

An Integrated Approach to Language Acquisition

LEVEL



# 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.

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.

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.

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

#### 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 the **sequence** of following directions.

#### Making Cookies: Art or Science?



Have you ever helped to make cookies? They are fun to make and even more fun to decorate. That is why some people think of baking as an art. But, have you ever wondered how **dough** comes out of the oven as solid cookies? Well, you can thank science.

#### Sweet Science

There are many varieties of cookies, but they all start with the same basic **ingredients**. Each ingredient has an important purpose.

#### SEQUENCE IN SCIENCE

When you put events or steps in **sequence**, you order them from first to last. Clue words such as **first** and **finally** help you. **Sequence** can help you follow the steps in a process.

#### Process

How to Make Sugar Cookies

#### Steps

**First**, collect **the supplies**.  
**Then**, gather **ingredients**.  
**Next**, mix **the ingredients**.  
**Finally**, bake **the cookies**.








#### GUIDED THINKING

#### HEAR IT

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


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#### Basic Ingredients

	Flour is the foundation of the dough. Flour <b>contains proteins</b> and <b>gluten</b> that make the dough sticky and elastic.	<b>proteins</b> nutrients found in food <b>gluten</b> a protein that helps foods keep their shape
	Shortening is the fat like butter or oil that is added to keep the cookies soft and <b>tender</b> . It is called shortening because it helps to shorten the time it takes for the gluten to form.	
	<b>Leavening</b> ingredients are the ones that make the dough rise. In cookies, baking powder and baking soda are added to the dough so it rises while it is baking. The heat helps create <b>carbon dioxide</b> bubbles that expand in the dough.	<b>SPEAK IT</b> Read the shaded sentences. When do carbon dioxide bubbles form? _____
	Eggs help to give <b>structure</b> to the cookies. They are important for two reasons. The first is that they help the fats and other liquids mix together. Then, they help turn a <b>batter</b> into a solid.	<b>carbon dioxide</b> a colorless, odorless gas naturally present in the atmosphere
	Sugar sweetens the cookies, but when baked, it also gives them a nice golden color.	<b>batter</b> a liquid mixture, such as flour, eggs, and milk used in baking
	Salt helps the dough stick together. Without it, your cookies would just be a sticky mess.	<b>HOW AM I DOING?</b> Check the color to show how you are doing. 

#### Science at Work

Just like following the steps for a science experiment, the recipe gives the steps to follow. It tells when and how much of each ingredient to add. Bakers follow the recipe very carefully. Too much or not enough of one ingredient can make a big difference between a yummy cookie and one that's not very good. They measure carefully to make sure that each ingredient is added just right.



# 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 "Making Cookies: Art or Science?" Circle the letter next to the best answer.

1. Read this sentence from the passage.  
"Once the cookies cool, store them in a container so they do not get stale."  
Which time-order word means the same as once?  
A. First  
B. After  
C. Meanwhile  
D. Since

2. Read this sentence from the passage.  
"Leavening ingredients are the ones that make the dough rise."  
Which word helps you to understand what leavening means?  
A. Rise  
B. Dough  
C. Ingredients  
D. Make

3. Read this sentence from the passage.  
"Just like following the steps for a science experiment, the recipe gives the steps to follow."  
Which word is used to signal a comparison between a recipe and a science experiment?  
A. Follow  
B. Steps  
C. Like  
D. Gives

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**  
Think about the article you just read. Complete the **sequence** chart below to show how science works when making cookies.

The Science of Making Cookies		
Step	Recipe	Science
1	Add the dry ingredients to a bowl.	
2		
3	Mix the dry and liquid ingredients together.	
4		Round balls make the round cookie shape.
5	Bake in a preheated oven.	
6	Cool.	

**EXIT TICKET**  
Write an advertisement for a bakery that wants to sell sugar cookies.

**TURN AND TALK**  
Share your advertisement 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 4 PROBLEMS AND SOLUTIONS

### Lesson 7

#### WHAT I AM GOING TO LEARN

I will learn about the problems and solutions in a story by reading, speaking, listening, and writing.

#### FOCUS ON LITERATURE

Use the shaded sentences and the Guided Thinking questions to find **problems** and **solutions** in this story.

Say “Cheese”!



“Get out your science notebooks, class,” said Mr. Rocket. Roberto smiled. He loved science. Right now, everyone in the class was writing a report about a favorite animal. Roberto had **chosen** frogs. He was going to include a picture of Farley, the class frog, in his report. He had **borrowed** his mother’s special EYEBALL X12 camera to take some pictures of Farley.

Roberto got up to get the camera from his backpack. But when he opened the flap, the camera was missing. He began to sweat. Where was it? Roberto’s mother was a **photographer**. She needed the camera to do her job!

#### PROBLEMS AND SOLUTIONS IN FICTION

In stories, as in real life, people must **solve problems**. Events in a story show how a person finds the answer, or solution, to a problem.

- **Problem:** *A camera is missing.*
- **How to solve it:** *Look in the last place anybody saw it.*
- **Solution:** *The camera is found.*

#### GUIDED THINKING

##### HEAR IT

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

##### SPEAK IT

What was Roberto’s **problem**?  
Talk about it with a partner.

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When the school bell rang, the answer came to Roberto **like a light bulb flashing** in his mind. The lunchroom! He had taken the camera to lunch. Somehow, he must have left it on the tray when he threw his **garbage** into the trashcan.

Roberto told his best friend Louis about the missing camera. The boys rushed to the lunchroom. They looked inside the trashcan. Huge hunks of **uneaten** meatloaf were piled on top of orange **mounds** of sweet potatoes.

Louis asked, "How are you going to get your mother's camera out of there?"

"There's only one way!" replied Roberto. He began to pull handfuls of **sticky, oozing**, mashed food out of the trashcan. Louis watched in **horror**, but soon joined the search.

"Hey, I found a sock," exclaimed Louis. "Why would anyone throw one sock in here?"

The boys continued to look through the trashcan, but the camera was not anywhere to be found.



**SPEAK IT**

What was the first way Roberto tried to **solve** his **problem**?

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**SPEAK IT**

In the shaded paragraph, what was Louis's **problem**?

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**HOW AM I DOING?**

Check the color to show how you are doing.



Roberto began to worry. Now what could he do? Maybe he could make posters to hang in the halls. Maybe the principal could say something on the loudspeaker.

Then Mr. Suds, the school janitor, walked in. He pulled out a bag from the trashcan and took it outside.

“The **dumpster!**” Roberto and Louis **yelled**. The boys followed Mr. Suds to the parking lot.

Roberto and Louis looked at the dumpster. It was filled with a mix of things. Roberto sighed. There were boxes, junk, and even an old chair. “Well, let’s climb in and start digging,” he said. Before long, the boys were up to their **waists** in **waste**. “Well, there is nothing sweet about these potatoes now,” said Louis.

“Wait, we had sweet potatoes for lunch today! Start digging in that bag,” Roberto yelled.

Louis felt through the bag and felt something hard. He pulled out a camera. “I’ve got it!” he **shouted**. “I hope you’re happy. Now I smell like rotten sweet potatoes.”

Roberto smiled. He could just **imagine** how badly they looked and smelled. He took the camera and pointed it at Louis. “Say ‘Cheese!’”



### ◀ SPEAK IT

What were some ideas that Roberto had to **solve** his **problem**?

#### Solutions

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### ◀ SPEAK IT

How did Roberto know that he was close to a **solution**?

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### ◀ CHECK YOUR UNDERSTANDING

Do you

- think of similar problems you have had?
- guess what the solution might be?

## TRY IT

Think about the passage “Say ‘Cheese!’” Circle the letter next to the best answer.

1. Which phrase describes what Roberto’s actions in the story are about?

- A. Following Mr. Suds, the janitor
- B. Digging in a trashcan
- C. Finding a missing camera
- D. Finishing a science project

2. Read these sentences from the passage.

“Well, let’s climb in and start digging,” he said. Before long, the boys were up to their waists in waste.”

Which word or phrase means the same as waste?

- A. Trash
- B. Useless
- C. Middle part of body
- D. Useful

3. Read the sentence from the passage.

“When the school bell rang, the answer came to Roberto like a light bulb flashing in his mind.”

Which sentence describes what happened?

- A. Roberto was surprised by the school bell.
- B. The bell reminded Roberto of the lunchroom.
- C. A light bulb helped Roberto think of the answer.
- D. Roberto found the answer in a light bulb.

Write your answer on the lines.

4. What **problem** did Roberto face in the school lunchroom?

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## ORGANIZE IT

Complete the **problems-and-solutions** chart below. Use it to show the **problems** and **solutions** in this story.



**First, identify the problem.**

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**Next, plan how to solve it.**

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**Then, think of steps to solve the problem.**

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**Finally, check to see if the solution works.**

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## EXIT TICKET

Summarize “Say ‘Cheese!’” by answering these questions. What was the **problem**? How did Roberto plan to **solve** it? What was the final **solution**?

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### TURN AND TALK

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

## PROBLEMS AND SOLUTIONS IN SOCIAL STUDIES

In many social studies articles, people in a community face **problems**. They work together to find **solutions**. Sometimes one solution solves more than one problem.

**Problem:** *There is not enough paper.*

**Problem:** *The dump is filled with old newspapers.*

**Solution:** *People recycle and reuse old newspapers.*

## Lesson 8

### WHAT I AM GOING TO LEARN

I will learn about the problems and solutions in an informational text by reading, speaking, listening, and writing.

### FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to find the **problems** and **solutions** in this article.

### A Little Trash Goes a Long Way



## GUIDED THINKING

### ► HEAR IT

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

### ► SPEAK IT

What **problem** is **solved** by reusing old wire, buttons, and wheels?

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Can you believe this? Some people have been taking things out of the **garbage** and using them to create new and **useful** things. A piece of wire becomes an earring. Old shirt buttons are strung together to make a bracelet. A baby's stroller rolls on a wheel that was once on a rusty old bike. The chair you are sitting on could be metal scrap from a **junkyard**. The list is **endless!**

## Trash Becomes Art

Most people view trash as **useless**, stinky junk. But some artists do not agree. They look at things that others have tossed away and imagine something interesting. By doing so, they help solve the waste problem.

One such artist is Boris Bally. He uses metals he finds in **scrap** yards and junk stores. Bally makes chairs, tables, and other things for the house.

Like Bally, Bobby Hansson makes things from trash, too. He uses mostly tin cans. At first, Hansson did not have much money for art **materials**. He used things he found because they were free.

Another artist who uses trash is Leo Sewell. He grew up near a dump where he played with the junk he found. Just for fun, he pulled things apart. Then his parents said he should try putting them together. He did. For more than 40 years, he has been taking things from the trash and putting them together.



Artist Leo Sewell created this eagle out of recycled materials.

### ◀ SPEAK IT

What **solution** did Boris Bally find for the **problem** of trash?

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### ◀ SPEAK IT

Which **problem** and **solution** are in the shaded sentences?

**Problem**

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**Solution**

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### HOW AM I DOING?

Check the color to show how you are doing.



## ▶ CHECK YOUR UNDERSTANDING

Do you

- try to picture what is being described?
- ask questions about how to solve problems?

## ▶ SPEAK IT

Listen as “Useful Trash” is read aloud.

What **problems** did Elis Stenman help **solve**? How?

### Problems

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### Solution

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**interior** the inside part

**lumber** timber sawed or split into planks, boards, etc.

## ▶ SPEAK IT

What does one car company do to **solve** the **problem** of too much waste?

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Recycled paper cards made by Anna C. Roebuck.

## Useful Trash

Other people have made more useful things out of trash. One person was Elis Stenman. He made a house out of newspapers. He thought that paper was a good and **cheap** way to keep the heat in a house.

People heard that Stenman was building a paper house. They had too many newspapers, so they brought them to him. Stenman used nearly 100,000 newspapers. He had them pressed to about an inch thick to make walls. You can still read the news on the **interior** walls.

## No Waste

A car company in West Virginia has also found ways to use waste. This company does not send its trash to a **landfill**. Instead, it sends the trash to other places to be recycled. For example, it sends plastic trash to a **lumber** maker. The plastic is mixed with **sawdust** and becomes plastic lumber. Leftover bits of metal are sent to another place, where they are recycled into material used to build roads. Waste paper is sent to a recycling center.

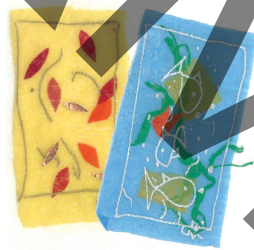
This car company is paying lots of money so it won't add much waste to a landfill. Dumping waste would be **cheaper**. But the company wants to help solve the huge trash problem.



## TRY IT

Think about the article “A Little Trash Goes a Long Way.” Circle the letter next to the best answer.

1. Which **problem** could face artists who make art out of trash?
  - A. Waste is always ugly.
  - B. Nobody likes art made with trash.
  - C. Artists need to find a way to make art out of damaged goods.
  - D. People will not buy art made of things that are thrown away.
2. Read the caption under the photo below.



Recycled paper cards made by Anna C. Roebuck.

What does the caption provide?

- A. Additional information
  - B. An explanation
  - C. An example
  - D. A definition
3. Which of the following is a compound word?
    - A. Recycle
    - B. Company
    - C. Leftover
    - D. End

NOTEPAD

NOTEPAD

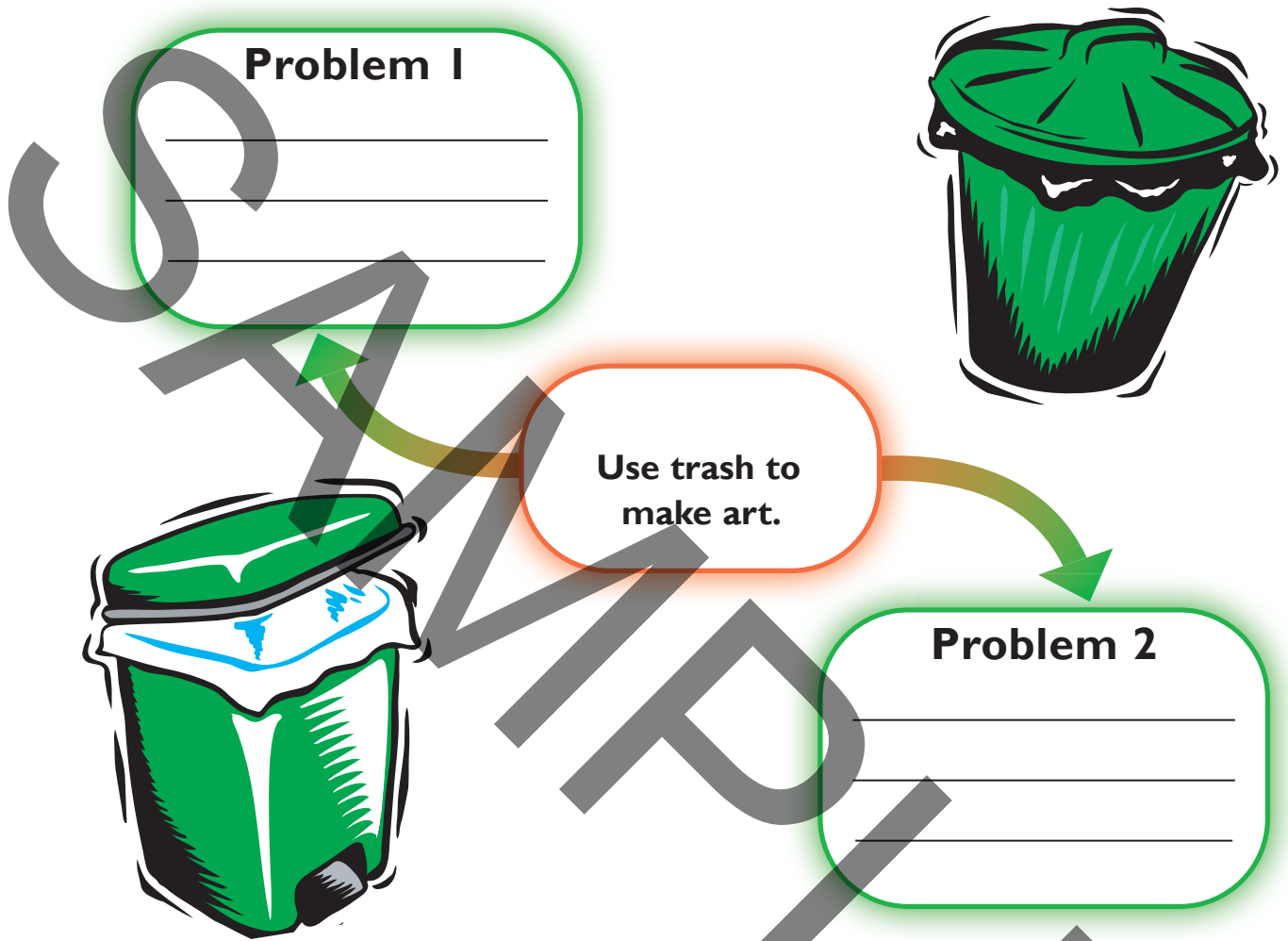
4. Which sentence from the passage includes a **problem** and **solution**?

- A. “The plastic is mixed with sawdust and becomes plastic lumber.”
- B. “He uses metals he finds in scrap yards and junk stores.”
- C. “They had too many newspapers, so they brought them to him.”
- D. “Instead, it sends the trash to other places to be recycled.”



# ORGANIZE IT

Use the diagram below to show how one **solution** can help **solve** two **problems**. Identify two **problems** that this **solution** helps **solve**.



# EXIT TICKET

Imagine you are writing a newspaper article about controlling waste. Write a short summary about the car company from West Virginia.

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## TURN AND TALK

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

# UNIT 4 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 **problem** was **solved** by seeing Mr. Suds?

- A. He yelled at the boys in the parking lot.
- B. He took the garbage outside.
- C. He gave the boys another idea.
- D. He showed the boys where to look.

Say "Cheese"!



2. Read these sentences from "A Little Trash Goes a Long Way."

"This car company is paying lots of money so it won't add much waste to a landfill. Dumping waste would be cheaper."

Which phrase has the same meaning as cheaper?

- A. Costs less money
- B. Costs more money
- C. Paying lots of money
- D. Paying more money

3. Read these sentences from "A Little Trash Goes a Long Way."

"A car company in West Virginia has also found ways to use waste. This company does not send its trash to a landfill."

Which word from the passage means the same as trash?

- A. Company
- B. Waste
- C. Landfill
- D. Send



Writing, continued

SAMPLE



# UNIT 4 PROBLEMS AND SOLUTIONS

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## Lesson 7

### Real-World Goal for Students

Students will understand how to identify a problem and solution story structure by reading, speaking, listening, and writing.

Say “Cheese”!

### **AT-A-GLANCE**

#### Literature Passage Summary

By accident, Roberto throws away his mother’s camera with his school lunch. So, Roberto and his friend look through the cafeteria trashcans and dumpster to find it.

#### Vocabulary

- Tier 1 Words: trash, fear, yelled
- Tier 2 Words: garbage, horror, shouted
- Chosen [irregular verb]
- Borrowed
- Photographer [Spanish cognate – fotógrafa/o]
- Like a light bulb flashing [simile]
- Uneaten [prefix un-]
- Mounds
- Sticky, oozing [onomatopoeia]
- Dumpster
- Waist/waste [homophones]
- Imagine [Spanish cognate – imagina]

#### Text Features

- Title, Descriptive words, Sequence words

#### Special Features

- The selection includes numerous compound words. This selection also builds interest and suspense by making the problem hard to solve.

## Support for Entering and Emerging PLD Students

- Supply a problem-solution language frame such as, *The problem \_\_\_\_\_ was solved when \_\_\_\_\_.*
- 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. Use a frame such as *Somebody, Wanted, But, So* to chart the problem and steps to the solution.

### Explicit Instruction

#### Problems and Solutions



Listen

- Tell students that problems and solutions are important parts of a fictional story. The problem is a difficulty that someone must face. The rest of the story then shows how the problem is solved.
- Explain that sometimes the solution can be simple. But most times the writer builds interest and suspense by making the problem hard to solve. The problem may involve other people, though many times it involves an obstacle that could cause the character some hardship.
- Explain that fiction writers use problems and solutions to develop the story plot. Point out that some writers may even weave several problems into a story to create even more interest.

### Before Reading



Speak

#### Activate Prior Knowledge

Ask students to imagine the amount of trash produced at their home. Then have them compare it to that produced at their school. Lead them in a discussion of what happens to the trash after it is collected. Share pictures of garbage can or dump to make a visual connection. Give students time to tell what they know. Then have them decide what smells they associate with their town's dump. Incorporate lesson vocabulary into your oral conversation as appropriate. Review cognates.

#### Preview

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

**Model** Say to the students:

*Sometimes a story title makes me wonder what is going to happen. "Say, 'Cheese!'" is something that photographers say to get people to smile. I wonder if taking pictures will be important in this story.*

*Now I am going to look at the illustrations. The first one shows a boy who looks very frustrated. I wonder why he is standing in front of a dumpster. Then when I turn the page, I see the same boy and someone else searching through a trashcan. They don't look too happy. Did they lose something?*



Listen



And look! In the illustration on the last page those two boys are inside the dumpster. Now I am confused. Where's the problem in this story? Is it what's lost in the trash? Let me start reading and see.



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 language 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 details that provide the problems and solutions.

### 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: trash – garbage, fear – horror, yelled – shouted. Have students provide examples of each orally.
- Discuss how the writer's use of the simile *Like a light bulb flashing* adds to the description in the story.
- Direct students' attention to the compound words on the first and second page. [notebooks, everyone, backpacks] Discuss how these words are a combination of two words that work together to form a new word. Create a three-column chart to show the individual words (columns 1 and 2) that form the new compound word (column 3). Have students locate other words used within the passage; add them to the chart. [lunchroom, somehow, trashcan, meatloaf, anyone, anywhere, something, loudspeaker, outside, nothing]
- Discuss the answers orally to the Guided Thinking questions, locating the words and phrases in the passage that provide the sequence.
- Review Check Your Understanding and How Am I Doing? self-assessments.



Speak

Ask the following questions to emphasize that the writer builds interest and suspense by making the problem hard to solve.

- *What was Roberto's problem?* [Roberto lost his mother's camera. He thought he might have dumped it into the lunchroom trash.]
- *Who did he get to help him?* [His friend Louis helped him.]

- *What was the first obstacle?* [The trashcan was full.] *How was it solved?* [They dug through the messy trash.]
- *What was the next obstacle?* [Roberto wasn't sure what to do next.] *How was it solved?* [When he saw Mr. Suds take the lunchroom trash outside, he thought of looking in the dumpster.]
- *What was the final obstacle?* [The dumpster was full of mixed trash.] *How was the problem solved?* [The boys climbed in. Louis found the camera in a trash bag from the lunchroom.]

## 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. But sometimes, as with “Say ‘Cheese!’” the title is a teaser that makes the reader want to keep reading.
- **Descriptive words**—Vivid describing words help a reader imagine something in the story. Reread the paragraph on the second page that begins “Roberto told his best friend Louis about the missing camera.” Have students identify and circle the vivid descriptive words used in the paragraph. [huge, hunks, uneaten, orange, mounds, sweet] Have students read to the end of the page to identify additional words such as *sticky*, *oozing*, and *mashed*.
- **Sequence words**—Writers often use such phrases as *When the school bell rang* and *Before long* to help readers keep track of passing time.



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 the problems and solutions. 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 graphic organizer. This organizer is a problem-and-solution chart that will help students organize the information they read into a step-by-step description of Roberto's plan to find the missing camera.

Begin by pointing out the sequence words in the headings. Then explain that the arrows point down to further show in what order to sequence the steps. Discuss why the final step, checking to see if the solution works, is so important.

By the time students complete the chart, they will have traced the problem and solution in the story from start to finish.

Encourage students to scan the story and review their answers to the Guided Thinking questions before they begin the problem-and-solution chart. Be sure that they categorize information correctly. 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

As the directions suggest, students can summarize “Say ‘Cheese!’” in three sentences. If students are having difficulty, suggest that they turn the questions into a language frame such as,

*The problem was \_\_\_\_\_ . Roberto planned to solve it by \_\_\_\_\_ . The final solution was \_\_\_\_\_ .*



Turn and  
Talk

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

Notes

## Unit 4 PROBLEMS AND SOLUTIONS

### Lesson 7

#### WHAT I AM GOING TO LEARN

I will learn about the problems and solutions in a story by reading, speaking, listening, and writing.

#### FOCUS ON LITERATURE

Use the shaded sentences and the Guided Thinking questions to find **problems** and **solutions** in this story.

Say "Cheese"!



"Get out your science notebooks, class," said Mr. Rocket. Roberto smiled. He loved science. Right now, everyone in the class was writing a report about a favorite animal. Roberto had **chosen** frogs. He was going to include a picture of Farley, the class frog, in his report. He had **borrowed** his mother's special EYEBALL X12 camera to take some pictures of Farley.

Roberto got up to get the camera from his backpack. But when he opened the flap, the camera was missing. He began to sweat. Where was it? Roberto's mother was a **photographer**. She needed the camera to do her job!

#### PROBLEMS AND SOLUTIONS IN FICTION

In stories, as in real life, people must **solve problems**. Events in a story show how a person finds the answer, or solution, to a problem.

- **Problem:** *A camera is missing.*
- **How to solve it:** *Look in the last place anybody saw it.*
- **Solution:** *The camera is found.*

#### GUIDED THINKING

##### HEAR IT

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

##### SPEAK IT

What was Roberto's **problem**?  
Talk about it with a partner.

His mother's camera was missing.

Copying is prohibited.

When the school bell rang, the answer came to Roberto like a **light bulb flashing** in his mind. The lunchroom! He had taken the camera to lunch. Somehow, he must have left it on the tray when he threw his **garbage** into the trashcan.

Roberto told his best friend Louis about the missing camera. The boys rushed to the lunchroom. They looked inside the trashcan. Huge hunks of **uneaten** meatloaf were piled on top of orange **mounds** of sweet potatoes.

Louis asked, "How are you going to get your mother's camera out of there?"

"There's only one way!" replied Roberto. He began to pull handfuls of **sticky, oozing**, mashed food out of the trashcan. Louis watched in **horror**, but soon joined the search.

"Hey, I found a sock," exclaimed Louis. "Why would anyone throw one sock in here?"

The boys continued to look through the trashcan, but the camera was not anywhere to be found.



► **SPEAK IT**

What was the first way Roberto tried to **solve his problem**?

He looked in the lunchroom trashcan.

► **SPEAK IT**

In the shaded paragraph, what was Louis's **problem**?

He thought digging through the garbage was gross.

**HOW AM I DOING?**

Check the color to show how you are doing.



Roberto began to worry. Now what could he do? Maybe he could make posters to hang in the halls. Maybe the principal could say something on the loudspeaker.

Then Mr. Suds, the school janitor, walked in. He pulled out a bag from the trashcan and took it outside.

"The **dumpster!**" Roberto and Louis **yelled**. The boys followed Mr. Suds to the parking lot.

Roberto and Louis looked at the dumpster. It was filled with a mix of things. Roberto sighed. There were boxes, junk, and even an old chair. "Well, let's climb in and start digging," he said. Before long, the boys were up to their **waists** in **waste**. "Well, there is nothing sweet about these potatoes now," said Louis.

"Wait, we had sweet potatoes for lunch today! Start digging in that bag," Roberto yelled.

Louis felt through the bag and felt something hard. He pulled out a camera. "I've got it!" he **shouted**. "I hope you're happy. Now I smell like rotten sweet potatoes."

Roberto smiled. He could just **imagine** how badly they looked and smelled. He took the camera and pointed it at Louis. "Say 'Cheese!'"



◀ **SPEAK IT**

What were some ideas that Roberto had to **solve his problem**?

**Solutions**

make posters  
ask the principal for help

◀ **SPEAK IT**

How did Roberto know that he was close to a **solution**?

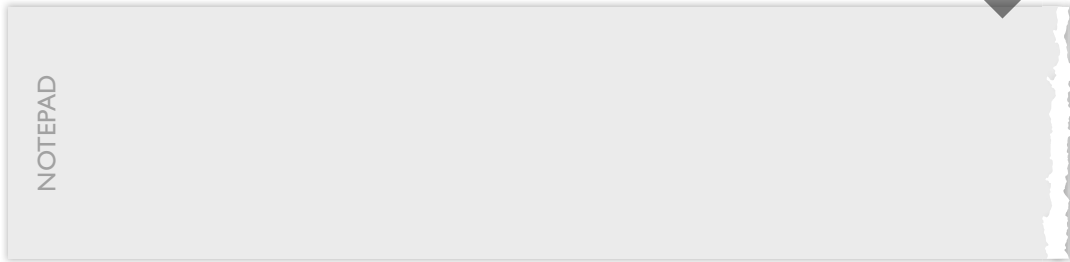
He found sweet potatoes from that day's lunch, which might be near the camera.

◀ **CHECK YOUR UNDERSTANDING**

Do you

think of similar problems you have had?

guess what the solution might be?



**TRY IT**

Think about the passage "Say 'Cheese!'" Circle the letter next to the best answer.

- Which phrase describes what Roberto's actions in the story are about?
  - A. Following Mr. Suds, the janitor
  - B. Digging in a trashcan
  - C. Finding a missing camera
  - D. Finishing a science project
- Read these sentences from the passage.
 

"Well, let's climb in and start digging," he said. Before long, the boys were up to their waists in waste."

Which word or phrase means the same as waste?

  - A. Trash
  - B. Useless
  - C. Middle part of body
  - D. Useful

3. Read the sentence from the passage.

"When the school bell rang, the answer came to Roberto like a light bulb flashing in his mind."

Which sentence describes what happened?

- A. Roberto was surprised by the school bell.
- B. The bell reminded Roberto of the lunchroom.
- C. A light bulb helped Roberto think of the answer.
- D. Roberto found the answer in a light bulb.

Write your answer on the lines.

4. What **problem** did Roberto face in the school lunchroom?

The camera was not in the trashcan where he had put his garbage.

**ORGANIZE IT**

Complete the **problems-and-solutions** chart below. Use it to show the **problems and solutions** in this story.



**First, identify the problem.**

Roberto took his mother's camera to school for a project. He lost the camera when he threw away his garbage.

**Next, plan how to solve it.**

Look for the missing camera.

**Then, think of steps to solve the problem.**

He could search the lunchroom garbage, make posters, ask the principal to make an announcement, or look in the dumpster.

**Finally, check to see if the solution works.**

The dumpster was filled with all kinds of garbage. But then Roberto and Louis found the camera.

**EXIT TICKET**

Summarize "Say 'Cheese!'" by answering these questions. What was the **problem**? How did Roberto plan to solve it? What was the **final solution**?

Possible response: Roberto took his mother's camera to school. He lost it when he threw away his lunch garbage. He couldn't find it, so he thought of other ideas. Roberto went to the school dumpster with Louis and dug until they found the camera.

**TURN AND TALK**

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

# Lesson 8

## Real-World Goal for Students

Students will understand how to identify a problem and solution informational text structure by reading, speaking, listening, and writing.

### A Little Trash Goes a Long Way **AT-A-GLANCE**

#### Informational Passage Summary

Trash is not just useless junk. It can be made into art and other useful products.

#### Vocabulary

- Tier 1 Word: trash, inside
- Tier 2 Word: garbage, interior [Spanish cognate – interior]
- Useful/useless [suffixes –ful, –less]
- Junkyard
- Endless [suffix –less]
- Scrap
- Materials [Spanish cognate – materiales]
- Cheap/cheaper [suffix –er]
- Landfill
- Lumber
- Sawdust

#### Text Features

- Photos, Captions, Topic sentences

#### Special Features

- This selection includes numerous compound words.

#### Support for Entering and Emerging PLD Students

- Supply a problem-solution language frame such as, \_\_\_\_\_ solves the problem of \_\_\_\_\_.
- 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 \_\_\_\_\_.*
- This passage includes several problem-solving examples. Segment into sections by heading to identify each solution separately.

## Explicit Instruction



Listen

### Problems and Solutions

- Tell students that problems and solutions are also at the heart of many social studies articles about the problem of trash. These articles often explore personal and creative responses to the problem.
- Explain that in “A Little Trash Goes a Long Way,” the basic problem remains the massive amounts of trash that Americans produce every day. However, this article shows how inventive people can be. It challenges us all to be as inventive.
- Discuss that social studies articles are often organized in a problem-solution format. The writer first states the problem and then offers solutions. Sometimes the solutions are presented in order of effectiveness.

## Before Reading

### Activate Prior Knowledge



Speak

Ask students if they have ever broken something and tried to fix it or improvised to make something else to work in its place. Give students time to discuss and show pride in their solutions to problems. Ask students if they have ever heard of the phrase “trash to treasure” and discuss its meaning. Share examples from the internet of where people have made something useful out of trash. 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:

*That photo under the title gives me a clue that the article will be about reusing many of the things we normally throw away. When I turn to the second page, I see the section heading “Trash Becomes Art.” And look at the statue of the bird. It looks like it is made from all sorts of small odds and ends. I think my guess is correct.*

*One of the headings is “No Waste.” I wonder if the phrase means that people don’t throw anything away. That would really solve many of the trash problems we have. If my guess is correct, I can’t wait to find out how it is being done.*



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 language 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 details that identify the problems and solutions in the 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: trash – garbage, inside – interior. Have students provide examples of each orally.
- Add to the three-column compound word chart begun in the previous lesson. Review the passage to have students identify compound words used. Add new words to the chart. [earrings, junkyard, newspaper, landfill, sawdust, leftover]
- Discuss the answers orally to the Guided Thinking questions.
- Review Check Your Understanding and How Am I Doing? self-assessments.



Speak

Ask the following questions to emphasize the problem-solution format. Point out that the writer first states the problem and then offers solutions in order of effectiveness (with the last being the most effective).

- *What problem does the writer identify?* [There is too much trash.]
- *What is the first solution the writer describes?* [The author describes how some people create new items from junk.]
- *What is the next solution the writer describes?* [Trash as art.]
- *What solution is described next?* [Recycled newspaper was used to build a house.]
- *What solution is the last solution described?* [A car company is spending money to recycle various types of trash into usable materials.]
- Discuss how when giving opinions, the strongest argument typically is placed last. Ask, *In which position did the writer describe the most effective solution?* [Last] Point to the sentence under the heading “Useful Trash”, “Other people have made more useful things out of trash.” Discuss how writers often give the strongest reason last.

### 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 social studies passage:

- Photos—Extend ideas in an article and give the reader a better understanding of ideas that the author is trying to communicate.
- Captions—Sentences underneath a photo/illustration that explain what the photo shows.

- Topic sentences—Can help to organize an entire section by telling what the main idea is.



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 to understand the problems and solutions in the article. 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 graphic organizer. This organizer is a problem-and-solution diagram that will help students organize the information they read to show how one solution can solve two problems.

Point out the solution box in the center and the two arrows pointing to the boxes labeled *Problem 1* and *Problem 2*. Explain that the students are working backwards. They are given the solution and must review the article to find two problems that people faced in order to reach the solution in the box. Have students scan the article for the section where this topic is covered and look for two problems in which the solution was to use trash to make art.

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.

Reread the “No Waste” section of the article aloud to students before they start to write. The following suggestions might help them complete the activity.

- Organize their summary by stating the problem in the first sentence and the solution in one or two additional sentences.
- Concentrate just on the car company’s role and not what happens to the recycled material after they send it on.

Scaffold responses with a sentence frame such as, *One company is West Virginia \_\_\_\_\_ . It recycles \_\_\_\_\_ in order to \_\_\_\_\_ .*



Turn and  
Talk

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

**PROBLEMS AND SOLUTIONS IN SOCIAL STUDIES**

In many social studies articles, people in a community face **problems**. They work together to find **solutions**. Sometimes one solution solves more than one problem.

**Problem:** *There is not enough paper.*

**Problem:** *The dump is filled with old newspapers.*

**Solution:** *People recycle and reuse old newspapers.*

## Lesson 8

### WHAT I AM GOING TO LEARN

I will learn about the problems and solutions in an informational text by reading, speaking, listening, and writing.

### FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to find the **problems** and **solutions** in this article.

#### A Little Trash Goes a Long Way



Can you believe this? Some people have been taking things out of the **garbage** and using them to create new and **useful** things. A piece of **wire** becomes an earring. Old shirt buttons are strung together to make a bracelet. A baby's stroller rolls on a wheel that was once on a rusty old bike. The chair you are sitting on could be metal scrap from a **junkyard**. The list is **endless**!

### GUIDED THINKING

#### ▶ HEAR IT

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

#### ▶ SPEAK IT

What **problem** is **solved** by reusing old wire, buttons, and wheels?

New uses are found for things that are no longer wanted.

#### Trash Becomes Art

Most people view trash as **useless**, stinky junk. But some artists do not agree. They look at things that others have tossed away and imagine something interesting. By doing so, they help solve the waste problem.

One such artist is Boris Bally. He uses metals he finds in **scrap** yards and junk stores. Bally makes chairs, tables, and other things for the house.

Like Bally, Bobby Hansson makes things from trash, too. He uses mostly tin cans. At first, Hansson did not have much money for art **materials**. He used things he found because they were free.

Another artist who uses trash is Leo Sewell. He grew up near a dump where he played with the junk he found. Just for fun, he pulled things apart. Then his parents said he should try putting them together. He did. For more than 40 years, he has been taking things from the trash and putting them together.



Artist Leo Sewell created this eagle out of recycled materials.

#### ◀ SPEAK IT

What **solution** did Boris Bally find for the **problem** of trash?

He makes chairs, tables, and other things for the house.

#### ◀ SPEAK IT

Which **problem** and **solution** are in the shaded sentences?

#### Problem

Hansson had little money for art materials.

#### Solution

He used things that were free.

#### HOW AM I DOING?

Check the color to show how you are doing.



► **CHECK YOUR UNDERSTANDING**

- Do you
- try to picture what is being described?
  - ask questions about how to solve problems?

► **SPEAK IT**

Listen as "Useful Trash" is read aloud.

What **problems** did Elis Stenman help **solve**? How?

**Problems**

- too many newspapers
- heating a house was expensive

**Solution**

build a house made out of newspapers

interior: the inside part  
lumber: timber sawed or split into planks, boards, etc.

► **SPEAK IT**

What does one car company do to **solve** the **problem** of too much waste?

The company recycles plastic, metal, and paper trash.



Recycled paper cards made by Anna C. Roebuck.

**Useful Trash**

Other people have made more useful things out of trash. One person was Elis Stenman. He made a house out of newspapers. He thought that paper was a good and **cheap** way to keep the heat in a house.

People heard that Stenman was building a paper house. They had too many newspapers, so they brought them to him. Stenman used nearly 100,000 newspapers. He had them pressed to about an inch thick to make walls. You can still read the news on the interior walls.

**No Waste**

A car company in West Virginia has also found ways to use waste. This company does not send its trash to a **landfill**. Instead, it sends the trash to other places to be recycled. For example, it sends plastic trash to a lumber maker. The plastic is mixed with **sawdust** and becomes plastic lumber. Leftover bits of metal are sent to another place, where they are recycled into material used to build roads. Waste paper is sent to a recycling center.

This car company is paying lots of money so it won't add much waste to a **landfill**. Dumping waste would be **cheaper**. But the company wants to help solve the huge trash problem.

NOTEPAD

**TRY IT**

Think about the article "A Little Trash Goes a Long Way." Circle the letter next to the best answer.

1. Which **problem** could face artists who make art out of trash?

- A. Waste is always ugly.
- B. Nobody likes art made with trash.
- C. Artists need to find a way to make art out of damaged goods.
- D. People will not buy art made of things that are thrown away.

2. Read the caption under the photo below.



Recycled paper cards made by Anna C. Roebuck.

What does the caption provide?

- A. Additional information
- B. An explanation
- C. An example
- D. A definition

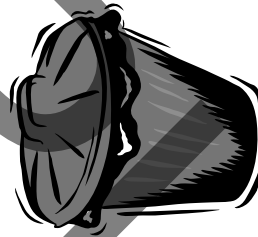
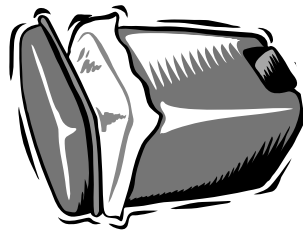
3. Which of the following is a compound word?

- A. Recycle
- B. Company
- C. Leftover
- D. End

NOTEPAD

4. Which sentence from the passage includes a **problem** and **solution**?

- A. "The plastic is mixed with sawdust and becomes plastic lumber."
- B. "He uses metals he finds in scrap yards and junk stores."
- C. "They had too many newspapers, so they brought them to him."
- D. "Instead, it sends the trash to other places to be recycled."

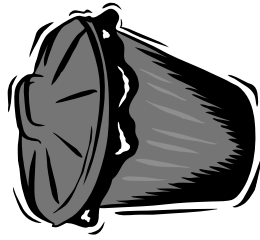


ORGANIZE IT

Use the diagram below to show how one **solution** can help **solve** two **problems**. Identify two **problems** that this **solution** helps **solve**.

**Problem 1**

Find a way to keep trash out of the dump and landfill.

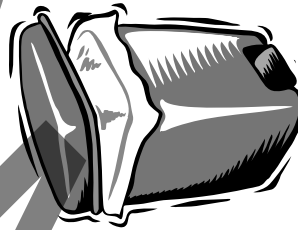


**Solution**

Use trash to make art.

**Problem 2**

An artist has little or no money for art materials.



EXIT TICKET

Imagine you are writing a newspaper article about controlling waste. Write a short summary about the car company from West Virginia.

One company in West Virginia tries to get zero waste. It reuses and recycles instead of throwing old items away. This company finds new uses for old plastic, paper, and metal.

TURN AND TALK

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

## Review It

Before assigning the Unit 4 Review, briefly review both passages in Unit 4. Tell students they will be looking for words, phrases, and sentences that help them to understand problems and solutions.

### 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 problem was solved by seeing Mr. Suds?" Then circle the correct answer to Question 1.*

*Now listen carefully. The title of the passage is "Say 'Cheese!'"*

*"Then Mr. Suds, the school janitor, walked in. He pulled out a bag from the trashcan and took it outside. 'The dumpster!' Roberto and Louis yelled. The boys followed Mr. Suds to the parking lot."*

Pause for about 5 seconds.

*Look at Question 1.*

*Which problem was solved by seeing Mr. Suds?*

- A. *He yelled at the boys in the parking lot.*
- B. *He took the trash outside.*
- C. *He gave the boys another idea.*
- D. *He showed the boys where to look.*

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 trash. Write a one-paragraph plan to help solve the trash problem in your community. Think about ways you can change trash to have new uses. Use information from the passages and your own ideas to support your answer.*



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, *One way I can help my community with its trash problem is to \_\_\_\_\_ . I think that will help because \_\_\_\_\_ . I can \_\_\_\_\_ and \_\_\_\_\_ .*

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.







# NOTES

SAMPLE