

An Integrated Approach to Language Acquisition

LEVEL

**B**



# Measuring Up<sup>®</sup>

FOR ENGLISH LANGUAGE LEARNERS

ENGLISH LANGUAGE ARTS



Peoples Education, Inc. DBA **Mastery Education**<sup>™</sup> | Montvale, New Jersey 07645

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# Dear Student,

Welcome to *Measuring Up for English Language Learners*. Learning a new language takes time and a lot of practice. This book was designed to help you learn how the English language works and give you plenty of practice in the areas of reading, writing, speaking, and listening.

Each lesson is broken down into four parts.

- **Focus on Literature and Informational Passages with Guided Thinking Prompts**  
Listen to and read paired passages on interesting topics. Learn skills, standards, and vocabulary with built-in language support.
- **Try It**  
Time to practice together or independently with the skills you have learned.
- **Organize It**  
Think and learn about text structures using graphic organizers.
- **Exit Ticket**  
Summarize your learning at the end of every lesson to help keep you on track.

Each unit concludes with two additional activities.

- **Know It, Show It**  
Now is the time to show what you know with practice questions, thinking back to the literature and informational passages you read in the unit.
- **Write It**  
Write about what you have read.

Along the way you will have opportunities to make connections to what you already know, learn new words, listen to others, and speak about your newfound knowledge, with stopping points to check how well you are learning English.

*Measuring Up for English Language Learners* is here to help you on your way to English proficiency!

# What You'll See in **Measuring Up**

## Lesson Review

### FOCUS PASSAGE AND GUIDED THINKING

Literature and Informational passages are identified for each thematic lesson. Guided Thinking questions are distributed throughout the lesson to emphasize the target skills in reading, speaking, listening, and writing.

Lesson includes list of Learning Targets on which lesson focuses.

New words that you will learn about in the English language will be in bold throughout the passage.

See a description of the skills you will learn in the lesson.

Guided Thinking questions check how well you understand the passage and help you to think critically while practicing spoken and written English.

How Am I Doing? and Check Your Understanding provide checkpoints to make sure you understand the skills.


Colorful pictures are placed throughout to help you make connections.

**Lesson 4**

**WHAT I AM GOING TO LEARN**  
I will learn how to summarize an informational text by reading, speaking, listening, and writing.

**FOCUS ON INFORMATIONAL TEXT**  
Use the shaded sentences and the Guided Thinking questions to summarize this article.

**The Blue Whale**



**SUMMARIZE IN SCIENCE**  
Many science articles have parts. Sometimes each part will have a heading.  
A heading is like a title. It tells the main idea for that part.  
To summarize an article, read all of the headings. Then think about the main idea in each part.

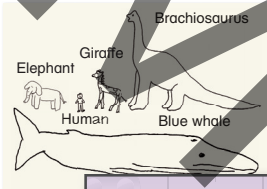
**GUIDED THINKING**

**HEAR IT**  
Listen and follow along as your teacher reads the passage aloud.

**SPEAK IT**  
Summarize the shaded sentences.

**Imagine** an animal with a heart the same size as a small car. Could a **creature** ever be this large? Yes! The blue whale is the largest whale in the ocean.


**The Biggest Whale**  
The blue whale can grow to be 100 feet long. Blue whales are even bigger than dinosaurs once were!



**SPEAK IT**  
Summarize the shaded paragraph.


The blue whale can **weigh** as much as 150 tons, about 300,000 **pounds**. That's as heavy as an airplane!

**Living Underwater**  
Blue whales live in the ocean. Like other whales, the blue whale has body parts to help it live **underwater**. A **blowhole** on the top of its head works **like a nose**. After a whale surfaces, it breathes out. Then, it opens its blowhole. It breathes in air.



Blue whales come to the surface to breathe.


Before it dives, the whale closes the blowhole so water cannot get in. Blue whales can stay down in the water 20 to 40 minutes.



**SPEAK IT**  
Summarize the shaded sentences.

**blowhole** a hole on a whale's head, used for breathing

**HOW AM I DOING?**  
Check the color to show how you are doing.



**CHECK YOUR UNDERSTANDING**  
Do you  
 picture what is happening in the story?  
 summarize as you read?

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# for English Language Learners

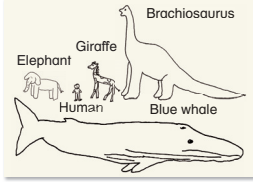
## TRY IT

Practice the skills you have learned.

Use the notepad to make notes and draw pictures of your thinking.

NOTEPAD

3. Look at the illustration from the passage.



Which tells the purpose of the illustration?

A. To show that dinosaurs came before whales  
B. To show how small people are  
C. To show the size of the blue whale  
D. To compare an elephant to a dinosaur

4. Read these sentences from the passage.

"Blue whales live in the ocean. Like other whales, the blue whale has body parts to help it live underwater."

Which phrase means the same as like other whales?

A. The same as other whales  
B. All whales are the same  
C. They like other whales  
D. Not like other whales

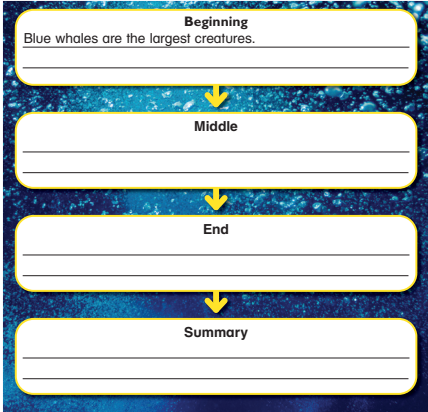
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Practice questions will show how much you understand the skills as well as word-, phrase-, and sentence-level skills.

## ORGANIZE IT

Organize and understand the details from the passage by placing them in a graphic organizer.

**ORGANIZE IT**  
Complete the diagram below. Use it to summarize this article about blue whales.



**EXIT TICKET**  
Write two sentences that summarize the most important ideas in the article.

**TURN AND TALK**  
Share your sentences with a partner. Speak in complete sentences.

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Graphic organizers are a fun way to help you break down the structure of the passage and make it easier to retell the story or article.

## EXIT TICKET

Summarize what you have learned at the end of each lesson.


Share your summary with a classmate and speak in complete sentences.

# KNOW IT, SHOW IT

Apply the skills that you have learned with listening and reading questions.

**UNIT 2 REVIEW**

**KNOW IT, SHOW IT**  
Think about the two passages you have just read. Then, circle the letter next to the best answer.

1. Listen to these sentences from the passage.  **The Blue Whale**  
Which phrase means the same as they are built?

A. Their bodies are made to      C. They are as big  
B. They can make                      D. They build

2. Read the sign from "Whale-Watching."  
Which sentence is the best **summary**?

A. They get tangled in fishing nets.  
B. Write to Congress about changing the laws.  
C. Whales Are in Danger.  
D. They have less food than they used to.

**Whales Are in Danger!**  
They are hunted. They get tangled in fishing nets. They have less food than they used to.  
**You Can Help!**  
Write to Congress about changing the laws. Together we can make the waters safer and healthier for whales.

3. Read this sentence from "Whale-Watching."  
"The blue-gray shape was as big as a train."  
Which tells why the writer uses a simile?

A. To tell the meaning of shape  
B. To give directions  
C. To show how big a whale is  
D. To tell how to train a whale

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# WRITE IT

The writing prompt allows you to write about what you have learned from both unit passages using your own ideas.

**WRITE IT**  
Now read the directions below.


You have just read two passages about how whales live in the sea. Imagine that you are an animal that lives in the sea. Write one paragraph to tell about the animal you are and how you live in the sea. Use ideas from the passages and your own ideas to help you write.

Write your final answer on the lines below.

Checklist

Write about the topic.  
 Plan your writing from beginning to end.  
 Use your own ideas and ideas from the passages.  
 Support your answer with details.  
 Use complete sentences.  
 Check your writing for grammar, capitalization, punctuation, and spelling.

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Go On 

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## Unit 2 SUMMARIZE

### Lesson 3

#### WHAT I AM GOING TO LEARN

I will learn how to summarize a story by reading, speaking, listening, and writing.

#### FOCUS ON LITERATURE

Use the shaded sentences and the Guided Thinking questions to summarize this story.

Whale-Watching

**CAPTAIN RICK'S  
WHALE-WATCHING TOURS!**



**One-hour tours.**

**Guaranteed to see whales.**

**A treat for the whole family!**

The whale-watching **tour** was about to start. Mrs. Ruiz handed the tickets to **Captain Rick**. Then she, Mr. Ruiz, Marisol, and Juan stepped into the **boat**.

Finally, the boat was full. They were on their way!

#### SUMMARIZE IN FICTION

A **summary** of a story tells the most important details. It can be two or three sentences long. It should be written in your own words.

To summarize a story, answer the questions *who*, *what*, *when*, *where*, *why*, and *how*. The answers tell the most important parts of the story.

#### GUIDED THINKING

##### HEAR IT

Listen and follow along as your teacher reads the passage aloud.

##### SPEAK IT

Who is this story about?

##### SPEAK IT

Where does the story take place?



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► **SPEAK IT**

Read the shaded sentences.

**Summarize** what they might see.

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► **SPEAK IT**

Read the shaded sentences.

**Summarize** why whales are in danger.

1. 

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2. 

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3. 

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**HOW AM I DOING?**

Check the color to show how you are doing.



“We will be going to a place where whales are often seen,” Captain Rick said. “We might see three different kinds. We will see a gray whale. We might see the **humpback** whale. If we are lucky, we’ll see a blue whale. Who knows about the blue whale?”

Juan raised his hand.

“What can you tell us, young man?” Captain Rick asked.

“The blue whale is the **biggest** animal on Earth,” Juan told the group.

“That’s right. It is huge! But it is **endangered**. There are not many left. You can read about it.” The captain pointed to a sign.

***Whales Are in Danger!***

They are hunted. They get **tangled** in fishing nets.  
They have less food than they used to.

***You Can Help!***

Write to Congress about changing the laws.  
Together we can make the waters safer and healthier for whales.

The boat slowed down. Suddenly there was a huge **splash**. “Whales!” called out Captain Rick. A big gray form **surfaced**. It **blew** water up into the air, dived, and flapped its tail.

Just then, another whale **leaped** from the water. “These are gray whales,” the captain shouted. The whales were huge, but they were also beautiful. Marisol loved them.

The captain called everyone to the side of the boat. “We are lucky today,” he said. “There is a blue whale! Have you ever seen anything so huge?”

The blue-gray shape was as big as a train. Everyone watched as the blue whale swam away.

“That was **amazing!**” Marisol told Juan as the boat turned back toward shore. “When we get home, I’m writing a letter about the whales. We should try to save something that beautiful!”



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◀ **SPEAK IT**

Read the shaded paragraphs.

**Summarize** what the family saw.

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◀ **SPEAK IT**

Read the shaded sentences.

**Summarize** what Marisol wanted to do.

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◀ **CHECK YOUR UNDERSTANDING**

Do you

picture what is happening in the story?

summarize as you read?

---

**TRY IT**

**Think about the story “Whale-Watching.” Circle the letter next to the best answer.**

1. Read these sentences from the passage.

“The blue whale is the biggest animal on Earth,’ Juan told the group.

“That’s right. It is huge!”

Which word helps you to understand the meaning of huge?

- A. Whale
- B. Biggest
- C. Group
- D. Earth

2. Read these sentences from the passage.

“But it is endangered. There are not many left.”

Which word or phrase helps you to understand the meaning of endangered?

- A. There are not
- B. But
- C. It is
- D. Not many left

3. Read this sentence from the passage.

“Just then, another whale leaped from the water.”

Which word or phrase means the same as just then?

- A. Suddenly
- B. After that
- C. Finally
- D. At last

4. Which word from the passage is a compound word?


- A. Surfaced
- B. Biggest
- C. Endangered
- D. Something

NOTEPAD

## ORGANIZE IT

Fill in the chart to answer the questions *who*, *what*, *when*, *where*, *why*, and *how*.

|               |  |
|---------------|--|
| <b>Who:</b>   | _____  |
| <b>What:</b>  | decides to help the whales   |
| <b>When:</b>  | _____  |
| <b>Where:</b> | _____  |
| <b>Why:</b>   | They see amazing whales. They learned why whales are endangered.<br>_____<br>_____ |
| <b>How:</b>   | _____  |



## EXIT TICKET

**Write a new title that summarizes this story.**

\_\_\_\_\_  
\_\_\_\_\_

### TURN AND TALK

Share your title with a partner. Speak in complete sentences.



# Lesson 4

## WHAT I AM GOING TO LEARN

I will learn how to summarize an informational text by reading, speaking, listening, and writing.

## FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to summarize this article.

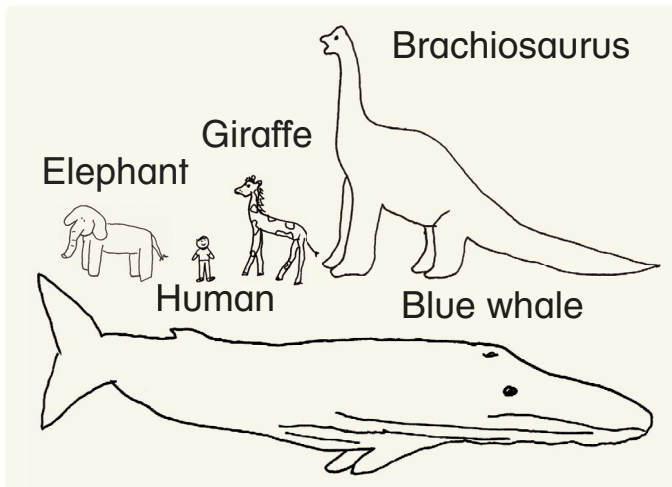
### The Blue Whale



**Imagine** an animal with a heart the same size as a small car. Could a **creature** ever be this large? Yes! The blue whale is the largest whale in the ocean.

### The Biggest Whale

The blue whale can grow to be 100 feet long. Blue whales are even bigger than dinosaurs once were!



## SUMMARIZE IN SCIENCE

Many science articles have parts. Sometimes each part will have a heading.

A heading is like a title. It tells the main idea for that part.

To **summarize** an article, read all of the headings. Then think about the main idea in each part.

## GUIDED THINKING

### HEAR IT

Listen and follow along as your teacher reads the passage aloud.

### SPEAK IT

**Summarize** the shaded sentences.

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► **SPEAK IT**

**Summarize** the shaded paragraph.

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► **SPEAK IT**

**Summarize** the shaded sentences.

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**blowhole** a hole on a whale's head, used for breathing

**HOW AM I DOING?**

Check the color to show how you are doing.



► **CHECK YOUR UNDERSTANDING**

Do you

- picture what is happening in the story?
- summarize as you read?

The blue whale can **weigh** as much as 150 tons, about 300,000 **pounds**. That's as heavy as an airplane!

**Living Underwater**

Blue whales live in the ocean. Like other whales, the blue whale has body parts to help it live **underwater**. A **blowhole** on the top of its head works **like a nose**. After a whale surfaces, it breathes out. Then, it opens its blowhole. It breathes in air.



Blue whales come to the surface to breathe.

Before it dives, the whale closes the blowhole so water cannot get in. Blue whales can stay down in the water 20 to 40 minutes.



## Keeping Warm

The blowhole is only one **important** part on the whale's body. Ocean water can get very cold. A whale has a **layer** of fat all around its body. It is called **blubber**. The thick blubber keeps the whale warm, just **as a cozy blanket** keeps you warm.

Blue whales are amazing creatures. Like other whales, they are **built** to live in the water. But, the blue whale is the biggest whale of them all.

## TRY IT

Think about the article "The Blue Whale." Circle the letter next to the best answer.

1. Read these sentences from the passage.

"Blue whales are amazing creatures. Like other whales, they are built to live in the water. But, the blue whale is the biggest whale of them all."

Which sentence is the best **summary**?

- A. Blue whales are amazing animals.
- B. Blue whales are like other whales.
- C. Blue whales live in the water.
- D. Blue whales are the biggest whale of all.

2. Read these sentences from the passage.

"Imagine an animal with a heart the same size as a small car. Could a creature ever be this large?"

Which word helps you to understand the meaning of creature?

- A. Heart
- B. Animal
- C. Small
- D. Large

**blubber** the fatty layer around a whale's body

## ◀ SPEAK IT

Read the shaded sentences.

**Summarize** the shaded sentences.

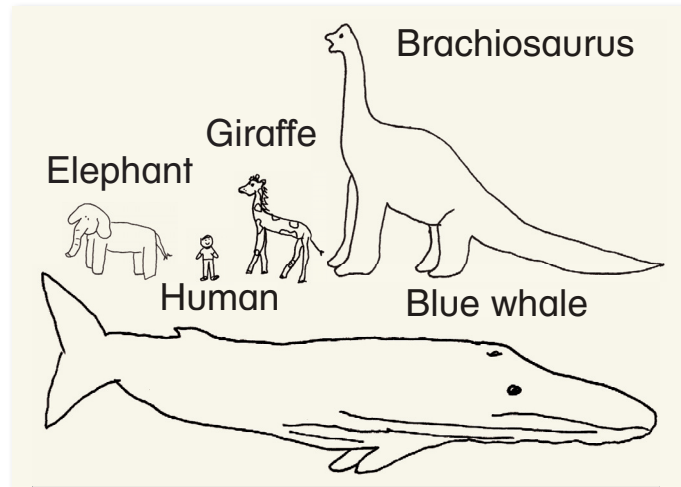
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3. Look at the illustration from the passage.



Which tells the purpose of the illustration?

- A. To show that dinosaurs came before whales
- B. To show how small people are
- C. To show the size of the blue whale
- D. To compare an elephant to a dinosaur

4. Read these sentences from the passage.

“Blue whales live in the ocean. Like other whales, the blue whale has body parts to help it live underwater.”

Which phrase means the same as like other whales?

- A. The same as other whales
- B. All whales are the same
- C. They like other whales
- D. Not like other whales



## ORGANIZE IT

Complete the diagram below. Use it to summarize this article about blue whales.

**Beginning**  
Blue whales are the largest creatures.  
\_\_\_\_\_  
\_\_\_\_\_

**Middle**  
\_\_\_\_\_  
\_\_\_\_\_

**End**  
\_\_\_\_\_  
\_\_\_\_\_

**Summary**  
\_\_\_\_\_  
\_\_\_\_\_

## EXIT TICKET

Write two sentences that summarize the most important ideas in the article.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### TURN AND TALK

Share your sentences with a partner. Speak in complete sentences.



# UNIT 2 REVIEW

## KNOW IT, SHOW IT

Think about the two passages you have just read. Then, circle the letter next to the best answer.

1. Listen to these sentences from the passage.

### The Blue Whale



Which phrase means the same as they are built?

- A. Their bodies are made to
- B. They can make
- C. They are as big
- D. They build

2. Read the sign from “Whale-Watching.”

Which sentence is the best **summary**?

- A. They get tangled in fishing nets.
- B. Write to Congress about changing the laws.
- C. Whales Are in Danger!
- D. They have less food than they used to.

### ***Whales Are in Danger!***

They are hunted. They get tangled in fishing nets. They have less food than they used to.

### ***You Can Help!***

Write to Congress about changing the laws. Together we can make the waters safer and healthier for whales.

3. Read this sentence from “Whale-Watching.”

“The blue-gray shape was as big as a train.”

Which tells why the writer uses a simile?

- A. To tell the meaning of shape
- B. To give directions
- C. To show how big a whale is
- D. To tell how to train a whale

## WRITE IT

Now read the directions below.

You have just read two passages about how whales live in the sea. Imagine that you are an animal that lives in the sea. Write one paragraph to tell about the animal you are and how you live in the sea. Use ideas from the passages and your own ideas to help you write.

Write your final answer on the lines below.

Checklist

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passages.
- Support your answer with details.
- Use complete sentences.
- Check your writing for grammar, capitalization, punctuation, and spelling.

Handwriting practice lines for the final answer. The page contains ten sets of lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line. A large, diagonal watermark reading 'SAMPLE' is overlaid across the page. At the bottom right of the writing area, the text 'Go On' is followed by a right-pointing arrow.

Writing, continued

SAMPLE



# UNIT 2 SUMMARIZE

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## Lesson 3

### Real-World Goal for Students

Students will understand how to summarize a story by reading, speaking, listening, and writing.

### Whale-Watching **AT-A-GLANCE**

#### Literature Passage Summary

The Ruiz family is on a whale-watching tour. They learn a lot about whales and why they are endangered.

#### Vocabulary

- Tier 1 Words: trip, jumped
- Tier 2 Words: tour [Spanish cognate – tour], leaped
- Captain [Spanish cognate – capitán]
- Boat [Spanish cognate – bote]
- Humpback [compound word]
- Biggest [comparative adjective]
- Endangered
- Tangled
- Splash [onomatopoeia]
- Surfaced [suffix –ed]
- Blew
- Amazing [suffix –ing]

#### Text Features

- Title, Dialogue, Exclamation points

#### Special Features

- At end of the story, a character feels compelled to take action to protect endangered whales.

## Support for Entering and Emerging PLD Students

- Supply a summary language frame using the 5 W's and H, *who* \_\_\_\_\_, *what* \_\_\_\_\_, *when* \_\_\_\_\_, *where* \_\_\_\_\_, *why* \_\_\_\_\_, and *how* \_\_\_\_\_.
- Emphasize illustrations during passage preview, allowing students to explore commonality of their language to English. Use language frames such as, *I think this is* \_\_\_\_\_, or *I see* \_\_\_\_\_.
- Segment the story into beginning, middle, and end. Record a summary of events that occur in each segment.
- Use photos or a video of different types of whales to build background knowledge if needed.

### Explicit Instruction



Listen

#### Summarize

- Explain that a summary tells the most important details of a story. It should be two or three sentences long.
- Discuss that a good summary tells the 5 W's and H. Point out that the answers to these questions will tell the most important details of a story.
- Tell students that “Whale-Watching” is about a family who goes on a whale-watching tour. Explain that the story has many details, but not all of them are important. Only the most important details should be included in the story's summary.

### Before Reading



Speak

#### Activate Prior Knowledge

Ask students if they have ever visited an aquarium. Give students time to describe some of the sea creatures, especially the large ones that caught their attention. Explain that whales and other marine life fascinate people who want to see them in their natural habitat. Ask students to tell what they know about whales. Build background knowledge as needed. Incorporate lesson vocabulary into your oral conversation as appropriate. Review cognates.

#### Preview

Direct students to preview the passage as you model making a prediction.



Listen

**Model** Say to the students:

*When I start reading a story, I try to get a sense of the big picture. In this story, the title makes me think that this will be about watching whales. It looks like a picture of a sign that is advertising whale-watching tours. I wonder if they go on Captain Rick's boat. I wonder what kinds of whales they see.*

*On the second page, I see a poster about whales in danger. I wonder if there is a reason that whales are endangered. I am looking forward to finding out what happens on the whale-watching tour.*





Speak

Direct students to make a prediction and identify the clues they used to make their prediction. Compose an oral prediction with Entering and Emerging PLD students. Scaffold responses with a sentence frame such as, *I predict \_\_\_\_\_ because \_\_\_\_\_.*

Direct students to share their prediction with a partner. Remind them to use complete sentences, providing oral language frames such as, *I think this is about \_\_\_\_\_ because \_\_\_\_\_.*

## Present the Passage



Read Aloud Together

### Read the Passage Aloud

Direct students to follow along as you read the passage aloud. Remind them to pay attention to the big ideas to use in a summary of this story. Direct students to keep asking themselves what the characters are thinking and doing. Remind them to keep predicting where the story line is leading.



Speak

### Review

- Review predictions to confirm or modify them. Support Entering and Emerging PLD students with language frames as needed.
  - I correctly predicted \_\_\_\_\_.* [confirm prediction]
  - I thought that \_\_\_\_\_ but \_\_\_\_\_.* [modify prediction]
- Discuss Tier 1 and 2 words: trip – tour, jumped – leaped. Have students role play or use gestures to show the meaning of each.
- Point to the compound words that are used in this story. [humpback, everyone, anything] Explain that compound words are formed when two words are combined into one. Ask students to identify the component words.
- Review words that end with suffixes –ed and –ing. Discuss how these suffixes change the meaning of the root words. [For example, *surface* (noun) is changed to *surfaced* (verb) with the addition of –ed.]
- Discuss the answers orally to the Guided Thinking questions, locating the words and phrases in the passage that will help summarize this story.
- Ask the following questions to emphasize how the character’s feelings changed at the end of the story. Have students reread the sentences that support their answer.
  - *How does Marisol feel at the end of the story?* [She wants to help save the whales.] Scaffold students’ responses with a language frame such as, *Marisol felt \_\_\_\_\_.*
  - *What did Marisol learn that made her feel this way?* [Marisol learned why whales are endangered.] Scaffold students’ responses with a language frame such as, *Marisol learned that \_\_\_\_\_.*
  - *What event helped to change Marisol’s mind?* [When Marisol saw the whales, she thought they were amazing.] Scaffold students’ responses with a language frame such as, *When Marisol saw \_\_\_\_\_, she \_\_\_\_\_.*
- Review Check Your Understanding and How Am I Doing? self-assessments.

## Understand Text Features



Listen

Have students identify the main features of the text that help them understand the story. Tell students that they should pay attention to text features as they read because the features can help them understand what they are reading. Point out the following features of a fictional passage.

- **Title**—This usually gives the reader an idea of what the story is all about. Discuss how the title “Whale-Watching” helps to create interest and set the purpose for reading.
- **Dialogue**—Words spoken by a character are placed inside quotation marks. The way a character talks gives the reader an idea of what the character is like. Tell students to think about what the characters say and do to help them learn more about them. Direct students to locate words and phrases that help determine feelings.
- **Exclamation points**—Sentences that end in exclamation points are said with strong emotion. These give readers clues about how characters feel. Pair students and have them take turns rereading the dialogue with exclamation points used in the story.



Read on  
Your Own

## Read the Passage on Your Own

Direct Developing, Expanding, Bridging, and Reaching PLD students to reread the passage. Remind them to pay attention to the important information that summarize the story. Direct them to write answers to the Guided Thinking questions.

## After Reading

### Try It



Speak

Read the questions and answer choices aloud to students. Discuss reasoning for correct and/or incorrect answers. Then, direct Developing, Expanding, Bridging, and Reaching PLD students to answer the questions independently.

### Organize It



Speak

Have students follow along as you read aloud the directions. Explain that the graphic organizer is a chart that will help them answer the important story questions of *who*, *what*, *when*, *where*, *why* and *how* (5 W's and H). Point out that the questions *what* and *why* have been done for them and can serve as a model to answer the four questions.

Remind students that a summary only includes the most important details. Tell students that in the end, their chart should show the important story details.

Allow Entering and Emerging PLD students to complete the graphic organizer using alternative ways such as drawing or dramatizing.

## Exit Ticket



Remind students that when they summarize, they should try to include all the important ideas from the story in as few of their own words as possible.

Write

Write one or two sentences that summarize the story. Then help students narrow down the summary to two or three words to form a title. Scaffold responses with a sentence frame, *I think a new title for this story is \_\_\_\_\_.*



Turn and  
Talk

Allow students time to Turn and Talk. Remind them to use complete sentences. Scaffold responses with the language frame above.

SAMPLE

**Notes**

Unit 2 SUMMARIZE

Lesson 3

WHAT I AM GOING TO LEARN

I will learn how to summarize a story by reading, speaking, listening, and writing.

FOCUS ON LITERATURE

Use the shaded sentences and the Guided Thinking questions to summarize this story.

Whale-Watching

**CAPTAIN RICK'S  
WHALE-WATCHING TOURS!**



**One-hour tours.**

**Guaranteed to see whales.**

**A treat for the whole family!**

The whale-watching **tour** was about to start. Mrs. Ruiz handed the tickets to **Captain Rick**. Then she, Mr. Ruiz, Marisol, and Juan stepped into the **boat**. Finally, the boat was full. They were on their way!

**SUMMARIZE IN  
FICTION**

A **summary** of a story tells the most important details. It can be two or three sentences long. It should be written in your own words.

To summarize a story, answer the questions *who*, *what*, *when*, *where*, *why*, and *how*: The answers tell the most important parts of the story.

**GUIDED THINKING**

◀ **HEAR IT**

Listen and follow along as your teacher reads the passage aloud.

◀ **SPEAK IT**

Who is this story about?

The story is about \_\_\_\_\_  
the Ruiz family.

◀ **SPEAK IT**

Where does the story take place?

The story takes \_\_\_\_\_  
place on a boat.

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► SPEAK IT

Read the shaded sentences.

Summarize what they might see.

They might see three different kinds of whales.

► SPEAK IT

Read the shaded sentences.

Summarize why whales are in danger.

1. They are hunted.
2. They get tangled in fishing nets.
3. They don't have enough food.

HOW AM I DOING?

Check the color to show how you are doing.



"We will be going to a place where whales are often seen," Captain Rick said. "We might see three different kinds. We will see a gray whale. We might see the humpback whale. If we are lucky, we'll see a blue whale. Who knows about the blue whale?"

Juan raised his hand.

"What can you tell us, young man?" Captain Rick asked.

"The blue whale is the biggest animal on Earth," Juan told the group.

"That's right. It is huge! But it is endangered. There are not many left. You can read about it." The captain pointed to a sign.

**Whales Are in Danger!**

They are hunted. They get tangled in fishing nets. They have less food than they used to.

**You Can Help!**

Write to Congress about changing the laws. Together we can make the waters safer and healthier for whales.

The boat slowed down. Suddenly there was a huge splash. "Whales!" called out Captain Rick. A big gray form surfaced. It blew water up into the air, dived, and flapped its tail.

Just then, another whale leaped from the water. "These are gray whales," the captain shouted. The whales were huge, but they were also beautiful. Marisol loved them.

The captain called everyone to the side of the boat. "We are lucky today," he said. "There is a blue whale! Have you ever seen anything so huge?"

The blue-gray shape was as big as a train. Everyone watched as the blue whale swam away.

"That was amazing!" Marisol told Juan as the boat turned back toward shore. "When we get home, I'm writing a letter about the whales. We should try to save something that beautiful!"



◄ SPEAK IT

Read the shaded paragraphs.

Summarize what the family saw.

They saw gray whales and a blue whale.

◄ SPEAK IT

Read the shaded sentences.

Summarize what Marisol wanted to do.

She wanted to write a letter to help save the whales.

◄ CHECK YOUR UNDERSTANDING

Do you

picture what is happening in the story?

summarize as you read?

NOTEPAD

**TRY IT**  
**Think about the story "Whale-Watching." Circle the letter next to the best answer.**

1. Read these sentences from the passage.  
"The blue whale is the biggest animal on Earth," Juan told the group.  
"That's right. It is huge!"  
Which word helps you to understand the meaning of huge?  
A. Whale  
B.  Biggest  
C. Group  
D. Earth

2. Read these sentences from the passage.  
"But it is endangered. There are not many left."  
Which word or phrase helps you to understand the meaning of endangered?  
A. There are not  
B. But  
C. It is  
D.  Not many left

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NOTEPAD

3. Read this sentence from the passage.  
"Just then, another whale leaped from the water."  
Which word or phrase means the same as just then?  
A.  Suddenly  
B. After that  
C. Finally  
D. At last

4. Which word from the passage is a compound word?  
A. Surfaced  
B. Biggest  
C. Endangered  
D.  Something

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SAVED

**Notes**

**ORGANIZE IT**

Fill in the chart to answer the questions *who*, *what*, *when*, *where*, *why*, and *how*.

|               |  |
|---------------|--|
| <b>Who:</b>   | Marisol  |
| <b>What:</b>  | decides to help the whales                                       |
| <b>When:</b>  | Her family takes a whale watching trip.                          |
| <b>Where:</b> | on Captain Rick's boat   |
| <b>Why:</b>   | They see amazing whales. They learned why whales are endangered. |
| <b>How:</b>   | Marisol wants to write a letter.                                 |



**TURN AND TALK**

Share your title with a partner. Speak in complete sentences.

**EXIT TICKET**

Write a new title that summarizes this story.

Possible response: Learning About Whales

# Lesson 4

## Real-World Goal for Students

Students will understand how to summarize an informational text by reading, speaking, listening, and writing.

### The Blue Whale **AT-A-GLANCE**

#### Informational Passage Summary

This article tells about the largest creature on Earth, the blue whale. It provides information about how the blue whale breathes and survives in cold water.

#### Vocabulary

- Tier 1 Words: think, animal
- Tier 2 Words: imagine [Spanish cognate – *imaginar*], creature [Spanish cognate – *criatura*]
- Weigh
- Pounds
- Underwater, blowhole [compound word]
- Like a nose, as a cozy blanket [similes]
- Important [Spanish cognate – *importante*]
- Layer
- Blubber
- Built

#### Text Features

- Section headings, Photo and captions, Diagrams

#### Special Features

- This article includes two similes; one uses “as,” the other is an example of using “like” to make the comparisons.

#### Support for Entering and Emerging PLD Students

- Supply summary language frames such as, *This is about (who) \_\_\_\_\_ (what) \_\_\_\_\_ (when) \_\_\_\_\_ (where) \_\_\_\_\_.*
- Emphasize illustrations during passage preview, allowing students to explore commonality of their language to English. Use language frames such as, *I think this is \_\_\_\_\_, or I see \_\_\_\_\_.*
- Create a K-W-L chart with students. [Table with columns labeled: “What I Know”, “What I Want to Know”, and “What I Learned”] Record the information learned about whales from Lesson 3 in the “What I Know” column. Tell students they will be reading about blue whales in this lesson. Record any questions they may have in the “What I Want to Know” column. Complete the “What I Learned” column after reading the article together.

## Explicit Instruction

### Summarize



Listen

- Remind students that a summary tells only the most important parts of an article.
- Tell students that science articles are usually written in parts. These parts will each have a heading that is much like a title. This heading will give the main idea of the paragraphs that follow.
- Explain that “The Blue Whale” uses headings for each of the main ideas of the article. There is a different heading for how big they are, how they live underwater, and how they stay warm. These headings will help them create a summary that is reflective of the main idea of the entire article.

## Before Reading



Speak

### Activate Prior Knowledge

Continue the conversation about whales from the passage in Lesson 3. Review information that may have been new to students. Incorporate lesson vocabulary into your oral conversation as appropriate. Review cognates.

### Preview

Direct students to preview the passage as you model making a prediction.



Listen

**Model** Say to the students:

*The title, “The Blue Whale,” tells me that I am going to read more about this enormous creature. I have already learned that it is the largest creature. The illustration on the first page shows me just how large it is! Since this is a science article, I wonder what else I will learn about it.*

*As I page through the article, I can see that there are headings about how they live underwater and how they are able to survive in cold water. I am looking forward to reading this to learn more about the blue whale.*



Speak

Direct students to make a prediction and identify the clues they used to make their prediction. Compose an oral prediction with Entering and Emerging PLD students. Scaffold responses with a sentence frame such as, *I predict \_\_\_\_\_ because \_\_\_\_\_.*

Direct students to share their prediction with a partner. Remind them to use complete sentences, providing oral language frames such as, *I think this is about \_\_\_\_\_ because \_\_\_\_\_.*

## Present the Passage



Read Aloud  
Together

### Read the Passage Aloud

Direct students to follow along as you read the passage aloud. Remind them to pay attention to the important information that can be used to summarize this article.

### Review



Speak

- Review predictions to confirm or modify them. Support Entering and Emerging PLD students with language frames as needed.

*I correctly predicted \_\_\_\_\_.* [confirm prediction]

*I thought that \_\_\_\_\_ but \_\_\_\_\_.* [modify prediction]

- Discuss Tier 1 and 2 words: think – imagine, animal – creature. Have students provide examples of each orally.
- Tell students that similes compare two different things using the words “like” or “as.” Explain that the similes used in the article provide readers with a more vivid image. Look at the examples below. Ask, *Which sentence gives a more vivid image?*
  - Compare "A blowhole is on the top of its head." to "A blowhole on the top of its head works like a nose."
  - Compare "Thick blubber keeps the whale warm." to "The thick blubber keeps the whale warm, just as a cozy blanket keeps you warm."
- Tell students that “underwater” is a compound word. Remind them that compound words are formed when two words are combined to create one word, “under + water.” Have students locate other compound words in the passage. [blowhole, cannot] Ask students to identify the two components of each.
- Discuss the answers orally to the Guided Thinking questions, locating the words and phrases in the passage to include in a summary.
- Review Check Your Understanding and How Am I Doing? self-assessments.

### Understand Text Features



Listen

Have students identify the main features of the text that help them understand the article. Tell students that they should pay attention to text features as they read because the features can help them understand what they are reading. Point out the following features of a science passage.

- Section headings—Articles will use headings to give clues about the information in that part of the article. The heading is the main idea of that section.
- Photos and captions—It is important to look closely at the photos and captions in an article. The captions help explain the photos. Captions may also give additional information that is not in the article.
- Diagrams—Diagrams often help readers understand information in the article. Direct students to review the diagram on the first page. Have students make comparisons using language frames such as, *A \_\_\_\_\_ is larger than a \_\_\_\_\_.* And, *A \_\_\_\_\_ is smaller than a \_\_\_\_\_.*



Read on  
Your Own

## Read the Passage on Your Own

Direct Developing, Expanding, Bridging, and Reaching PLD students to reread the passage. Remind them to pay attention to the details that tell what the characters are thinking and doing. Direct them to write answers to the Guided Thinking questions.

## After Reading

### Try It



Speak

Read the questions and answer choices aloud to students. Discuss reasoning for correct and/or incorrect answers. Then, direct Developing, Expanding, Bridging, and Reaching PLD students to answer the questions independently.

### Organize It



Speak

Have students follow along as you read aloud the directions and examine the diagram. Explain that this diagram will help students compile information to put into a summary.

Ask students to read the headings at the top of each box, noting that the bottom box is marked *Summary*. Tell them that the beginning detail is given to them, and they are to find the most important details in the middle and at the end of the article. Point out that once students find the main ideas in each part of the story, they should write the most important information from the part named in the heading.

Then when they are ready, they can edit the contents of the *Beginning*, *Middle*, and *End* boxes to produce a *Summary*. Help them to reduce the details into three short sentences. For example, modify "*Blue whales are the largest creatures. They live underwater. A layer of blubber keeps them warm in cold water.*" to "*Blue whales are the largest creatures. They live underwater. They stay warm in cold water.*"

Allow Entering and Emerging PLD students to complete the diagram using alternative ways such as drawing or dramatizing.

### Exit Ticket



Write

Remind students that when they summarize, they should try to include all the important ideas from the story in as few of their own words as possible.

To help students write two summary sentences, show them how to combine the sentences written in the *Summary* box from the *Organize It* diagram. For example, modify "*Blue whales are the largest creatures. They live underwater. They stay warm in cold water.*" to "*Blue whales are the largest creatures. They live underwater and stay warm in cold water.*"



Turn and  
Talk

Allow students time to Turn and Talk. Remind them to speak in complete sentences. Scaffold responses with the example above.

**Notes**

**Lesson 4**

**WHAT I AM GOING TO LEARN**

I will learn how to summarize an informational text by reading, speaking, listening, and writing.

**FOCUS ON INFORMATIONAL TEXT**

Use the shaded sentences and the Guided Thinking questions to summarize this article.

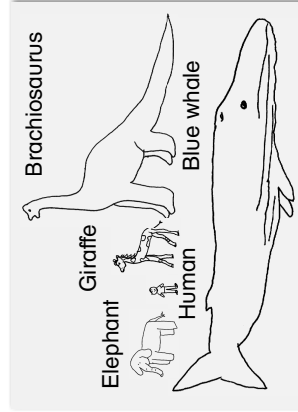
**The Blue Whale**



Imagine an animal with a heart the same size as a small car. Could a **creature** ever be this large? Yes! The blue whale is the largest whale in the ocean.

**The Biggest Whale**

The blue whale can grow to be 100 feet long. Blue whales are even bigger than dinosaurs once were!



**SUMMARIZE IN SCIENCE**

Many science articles have parts. Sometimes each part will have a heading.

A heading is like a title. It tells the main idea for that part.

To **summarize** an article, read all of the headings. Then think about the main idea in each part.

**GUIDED THINKING**

◀ **HEAR IT**

Listen and follow along as your teacher reads the passage aloud.

◀ **SPEAK IT**

**Summarize** the shaded sentences.

The blue whale is the biggest whale in the ocean.



blubber the fatty layer around a whale's body

◀ SPEAK IT

Read the shaded sentences.

**Summarize the shaded sentences.**

Blubber keeps \_\_\_\_\_

whales warm in \_\_\_\_\_

cold water. \_\_\_\_\_

**Keeping Warm**

The blowhole is only one **important** part on the whale's body. Ocean water can get very cold. A whale has a **layer** of fat all around its body. It is called blubber. The thick blubber keeps the whale warm, just as a **cozy blanket** keeps you warm.

Blue whales are amazing creatures. Like other whales, they are **built** to live in the water. But, the blue whale is the biggest whale of them all.

**TRY IT**

**Think about the article "The Blue Whale." Circle the letter next to the best answer.**

1. Read these sentences from the passage.

"Blue whales are amazing creatures. Like other whales, they are built to live in the water. But, the blue whale is the biggest whale of them all."

Which sentence is the best **summary**?

(A) Blue whales are amazing animals.

B. Blue whales are like other whales.

C. Blue whales live in the water.

D. Blue whales are the biggest whale of all.

2. Read these sentences from the passage.

"Imagine an animal with a heart the same size as a small car. Could a creature ever be this large?"

Which word helps you to understand the meaning of creature?

A. Heart

(B) Animal

C. Small


D. Large

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The blue whale can **weigh** as much as 150 tons, about 300,000 **pounds**. That's as heavy as an airplane!


**Living Underwater**

Blue whales live in the ocean. Like other whales, the blue whale has body parts to help it live **underwater**. A blowhole on the top of its head works **like a nose**. After a whale surfaces, it breathes out. Then, it opens its blowhole. It breathes in air.



Blue whales come to the surface to breathe.

Before it dives, the whale closes the blowhole so water cannot get in. Blue whales can stay down in the water 20 to 40 minutes.



blowhole

▶ SPEAK IT

**Summarize the shaded paragraph.**

The blue whale can \_\_\_\_\_

weigh as much as \_\_\_\_\_

an airplane. \_\_\_\_\_

▶ SPEAK IT

**Summarize the shaded sentences.**

Blue whales use \_\_\_\_\_


a blowhole to \_\_\_\_\_

breathe. \_\_\_\_\_

blowhole a hole on a whale's head, used for breathing

**HOW AM I DOING?**

Check the color to show how you are doing.



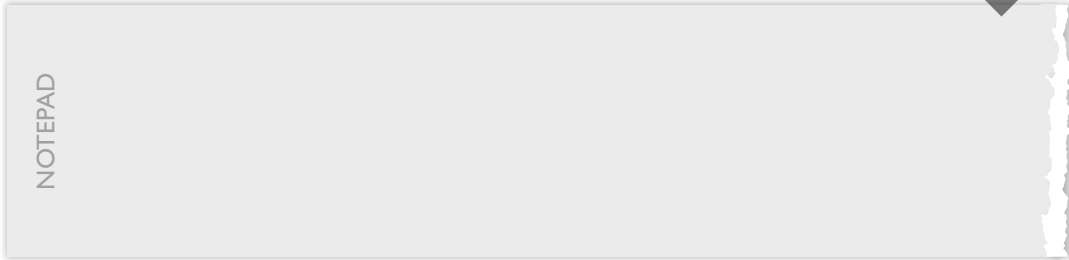
▶ **CHECK YOUR UNDERSTANDING**

Do you

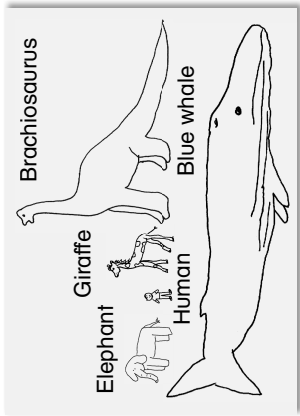
picture what is happening in the story?

summarize as you read?

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3. Look at the illustration from the passage.



Which tells the purpose of the illustration?

- A. To show that dinosaurs came before whales
  - B. To show how small people are
  - C. To show the size of the blue whale
  - D. To compare an elephant to a dinosaur
4. Read these sentences from the passage.

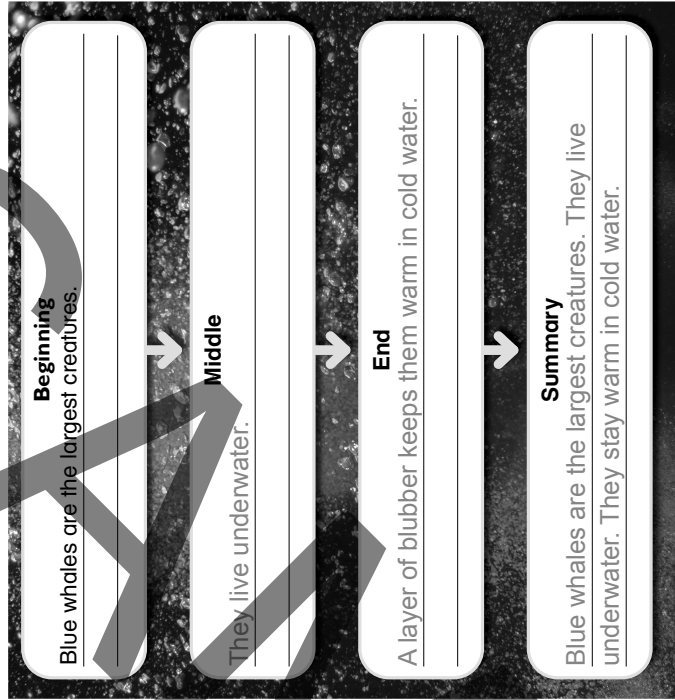
“Blue whales live in the ocean. Like other whales, the blue whale has body parts to help it live underwater.”

Which phrase means the same as like other whales?

- A. The same as other whales
- B. All whales are the same
- C. They like other whales
- D. Not like other whales

**ORGANIZE IT**

Complete the diagram below. Use it to summarize this article about blue whales.



**EXIT TICKET**

Write two sentences that summarize the most important ideas in the article.

Possible response: Blue whales are the largest creatures. They live underwater and stay warm in cold water.

**TURN AND TALK**

Share your sentences with a partner. Speak in complete sentences.

## Review It

Before assigning the Unit 2 Review, briefly review both passages in Unit 2. Tell students they will be looking for important information to use in a summary.

### Know It, Show It

Say to the students:

Look at the directions at the top of the page. Think about the two passages you have just read. Then, circle the letter next to the best answer.

Look at Question 1. Listen to these sentences from the passage. Then I will ask, “Which phrase means the same as they are built?” Then circle the correct answer to Question 1.

Now listen carefully. The title of the passage is “The Blue Whale.”

“Blue whales are amazing creatures. Like other whales, they are built to live in the water. But, the blue whale is the biggest whale of them all.”

Pause for about 5 seconds.

Look at Question 1.

Which phrase means the same as they are built?

- A. Their bodies are made to
- B. They can make
- C. They are as big
- D. They build

Pause for about 15 seconds. Tell students to read and answer the remaining questions on their own.

### Write It

Say to the students:

Now read the directions below to yourself as I read them out loud.

You have just read two passages about how whales live in the sea. Imagine that you are an animal that lives in the sea. Write one paragraph to tell about the animal you are and how you live in the sea. Use ideas from the passages and your own ideas to help you write.



Write

## Writer's Checklist

Checklist

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passages.
- Support your answer with details.
- Use complete sentences.
- Check your writing for grammar, capitalization, punctuation, and spelling.

Scaffold responses with a writing frame such as, *I am a \_\_\_\_\_ . I live \_\_\_\_\_ . I like to \_\_\_\_\_ . I also \_\_\_\_\_ and \_\_\_\_\_ . I like being a \_\_\_\_\_ .*

Have Developing, Expanding, Bridging, and Reaching PLD students complete the writing activity independently. Refer to the Writing Rubric for scoring.

## Writing Rubric

|   |  |
|---|--|
| 4 | Contains a variety of simple, expanded, and compound (or complex) sentences; contains many grade-level words and phrases; includes words and sentences that sufficiently introduce and complete thoughts/ideas; includes many sufficiently detailed descriptions; contains minimal or no errors that obscure meaning; may include inventive spelling.  |
| 3 | Contains simple, expanded, and compound sentences; contains some grade-level words and phrases; includes introductory and concluding words and sentences that provide partial organization of thoughts/ideas; includes many detailed descriptions; contains few errors that rarely obscure meaning; may include inventive spelling.  |
| 2 | Contains mostly simple sentences; includes at least one expanded or compound sentence; contains a few grade-level words and phrases; includes introductory and/or concluding words and sentences that provide limited organization of thoughts/ideas; includes some minimally detailed descriptions; contains some errors that occasionally obscure meaning; may include inventive spelling.   |
| 1 | Contains some words, short phrases, and occasionally simple sentences; includes at least one sentence; may include adapted text in a well-constructed sentence; contains common words and short phrases; includes at least one sentence in an attempt to introduce or complete a thought/idea; includes at least one description; contains many errors that often obscure meaning; contains words that may be unclear, but meaning is evident; may include inventive spelling. |
| 0 | Contains zero or few words or short phrases; is blank; is completely in a language other than English; is illegible or unintelligible; is completely copied text; is isolated words or a list of words or short phrases; contains at most frequently used words; lacks a clear introduction or completion of a thought/idea due to brevity; lacks descriptions; contains numerous errors that totally obscure meaning; contains words that are unclear.                        |



**Notes**

**Writing, continued**



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