part, of a play

actions things that a person or character does

alliteration repetition of initial consonant sounds to create a special effect

allusion an indirect mention or reference to something

analyze to closely and carefully examine a text or part of a text

B

bar graph a graph that uses two or more bars to show amounts or numbers that are being compared

base word a complete word that has no prefixes or suffixes added to it

C

caption a phrase or sentence next to a picture in a text that explains something about the picture

cast of characters a list of all the characters in a play, usually in order of appearance or importance

cause a reason, event, or action that makes something else happen

cause and effect a relationship between events in which one event—the cause—brings about, or causes, another event—the effect

cause-effect text structure a text organization that describes events, what made them happen, and how they affect other people and events

central message an important lesson about people or life that the author of a story wants to share

challenge a problem or difficulty that needs to be solved

chapter a section, or part, of a story or book

character a person, animal, or made-up creature in a story or play

character trait a quality or characteristic that a character in a story has, such as courage, pride, or honesty

chart an image that shows or organizes information so that it is easier to understand

chronological text structure a text organization in which events are described in the order in which they happen

chronology the order in which events happen

climax the most exciting or important part of a story, which usually comes near the end

compare to describe how two or more things are similar

compare-contrast text structure a text organization that describes the similarities and differences between two or more things

conflict a challenge that a character faces; a disagreement that people, characters, or organizations have with one another

context clues words, phrases, or sentences near an unknown word or phrase in a text that help you determine the meaning of the unknown word or phrase

contrast to describe how two or more things are different

D

describe to tell what something is like; to explain something

details facts, examples, or other pieces of information in a text

determine to find out or figure out something

diagram a drawing or picture that explains what something looks like or how it works

dialogue the words the characters say in a story or play

direct quotation the exact words that an author wrote or a speaker said; these words go inside quotation marks

drama a story that is performed on a stage by actors

Glossary of Terms (continued)

E

effect something that happens as a result of something else

event something that happens in a story or in the natural world

evidence facts, details, quotes, or other pieces of information used to support a point, idea, or reason

example something that shows what other things in a particular group are like

explain to describe or give details about something so it can be understood

F

figurative language a word or phrase that means something different from its regular or literal meaning and is used to make a comparison or create a certain feeling or mental image

first-person point of view when the narrator of a story is a character in the story who describes events using the pronouns *I*, *me*, or *we*; a first-person narrator can describe their own thoughts and feelings but not what other characters think or feel

firsthand account an informational text about an event written by a person who witnessed the event or took part in it

G

glossary a list at the back of a book of important words from the text and their meaning

H

heading a word or phrase at the beginning of a section of a text that tells what the section is about

historical fiction a story that takes place in the past

historical text an informational piece of writing that describes people, events, and ideas from the past

I

idea a thought, opinion, or belief that someone has about something

identify to be able to say who or what a person or thing is

illustration a picture in a text that gives more information about the text

image a drawing, photograph, map, or chart that shows information about something in a text

infer to reach a conclusion about a text based on text clues and background knowledge

inference a conclusion, or an idea you have about a text, based on details in the text and your own background knowledge

information facts and details about someone or something

integrate to put together or combine information on a topic from more than one text

interaction the way people or things act with or affect one another

K

key detail an important fact, example, or other piece of information in a text that helps explain the main idea

key word a word in bold print that calls attention to an important idea or piece of information in a text

L

label a word or phrase that gives more information about an image

lesson something learned in a text or story or through experience

literal having the usual or most basic meaning of a word's dictionary definition

M

main idea something important that an author wants readers to know about a topic

map a picture or drawing of an area that shows its cities, roads, rivers, mountains, and other features

metaphor a type of figurative language that compares two things without using the word *like* or *as*

Glossary of Terms (continued)

mood the feeling a story creates in the reader; setting, word choice, and tone all contribute to mood

motivations the reasons why characters act, think, or feel the way they do

myth an ancient story told by a people or culture that explains their origin and history

N

narrator the person or character who tells a story

nonliteral describing an unusual or unexpected meaning of a word or phrase

P

paragraph a group of sentences about a particular idea or topic

personification a type of figurative language that gives human qualities or characteristics to animals or objects

perspective (informational texts) what an author thinks or feels about a topic

perspective (literary texts) what a narrator or character thinks or feels about the events in a story

persuade to cause someone to do something or think a certain way about something by giving them good reasons for it

photo or photograph a picture made using a camera

phrase a short group of words that has meaning

play a story that is performed on stage by actors

plot the sequence of events in a story

poem a piece of writing in which the words are chosen for their beauty and sound; the words are often arranged in short lines

point an idea that an author wants readers to remember or believe is true

point of view (informational texts) what an author thinks or feels about a topic

point of view (literary texts) what a narrator or character thinks or feels about the events in a story

predict to say what you think will happen in the future

prefix a word part that comes at the beginning of a word and changes the word's meaning

problem a challenge that the main character or characters face

problem-solution text structure a text organization that describes one or more problems and solutions

Q

quote the exact words that an author wrote or a speaker said; these words go inside quotation marks

R

reason an explanation why an idea or point is correct or true

recount to retell events and details of a story or text in the order in which they happen using your own words

relationship the way in which two or more people, events, or things are connected

repetition the use of repeated words or sounds to show that something is important or to create a certain effect

research serious study of a topic, or the facts learned during that study

resolution the part of a story when the main conflict or problem is solved or when the main goal is reached; the resolution happens at the end of a story

respond to make a reply; to answer

result something that happens or exists because of something else that happened before

rhyme the repeated use of words that end in the same or similar sounds

rhythm the regular pattern of sounds in a poem or beats in a piece of music

rising action the part of a story when the main conflict or problem builds, creating excitement or suspense

S

scan to look quickly through a text to find a particular word or piece of information

scene a part of a play in which all the action takes place in the same setting; one or more scenes make up each act of a play

Glossary of Terms (continued)

scientific text a piece of writing that gives information about a science topic or about how or why something happens in the natural world

secondhand account an informational text about a topic or event written by someone who did not experience it but instead found information and facts about it

section a particular part of something, such as a paragraph or a chapter of a book

sensory details details that describe the way something looks, sounds, feels, smells, or tastes

sequence the order in which events or steps in a process happen

setting where and when a story or play takes place

sidebar a short text, often boxed, placed near the main text that gives more information about the topic

signal words words or phrases that show the connection between ideas or events

simile a type of figurative language that compares two things using the word *like* or *as*

skim to read through something quickly to find the main facts or ideas

solution the answer to a problem; the way the main characters resolve the conflict at the center of a story

source a text or image that gives information about a specific subject area or topic; a source may be printed or digital

stage directions instructions in a play that tell what actors should do, how actors should speak, and what should appear or happen on stage

stanza several lines of a poem that are grouped together to form one part of the poem

steps in a process a set of actions or directions to take in order to make or do something

story elements the major parts of a story, including the setting, characters, problem, solution, and theme

structure the particular way an author organizes a text, such as acts for a drama or stanzas for a poem

summarize to briefly retell in your own words the most important ideas, events, and details of a text

summary a short retelling of a text that includes the main idea and key details of a text, or the important events and details of a story

support to help explain or provide evidence for a main idea in a text

T

table of contents a list at the front of a book of the sections or chapters of the book in the order in which they appear

technical text a piece of writing that explains how to make or do something

text evidence a detail, fact, or example in a piece of writing that can be used to support an idea

text features special parts of a text that help you find certain information or learn more about a topic; titles, headings, sidebars, pictures, timelines, and glossaries are examples of text features

text structure the way an author organizes the ideas and information in a piece of writing; text structures include comparison, cause-effect, chronology, and problem-solution

theme an important message or lesson that an author wants to share about people or life

third-person point of view when the narrator of a story is not a character in the story and describes events using pronouns such as *he*, *she*, and *they*; a third-person narrator can describe what different characters think and feel

timeline a chart or image that shows the dates of important events in the order they happened, sometimes with additional details about the events

title the name of a text

tone the general feeling or attitude of a text or story

topic the general subject of a text

trait a quality or characteristic that a person or character in a story has, such as courage, pride, or honesty

V

visual an image or picture that appears with a text; visuals can include illustrations, photos, charts, diagrams, and timelines

visual elements features of an image that an artist can use to show meaning or feeling; shape and color are examples of visual elements

Unit Assessment Writing Rubrics

2-Point Writing Rubric

Use this rubric to evaluate Short Response items. All three criteria must be satisfied in order for a response to gain full points.

Points	Focus	Evidence	Organization
2	The response demonstrates comprehension and provides accurate analysis.	The response supports the analysis with adequate textual evidence.	Ideas are clear and follow a logical order.
1	The response demonstrates some comprehension and provides minimally accurate analysis.	The response supports the analysis with limited textual evidence.	Some ideas are unclear and out of order.
0	The response demonstrates no comprehension and provides inaccurate or no analysis.	The response provides little or no textual evidence.	Ideas are unclear and not in any order.

4-Point Writing Rubric

Use this rubric to evaluate Extended Response items. All three criteria must be satisfied in order for a response to gain full points.

Points	Focus	Evidence	Organization
4	The response demonstrates a full understanding of the prompt and provides accurate analysis.	The response supports the analysis with generous textual evidence.	Ideas are consistently presented in a purposeful and logical order.
3	The response demonstrates a good understanding of the prompt and provides mostly accurate analysis.	The response supports the analysis with adequate textual evidence.	Ideas are generally presented in a purposeful and logical order, although some ideas may be unclear or out of order.
2	The response demonstrates a general understanding of the prompt and provides some accurate analysis but includes inaccurate descriptions or explanations.	The response supports the analysis with limited textual evidence but does not reference the text explicitly.	Some ideas are presented in a purposeful and logical order, but others are unclear or out of order.
1	The response demonstrates a limited understanding of the prompt and provides limited analysis with significant inaccuracies.	The response may use textual evidence, but it does not support the analysis and does not reference the text explicitly.	Most ideas are not presented in a purposeful and logical order.
0	The response does not demonstrate understanding of the prompt.	Ideas are not supported with reference to textual evidence.	The response does not present ideas in a purposeful or logical order.

Supporting Research

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