

An Integrated Approach to Language Acquisition

LEVEL



Measuring Up[®]

FOR ENGLISH LANGUAGE LEARNERS

ENGLISH LANGUAGE ARTS



Peoples Education, Inc. DBA **Mastery Education**[™] | 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.

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.

Colorful pictures are placed throughout to help you make connections.

SUMMARIZE IN SCIENCE
Many science articles are written in 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 of each part.

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.

Spiders: Nature's Engineers



GUIDED THINKING

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

► **SPEAK IT**
Summarize the two uses for webs.

prey an animal that is hunted for food


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.

[20] masteryeducation.com

How Does a Spider Spin a Web?

A spider makes a **strong thread** called **silk** that it uses to make its web. The silk starts out as a sticky **liquid** that dries in the air.




Spiders use their **spinnerets** and legs to make their webs.

It takes a spider about an hour to build an **orb** web. Spiders start with one long **strand**. Then, the spider waits until a breeze catches the strand and sticks it to something like a tree branch, a leaf, or a fence post. Next, the spider makes more long strands that form the inside of the web **like the spokes of a bicycle wheel**. They can make twenty or more strands!

Then spiders have to decide which strands to keep. They want to keep seven **strong** strands that are evenly placed. First, they look for the **strongest** strands. Then, they look at where they are. These strands will be used to attach the round part of the web.

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



spinnerets the part of the spider that produces silk

orb having a round shape

◀ **SPEAK IT**
Read the shaded paragraph. Summarize the paragraph.

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

for English Language Learners

TRY IT

Practice the skills you have learned.

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

TRY IT
Think about the article "Spiders: Nature's Engineers." Circle the letter next to the best answer.

1. Read these sentences from the passage.

"Spiders live in their webs. They also use their webs to catch insects. But not all spiders spin webs. Some spiders hunt their prey or just wait for them to come their way."

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

A. Just wait
B. Spin
C. Hunt
D. Use their webs

2. Which sentence best summarizes the article?

A. Different spiders build different webs.
B. Spiders begin building a web from the outside.
C. Spiders use silk to build webs.
D. Webs are important to spiders.

3. Which is the purpose of the chart?

A. To tell what webs look like
B. To show which spiders make which webs
C. To list the different kinds of spider webs
D. To show that all spiders build webs

NOTEPAD

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

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** what this article tells about spiders and their webs.

Beginning
Spiders use their webs as homes and to catch prey.

Middle

End

Summary

EXIT TICKET
Write a sentence that **summarizes** the most important ideas in the article.

TURN AND TALK
Share your sentence 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.

Unit 3 SEQUENCE

Lesson 5

WHAT I AM GOING TO LEARN

I will learn about the sequence of events in a story by reading, speaking, listening, and writing.

FOCUS ON LITERATURE

Use the shaded sentences and Guided Thinking questions to understand **sequence**.

Andy and the Cornstalk



Andy's favorite food was corn. He ate it as often as he could. **Last** Monday his family had corn for dinner. He happily ate two full plates of corn.

"What would you do if we ran out of corn?" Andy's dad asked with a laugh.

Andy began to worry. What would he do? When no one was watching, Andy put three pieces of corn in his pocket. He would make sure that his family did not run out of corn.

SEQUENCE IN FICTION

Stories have a *beginning*, a *middle*, and an *end*. Events in the story happen in an order, or **sequence**. Sequence can help you understand a story.

When you finish reading a story, try to tell the important parts in order. Tell what happens *first*, *next*, and *last*.

GUIDED THINKING

HEAR IT

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

SPEAK IT

What happens *first* in the shaded sentences?

▶ SPEAK IT

Read the shaded sentences. Tell the important parts that happen in the *middle*.

Middle

Andy plants the corn.

▶ CHECK YOUR UNDERSTANDING

Do you

- try to picture where the story takes place?
- decide which parts are important?

▶ HEAR IT

Read the shaded sentences. What happens *after* Andy lives in Corn City for a while?

HOW AM I DOING?

Check the color to show how you are doing.



After dinner, Andy **planted** the corn in the backyard. Then he went to bed. The **next** morning, Andy went to water the corn. He was surprised at what he saw! There was a huge cornstalk. It reached up through the clouds.

Andy climbed the cornstalk. When he got to the top, he found a whole city made of corn! The buildings were made of corn. The streets were made of corn. And best of all, everybody was eating corn! Andy clapped his hands with **joy**.



Andy was very happy in Corn City. He ate corn for breakfast, lunch, and dinner. He even got to sleep on a corn bed! **But** after a few days, Andy wanted to eat something that was not made of corn.

Andy went out to dinner. A man came to take his order. "May I please have some green beans?" he asked.

The man looked surprised. "Did you say green beans? Are you new in town?"

"Yes," said Andy sadly. "I used to love corn. Now I'm tired of it."

The man walked away. When he returned, he had a covered dish. "Eat these and you will be happy," the man whispered.

Andy lifted the cover. It was a plate with three pieces of corn. "Ugh," he moaned. He wondered how more corn could make him happy. Andy closed his eyes and ate slowly.

Suddenly, Andy opened his eyes and found himself in his own backyard. He was standing on the place where he had planted the corn. Nothing was there! Andy dropped to his knees and began digging. He pulled out the corn and threw it in the trash.

Andy went into the house. "Would you like Corn Jumps for breakfast?" Dad asked.

"No!" said Andy. "May I please have Rice Pops instead?"



HEAR IT

Read the shaded sentences. Tell what happens at the end.

First

Andy returns home.

Next

Last

TRY IT

Think about the passage “Andy and the Cornstalk.” Circle the letter next to the best answer.

1. Read these sentences from the story.

“Andy was very happy in Corn City. He ate corn for breakfast, lunch, and dinner. He even got to sleep on a corn bed!”

Which word helps you to understand the exclamation point?

- A. Sleepy
- B. Hungry
- C. Happy
- D. Lonely

2. Which part of the story could not happen in real life?

- A. Andy plants corn.
- B. Andy orders green beans when he goes out to dinner.
- C. Andy climbs a cornstalk to a city made of corn.
- D. Andy eats corn for dinner.

Write your answers on the lines.

3. What happens *after* Andy finds the cornstalk in his backyard?

4. What happens *after* Andy orders green beans in Corn City?

ORGANIZE IT

Fill in the **sequence** chart to retell important story events.

Beginning Andy puts corn in his pocket.

Middle _____

End _____

EXIT TICKET

Write a new title that tells what happens in the story.

◀ SPEAK IT

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

SEQUENCE IN SCIENCE

Science articles can tell how to do something or how to make something. Each step is given in order, or **sequence**.

To follow the sequence, you must understand the order. As you read, think about each step.

Lesson 6

WHAT I AM GOING TO LEARN

I will learn about the sequence of events in an informational text by reading, speaking, listening, and writing.

FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to understand **sequence**.

GUIDED THINKING

▶ HEAR IT

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

tortillas round, flat bread

▶ SPEAK IT

Read the shaded sentence. What **sequence** do you think the article will tell about?

▶ HEAR IT

Listen as the shaded sentences are read aloud. Circle the sentence that tells the *first* step in making a tortilla.

grinds rubs into very small pieces

Tasty Tortillas



People around the world enjoy different foods. Many people in the United States enjoy eating corn **tortillas**. People in Mexico like this flat bread, too.

Can you guess what corn tortillas are made from? It is corn, of course! **People follow steps to make corn tortillas.**

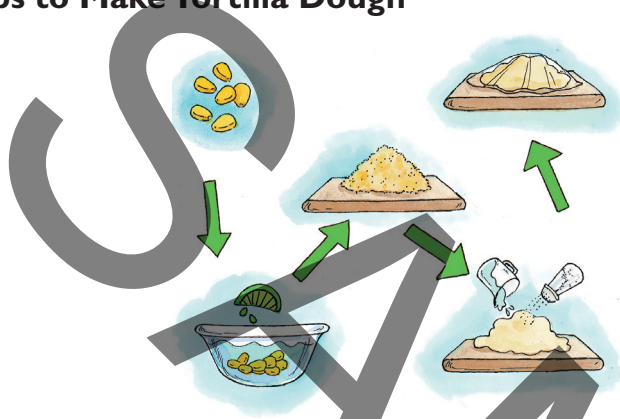
Making the Dough

The **first** step in making a corn tortilla is to **dry the corn**. Corn is the most important part of a corn tortilla.

Then, the corn is put in a pot of water. **Next**, lime juice is added to the water. This fruit juice will add a new taste to the corn. The corn stays in the water for one night. The water will make it soft. The next day, the corn is taken out of the water. **Someone grinds** the corn. The corn becomes corn **flour**.

Now, it is time to make the **dough**. Salt and warm water are added to the corn flour. The corn flour becomes a sticky dough. Next, someone must **knead** the dough so it isn't sticky. Then, the dough is covered for one hour. **Finally**, the dough is ready. It is time to make the tortillas!

Steps to Make Tortilla Dough



Cooking a Corn Tortilla

First, the cook pulls off a small piece of dough. She rolls it into a small ball. Then, she presses down on the ball. This makes it flat. Some cooks use a **rolling pin** to make it thin. Next, the cook puts the flat piece of dough to the side. Then, she pulls off more dough. She keeps making tortillas until all the dough is gone. Now it is time to cook the tortillas.

The cook heats a pan. She puts one piece of flat dough in the pan. She cooks it for about one minute. Then, she flips it over. The tortilla should cook for one more minute. Once the tortilla cools, it is ready to eat. Yum!

Many people spread butter or hot sauce on their tortillas. Other people eat them like bread. Some people fill them with meat and cheese. But, no matter how they are served, corn tortillas are a great food!



Tortillas can be made with white flour, too!

HEAR IT

Listen as the shaded sentences are read aloud. Underline the sentence that tells what happens *after* adding salt and water.

dough a mix that will be cooked

knead to fold, press, and stretch dough

CHECK YOUR UNDERSTANDING

Do you

think about what each step means?

try to picture the steps in your mind?

SPEAK IT

Read the shaded sentences. Tell what step is explained.

HOW AM I DOING?

Check the color to show how you are doing.



TRY IT

Think about the passage “Tasty Tortillas.” Circle the letter next to the best answer.

1. Read these sentences from the passage.

“Finally, the dough is ready. It is time to make the tortillas!”

Which word do you think the writer feels based on the exclamation point?

- A. Happy
- B. Surprised
- C. Confused
- D. Angry

2. Why does the corn need to soak *before* it is made into flour?

- A. To make sure it is fresh
- B. To make sure it is dry
- C. To make it soft
- D. To make it flat

Write your answers on the lines.

3. Which is the *first* step in the **sequence** of making a corn tortilla?

4. Which happens *last* in the **sequence** of making a corn tortilla?

ORGANIZE IT

Fill in the **sequence** chart to tell the important steps in making a corn tortilla.



Making a Corn Tortilla

Step 1: Grind the corn. _____

Step 2: Make the dough. _____

Step 3: _____

Step 4: Cover the dough. _____

Step 5: _____

Step 6: _____

Step 7: Cook the corn tortillas in a pan. _____

EXIT TICKET

Tell the cook the steps for making the corn tortilla dough.

First, _____

Next, _____

Then, _____

Finally, _____

TURN AND TALK

Share with a partner the steps for making corn tortilla dough. Speak in complete sentences.

UNIT 3 REVIEW

KNOW IT, SHOW IT

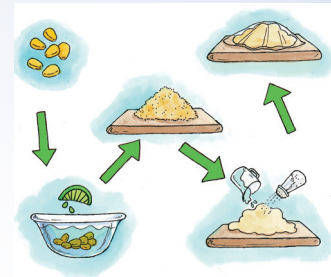
Think about the two passages you have just read. Then, circle the letter next to the best answer.

1. Listen to these sentences from the passage.

Which does the cook do *before* covering the dough?

- A. Kneads it
- B. Rolls it into small balls
- C. Cooks it for one minute
- D. Makes it flat

Tasty Tortillas



2. Read these sentences from “Andy and the Cornstalk.”

“After dinner, Andy planted the corn in the backyard. Then he went to bed. The next morning, Andy went to water the corn.”

Which words are used to tell you the order of events?

- A. Backyard, bed, corn
- B. After, then, next
- C. In, to, the
- D. Planted, went, water

3. Look at the photo from “Tasty Tortillas.”

What new information does the caption give?

- A. Tortillas can be made with other kinds of flour.
- B. Tortillas are round.
- C. Tortillas are made from dough.
- D. Tortillas are flat.



Tortillas can be made with white flour, too!

Writing, continued

SAMPLE



UNIT 3 SEQUENCE

Lesson 5

Real-World Goal for Students

Students will understand how to identify a sequence of events story structure by reading, speaking, listening, and writing.

Andy and the Cornstalk **AT-A-GLANCE**

Literature Passage Summary

Andy, fearing that he will run out of his favorite food, plants corn in his backyard. A huge stalk grows up into the sky, and he visits a city where everything is made of corn.

Vocabulary

- Tier 1 Word: happy
- Tier 2 Word: joy
- Last, after, next [time order]
- Planted [Spanish cognate – planta]
- But, suddenly [words that signal change]

Text Features

- Illustrations, Sequence, Exclamation points

Special Features

- This passage includes a fantasy segment similar to the tale “Jack and the Beanstalk.”

Support for Entering and Emerging PLD Students

- Supply language frames that support transitions between beginning, middle, and end such as, *At first*, _____. *Then* _____. *Finally* _____.
- Emphasize illustrations during passage preview, allowing students to explore commonality of their language to English. Use language frames such as, *I think this is a* _____, or *I see* _____.
- Read or retell the story of “Jack and the Beanstalk.”

Explicit Instruction

Sequence



Listen

- Tell students that sequence is the order in which the events happen in a story. Explain that events in “Andy and the Cornstalk” happen in sequence. Tell students to think about what happens first, next, and last to help them retell the most important story events.
- Explain that a reader should look for the most important story events that happen at the beginning, middle, and end of the story.

Before Reading

Activate Prior Knowledge



Speak

Ask students about their favorite foods. Then ask them what they would do if they knew their favorite food was going to run out. 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:

Before I begin reading a story, I try to figure out what the story is going to be about. I always read the title first. The title of this passage is “Andy and the Cornstalk.” That makes me think about the fairytale “Jack and the Beanstalk.” I wonder if this story might be similar. Is Andy the main character? Does he climb a cornstalk to a different place? When I look at the illustrations, I don’t see a tall cornstalk, so I will have to read to find out if I am correct. As I read, I will pay attention to the order, or sequence, of the story events. It is important to remember what happens at the beginning, middle, and end so that I can retell the story.

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 _____.*



Speak

Direct them to share their prediction with a partner. Remind students 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 words that tell the order of the story events. Tell them to pause and think about what is happening at the beginning, middle, and end of the story. 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 thought _____ and I was correct. [confirm prediction]

I thought that _____ but _____. [modify prediction]

- Discuss Tier 1 and 2 words: happy – joy. Have students provide examples of each orally or as role play.
- Direct students' attention to the conjunctions *but* and *suddenly* that signal a change in meaning is following.
- As you review the story, make and post a list of sequence words used in the passage.
- Discuss the answers orally to the Guided Thinking questions, locating the words and phrases in the passage that indicate the sequence of events.
- Review Check Your Understanding and How Am I Doing? self-assessments.



Speak

Review the following to emphasize the fantasy section.

- Ask: *What do you know about how fast plants grow?* [It takes a long time.]
- Have students categorize actions that could happen versus those that are fantasy. Review the events before Andy goes to Corn City. Which parts of the story could really happen? Which parts cannot? Provide language frames such as, _____ *can really happen.*
_____ *could not really happen.*
- Have students identify events in the remainder of the story that could really happen from those that are fantasy. Ask students to share with a partner events that could and could not really happen. Remind students to use full sentences using the language frames above.
- Direct Developing, Expanding, Bridging, and Reaching PLD students to add an explanation such as, _____ *could/could not really happen because* _____.
- Have students contrast how Andy feels at the beginning and end of the story. Reinforce the use of *but* and *suddenly* to indicate the contrast and point out the use of exclamation points that show feelings and emotions. Provide language frames such as, *At the beginning of the story, Andy _____ but at the end of the story, he _____.*

Understand Text Features



Speak

Have students identify the main features of the text. Tell students that it helps to pay attention to text features as they read because the features can help them understand the story. Point out the following features of a fiction story.

- Illustrations—Illustrations can be drawn or painted. The pictures often show that a story is make-believe, or fiction. They can also give more detail about characters and places.
- Sequence—Most stories are written in time order. The writer tells the events as if they are happening in sequence.
- Exclamation points—Sentences in the story that end in an exclamation point reflect strong emotion. This kind of punctuation gives readers a clue about how a character feels.



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 how the author uses words to indicate the order in which things happen. Direct them to write answers to the Guided Thinking questions.

After Reading

Try It



Speak

Read each question and its answer choices aloud to students. Discuss the 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 this graphic organizer. Explain that this graphic organizer is a sequence chart that will help them organize the story events in “Andy and the Cornstalk.”

Direct students to the words *Beginning*, *Middle*, and *End* in each box. Explain that the arrows are pointing downward to show the order of the story events. Next, explain that the first box, the beginning event, has already been completed.

Review the story to find the other important events that happen in the middle and end of the story and write them in the corresponding boxes. Allow Entering and Emerging PLD students to complete the graphic organizer using alternative ways such as drawing or dramatizing.



Write

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.

To help students complete the Exit Ticket activity, tell them to think of one of the most important events in the story. Then, direct students to write that event as a new title.



Turn and
Talk

Allow time for students to Turn and Talk. Remind them to use complete sentences. Scaffold responses with a language frame such as, *I think an important event from the story is _____.*

Notes

Unit 3 SEQUENCE

Lesson 5

WHAT I AM GOING TO LEARN

I will learn about the sequence of events in a story by reading, speaking, listening, and writing.

FOCUS ON LITERATURE

Use the shaded sentences and Guided Thinking questions to understand **sequence**.

Andy and the Cornstalk



Andy's favorite food was corn. He ate it as often as he could. **Last** Monday his family had corn for dinner. He happily ate two full plates of corn.

"What would you do if we ran out of corn?" Andy's dad asked with a laugh.

Andy began to worry. What would he do? When no one was watching, Andy put three pieces of corn in his pocket. He would make sure that his family did not run out of corn.

SEQUENCE IN FICTION

Stories have a *beginning*, a *middle*, and an *end*. Events in the story happen in an order, or **sequence**. Sequence can help you understand a story.

When you finish reading a story, try to tell the important parts in order. Tell what happens *first*, *next*, and *last*.

GUIDED THINKING

HEAR IT

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

SPEAK IT

What happens *first* in the shaded sentences?

Andy puts corn in his pocket.

► **SPEAK IT**

Read the shaded sentences. Tell the important parts that happen in the middle.

Middle

Andy plants the corn.

The corn grows into a cornstalk.

Andy climbs the cornstalk.

► **CHECK YOUR UNDERSTANDING**

Do you

- try to picture where the story takes place?
- decide which parts are important?

► **HEAR IT**

Read the shaded sentences.

What happens after Andy lives in Corn City for a while?

He wants to eat something that is not made of corn.

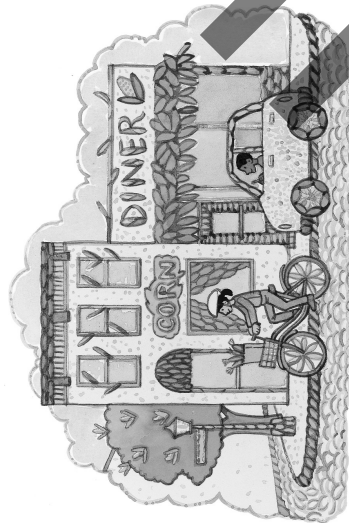
HOW AM I DOING?

Check the color to show how you are doing.



After dinner, Andy **planted** the corn in the backyard. Then he went to bed. The **next** morning, Andy went to water the corn. He was surprised at what he saw! There was a huge cornstalk. It reached up through the clouds.

Andy climbed the cornstalk. When he got to the top, he found a whole city made of corn! The buildings were made of corn. The streets were made of corn. And best of all, everybody was eating corn! Andy clapped his hands with **joy**.



Andy was very happy in Corn City. He ate corn for breakfast, lunch, and dinner. He even got to sleep on a corn bed! **But** after a few days, Andy wanted to eat something that was not made of corn.

Andy went out to dinner. A man came to take his order. "May I please have some green beans?" he asked.

The man looked surprised. "Did you say green beans? Are you new in town?"

"Yes," said Andy sadly. "I used to love corn. Now I'm tired of it."

The man walked away. When he returned, he had a covered dish. "Eat these and you will be happy," the man whispered.

Andy lifted the cover. It was a plate with three pieces of corn. "Ugh," he moaned. He wondered how more corn could make him happy. Andy closed his eyes and ate slowly.

Suddenly, Andy opened his eyes and found himself in his own backyard. He was standing on the place where he had planted the corn. Nothing was there! Andy dropped to his knees and began digging. He pulled out the corn and threw it in the trash.

Andy went into the house. "Would you like Corn Jumps for breakfast?" Dad asked.

"No!" said Andy. "May I please have Rice Pops instead?"



◀ **HEAR IT**

Read the shaded sentences. Tell what happens at the end.

First

Andy returns home.

Next

Andy digs up the corn and throws it away.

Last

Andy tells his dad that he wants Rice Pops.

NOTEPAD

TRY IT

Think about the passage "Andy and the Cornstalk." Circle the letter next to the best answer.

1. Read these sentences from the story.

"Andy was very happy in Corn City. He ate corn for breakfast, lunch, and dinner. He even got to sleep on a corn bed!"

Which word helps you to understand the exclamation point?

- A. Sleepy
- B. Hungry
- C. Happy
- D. Lonely

2. Which part of the story could not happen in real life?

- A. Andy plants corn.
- B. Andy orders green beans when he goes out to dinner.
- C. Andy climbs a cornstalk to a city made of corn.
- D. Andy eats corn for dinner.

Write your answers on the lines.

3. What happens after Andy finds the cornstalk in his backyard?

Possible response: Andy climbs the cornstalk to Corn City.

4. What happens after Andy orders green beans in Corn City?

Possible response: A man brings Andy three pieces of corn.

ORGANIZE IT

Fill in the **sequence** chart to retell important story events.

Beginning Andy puts corn in his pocket.

Middle Andy plants the corn. He climbs a cornstalk to Corn City. He gets tired of eating corn.

End Andy eats three pieces of corn and returns home. Andy asks for Rice Pops for breakfast.

EXIT TICKET

Write a new title that tells what happens in the story.

Possible response: Andy Visits Corn City

◀ SPEAK IT

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

Lesson 6

Real-World Goal for Students

Students will understand how to identify a sequence of events informational text structure by reading, speaking, listening, and writing.

Tasty Tortillas **AT-A-GLANCE**

Informational Passage Summary

From drying pieces of corn to cooking dough, this article explains the sequence of steps in making tasty tortillas.

Vocabulary

- Tier 1 Words: rubs, last
- Tier 2 Words: grinds, finally
- Tortilla [Spanish word used in English]
- First, then, next, now, finally [time order]
- Dry the corn [clarify phrase used in the directions]
- Flour
- Dough
- Knead
- Rolling pin

Text Features

- Sequence chart, Headings, Captions

Special Features

- This article includes steps to follow on how to make corn tortillas.

Support for Entering and Emerging PLD Students

- Supply language frames using time-order words such as, *First* _____, *next* _____, *then* _____, *finally* _____.
- 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* _____.

Explicit Instruction

Sequence



Listen

- Tell students that sequence means the order in which events happen. Then explain that science articles can tell how to do something or how to make something. The steps are told in sequence.
- Explain that to follow a sequence of steps, students must think about each step as they read and remember the order. If a step is left out or forgotten, the end product may not be correct.
- Explain that “Tasty Tortillas” talks about two different steps in the sequence of making corn tortillas: making the dough and cooking the dough.

Before Reading

Activate Prior Knowledge



Speak

Ask students if they have ever eaten or made a corn tortilla. Explain that this flat bread can be eaten with butter, hot sauce, or meat filling. Allow students to share their favorite way to eat corn tortillas. If students are familiar with making tortillas, allow them to explain or role play how they are made. 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:

Before reading an article, I read the title to help me get an idea of what the article might be about. I think this passage will be about tortillas. I have eaten corn tortillas before. They were like flat bread, and they were very tasty. I wonder if the article will tell the sequence of steps to make corn tortillas. There is a sequence chart on the second page that shows how to do something. The title says “Steps to Make Tortilla Dough,” so I must be right! The article will tell the sequence of steps to make tasty corn tortillas. As I read, I am going to pay close attention to the sequence of steps. I know that the steps for making corn tortillas have to be in a certain order. I am going to really think about each step to help me remember the sequence.



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 them to share their prediction with a partner. Remind students to use complete sentences; provide 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 think about each step as they read. Tell them that it is important to remember these steps in their correct order. Remind them to keep predicting where the article is leading.



Speak

Review

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

I thought _____ and I was correct. [confirm prediction]

I thought that _____ but _____. [modify prediction]

- Discuss Tier 1 and 2 words: rub – grind, last – finally. Have students use examples of each in a sentence.
- Clarify the meaning of “dry the corn.”
- Direct students’ attention to content words that may be difficult such as grinds, flour, dough, and knead. Remind students to pay attention to homonyms: flour/flower, dough/ doe, knead/need.
- Add any new sequence words from the passage to the list of sequence words you started from the previous lesson.
- Discuss the answers orally to the Guided Thinking questions, locating the words and phrases in the passage that tell the order of how to make tortillas.
- Review Check Your Understanding and How Am I Doing? self-assessments.

Understand Text Features



Speak

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

- Sequence chart—A sequence chart can help readers visualize a sequence of steps. It often uses pictures and arrows to show the order of the steps.
- Headings—Nonfiction articles often use headings to give a clue about the information in that part of the article. A heading is like a title. It gives a clue about the main idea of that part of the article.
- Captions—Captions are sentences next to or beneath photos and pictures. They can explain more about a picture or repeat information from the article. They can give new information too.



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 look for details that support each heading. 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 write the answers to the questions independently.

Organize It



Speak

Have students follow along as you read the directions and examine the sequence chart. Point out the heading, "Making a Corn Tortilla," and the numbered steps. Explain that they will complete the sequence chart to tell the most important steps in the sequence of making a corn tortilla. Guide students to see that some of the steps are already filled in. Review the article to find the exact order of steps. Explain that this chart will show the most important steps for making a corn tortilla in sequential order when completed.

Allow Entering and Emerging PLD students to label each step in the sequence chart. Refer to the list of sequence words you have created during this lesson and the previous.

Exit Ticket



Write

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

Tell students that they are only explaining how to make the corn tortilla dough, not cook it. Guide them to review the sequence chart for Organize It to help them summarize the steps. Remind students that it is important to retell the steps in order when they summarize how to do something. Using the sequence chart as support, provide the following language frame to help students give directions.

First, _____. Next, _____. Then, _____.

Now, _____. Finally, _____.



Turn and
Talk

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

SEQUENCE IN SCIENCE

Science articles can tell how to do something or how to make something. Each step is given in order, or **sequence**.

To follow the sequence, you must understand the order. As you read, think about each step.

GUIDED THINKING

▶ **HEAR IT**

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

tortillas round, flat bread

▶ **SPEAK IT**

Read the shaded sentence. What **sequence** do you think the article will tell about?

The article will tell how to make corn tortillas.

▶ **HEAR IT**

Listen as the shaded sentences are read aloud. Circle the sentence that tells the **first** step in making a tortilla.

grinds rubs into very small pieces

Lesson 6

WHAT I AM GOING TO LEARN

I will learn about the sequence of events in an informational text by reading, speaking, listening, and writing.

FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to understand **sequence**.

Tasty Tortillas



People around the world enjoy different foods. Many people in the United States enjoy eating corn tortillas. People in Mexico like this flat bread, too.

Can you guess what corn tortillas are made from? It is corn, of course! People follow steps to make corn tortillas.

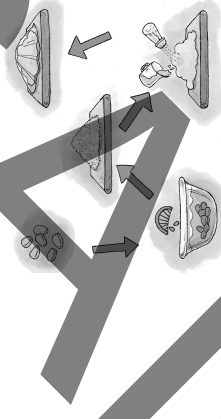
Making the Dough

(The **first** step in making a corn tortilla is to **dry the corn**. Corn is the most important part of a corn tortilla.)

Then, the corn is put in a pot of water. **Next**, lime juice is added to the water. This fruit juice will add a new taste to the corn. The corn stays in the water for one night. The water will make it soft. The next day, the corn is taken out of the water. Someone **grinds** the corn. The corn becomes **corn flour**.

Now, it is time to make the dough. Salt and warm water are added to the corn flour. The corn flour becomes a sticky dough. Next, someone must **knead** the dough so it isn't sticky. Then, the dough is covered for one hour. **Finally**, the dough is ready. It is time to make the tortillas!

Steps to Make Tortilla Dough



Cooking a Corn Tortilla

First, the cook pulls off a small piece of dough. She rolls it into a small ball. Then, she presses down on the ball. This makes it flat. Some cooks use a **rolling pin** to make it thin. Next, the cook puts the flat piece of dough to the side. Then, she pulls off more dough. She keeps making tortillas until all the dough is gone. Now it is time to cook the tortillas.

The cook heats a pan. She puts one piece of flat dough in the pan. She cooks it for about one minute. Then, she flips it over. The tortilla should cook for one more minute. Once the tortilla cools, it is ready to eat. Yum!

Many people spread butter or hot sauce on their tortillas. Other people eat them like bread. Some people fill them with meat and cheese. But, no matter how they are served, corn tortillas are a great food!



Tortillas can be made with white flour, too!

◀ **HEAR IT**

Listen as the shaded sentences are read aloud. Underline the sentence that tells what happens *after* adding salt and water.

dough a mix that will be cooked

knead to fold, press, and stretch dough

◀ **CHECK YOUR UNDERSTANDING**

Do you

think about what each step means?

try to picture the steps in your mind?

◀ **SPEAK IT**

Read the shaded sentences. Tell what step is explained.

This step is about cooking the tortillas.

HOW AM I DOING?

Check the color to show how you are doing.



NOTEPAD

TRY IT

Think about the passage "Tasty Tortillas." Circle the letter next to the best answer.

1. Read these sentences from the passage.

"Finally, the dough is ready. It is time to make the tortillas!"

Which word do you think the writer feels based on the exclamation point?

- A. Happy
- B. Surprised
- C. Confused
- D. Angry

2. Why does the corn need to soak before it is made into flour?

- A. To make sure it is fresh
- B. To make sure it is dry
- C. To make it soft
- D. To make it flat

Write your answers on the lines.

3. Which is the **first** step in the **sequence** of making a corn tortilla?

Possible response: First, dry the corn.

4. Which happens **last** in the **sequence** of making a corn tortilla?

Possible response: Cook the flat dough for about one minute on each side.

ORGANIZE IT

Fill in the **sequence** chart to tell the important steps in making a corn tortilla.



Making a Corn Tortilla

- Step 1:** Grind the corn.
- Step 2:** Make the dough.
- Step 3:** Knead the dough.
- Step 4:** Cover the dough.
- Step 5:** Shape the dough into small balls.
- Step 6:** Make the dough flat.
- Step 7:** Cook the corn tortillas in a pan.

EXIT TICKET

Tell the cook the steps for making the corn tortilla dough.

First, dry the corn.

Next, soak the corn in water and lime juice.

Then, grind the corn to make corn flour.

Finally, knead the dough.

TURN AND TALK

Share with a partner the steps for making corn tortilla dough. Speak in complete sentences.

Review It

Before assigning Unit 3 Review, briefly review both passages in Unit 3. Tell students they will be looking for words, phrases, and sentences that help them to understand the sequence.

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, “What does the cook do before covering the dough?” Then circle the correct answer to Question 1.

Now listen carefully. The title of the passage is “Tasty Tortillas.”

“Now, it is time to make the dough. Salt and warm water are added to the corn flour. The flour becomes a sticky dough. Next, someone must knead the dough so it isn’t sticky. Then, the dough is covered for one hour. Finally, the dough is ready.”

Pause for about 5 seconds.

Look at Question 1.

What does the cook do before covering the dough?

- A. *Kneads it*
- B. *Rolls it into small balls*
- C. *Cooks it for one minute*
- D. *Makes it flat*

Pause for about 15 seconds. Then 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.

Write

You have just read two passages that were organized from beginning to end, first to last. Think about a time when you did something or went somewhere special. Then retell the events in the order that they happened. Write at least one paragraph that tells about it including clear details of what you did first, next, and last. Use information from the passages and your own ideas to support your answer.

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 using the language frame such as, *First* _____, *next* _____, *then* _____, *finally* _____.

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

Writing Rubric

4	Writing has a clear main idea; contains Tier 1 and many Tier 2 words; has many sufficiently detailed descriptions; includes supported and connected ideas; contains minimal or no errors in conventions; meaning is clear.
3	Writing has a main idea; contains Tier 1 and some Tier 2 words; has some detailed descriptions; includes connected ideas; contains minimal errors in conventions; meaning is clear.
2	Writing addresses the topic; contains Tier 1 and a few Tier 2 words; includes at least one description; includes some supported ideas; contains some errors in conventions that may occasionally obscure meaning.
1	Writing minimally addresses the topic; contains Tier 1 and some common Tier 2 words; includes minimally detailed description; contains one supported and connected idea; contains many errors in conventions that often obscure meaning.
0	Writing is blank or illegible; contains at most Tier 1 words; lacks description; lacks supported or connected ideas; contains numerous errors that totally obscure meaning.

SAMPLE

Notes

Writing, continued

Handwriting practice area with 20 vertical lines.



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