

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

ISBN 978-1-64090-926-7

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Printed in the United States of America.

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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!

### 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.

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


Lesson includes list of Learning Targets on which lesson focuses.

**SUMMARIZE IN SCIENCE**  
 Science articles include many details. They explain who, what, when, where, why, and how. Sometimes it helps to summarize as you read. Titles and headings often tell the main ideas and can help you summarize parts of an article. If an article is difficult to understand, you may want to summarize each page. Photos or diagrams help summarize ideas, too.

**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.

**A Simple Invention**



**GUIDED THINKING**

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

**simple machine** a machine that has few moving parts

▶ **SPEAK IT**  
 Read the shaded sentences. Which sentence could be used to summarize the paragraph?

\_\_\_\_\_

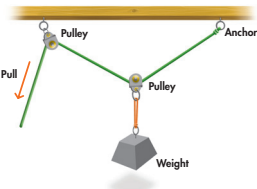
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A pulley is made with a wheel and a chain or rope. The rope wraps around the wheel. All you have to do is grab one end of the rope and pull. As you pull the rope, it moves and causes the wheel to move, too. The wheel changes the direction of the rope and the force of the work. With only one pulley, you still have to use as much strength to move the **object**, but it can make the job easier. If you hang the pulley from a high place, you can pull down on the rope. It gets an object higher and can protect you from getting hurt. Pulling down is much easier, too.




It is easier to lift the weight with the pulleys because the beam is doing part of the work.

**The More Pulleys, the Better**

You do not need much strength to **lift** a flag. But what do you do if you need to lift something that weighs more than a flag? Use lots of pulleys!

If you put two or more pulleys together, it can make the job of lifting even easier. You might have to pull more rope, but you do not have to pull as hard. Think about how a big fishing rod works. Pulleys work together to help fishers pull in bigger, stronger fish.



On boats, pulleys are used to help raise and lower sails.

▶ **HEAR IT**  
 Listen as the shaded sentences are read aloud. **Summarize** the shaded section by answering the questions about a pulley.

Why? \_\_\_\_\_

How? \_\_\_\_\_

▶ **SPEAK IT**  
 What do you learn from the diagram?

\_\_\_\_\_

\_\_\_\_\_

▶ **CHECK YOUR UNDERSTANDING**


Do you

use headings to help summarize?

use diagrams to make information clear?

\_\_\_\_\_

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



Colorful pictures are placed throughout to help you make connections.

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 passage "A Simple Invention." Circle the letter next to the best answer.

1. Which sentence makes the best **summary** sentence for this article?

- A. Pulleys are machines.
- B. Pulleys change the direction of a force.
- C. The pulley on a flagpole helps you pull down.
- D. Pulling down on a pulley is easier than lifting an object.

2. Read these sentences from the passage.

"These machines with many pulleys are called **compound** pulleys. They **have** more than one pulley, so they can lift heavier objects. They **make it so** you have to do less work."

Which words tell the meaning of **compound**?

- A. Less work
- B. More than one
- C. Lift heavy objects
- D. These machines

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 the article says about machines and pulleys.

**EXIT TICKET**  
**Summarize** how pulleys have been important from ancient times to now.

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

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

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

## EXIT TICKET

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

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

# KNOW IT, SHOW IT

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

**UNIT 2 REVIEW**

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

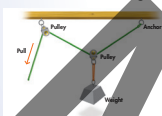
1. Listen to these sentences from the passage.  
 Which phrase best **summarizes** the passage?

A. Kwame won the young inventor contest  
 B. Two pulleys make work easier  
 C. How fishing rods work  
 D. How to pull a rope

2. Which title could be used to **summarize** both passages?

A. Inventions Change Lives  
 B. Simple Inventions are Best  
 C. Inventions Win Prizes  
 D. Old Inventions

3. Look at the arrow in the diagram.




What does the arrow tell you?

A. What a pulley is  
 B. When to use a pulley  
 C. How a pulley works  
 D. Who uses a pulley

4. Which word was used to describe both Kwame's invention and the pulley?

A. Perfect  
 B. Gadget  
 C. Simple  
 D. Heavy

A Simple Invention



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# WRITE IT

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

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

You have just read two passages that described how simple inventions make life easier for people. Think about an invention that helps you to do something. Write at least two paragraphs that tells who, what, when, where, why, and how you it helps you. Use information from the passages and your own ideas to support your answer.

Write your final answer on the lines below.

Checklist

Write about the topic.

Plan your writing from beginning to end.

Use your own ideas and ideas from the passages.

Support your answer with details.

Use complete sentences.

Check your writing for grammar, capitalization, punctuation, and spelling.

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

**Go On**

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## Unit 5 CAUSE AND EFFECT

### Lesson 9

#### WHAT I AM GOING TO LEARN

I will learn about causes and effects in a story by reading, speaking, listening, and writing.

#### FOCUS ON LITERATURE

Use the shaded sentences and the Guided Thinking questions to identify **cause** and **effect** in this story.

#### Safe from the Tornado



Jesse helped his mother **snap** green beans. **Pop!** They fell into the bowl one after another.

It was a bad day for Jesse. He was sick, so his **stomach** felt like it was tied up in knots. He had stayed home from school, but now he was feeling bored.

Jesse lived on a farm outside Murphysboro, Illinois. The year was 1925. Most of the time things were pretty quiet. Jesse went to school and helped with **chores**.

#### CAUSE AND EFFECT IN FICTION

In fiction stories, events usually happen for a reason. The reason is a **cause**, and what happens as a result is an **effect**.

**Cause:** *A tornado hit a small town.*

**Effect:** *The people hid in their basements.*

Look for clue words, such as *because, since, so, and as*. They may show the cause-and-effect relationship between two events.

#### GUIDED THINKING

##### HEAR IT

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

##### SPEAK IT

What **caused** Jesse to stay home from school?

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## ► SPEAK IT

Finish the **cause-and-effect** chart.

### Cause

Something clattered against the house.

### Effect

\_\_\_\_\_

### Cause

### Effect

The birds flew out of a tree.

## ► SPEAK IT

What **causes** and **effects** are in the shaded sentences?

### Cause

“Get your sister,” Jesse’s mother yelled.

### Effect

### Cause

### Effect

“Hush,” Jesse said.

## HOW AM I DOING?

Check the color to show how you are doing.



As Jesse snapped the last bean, he looked outside. The sky had turned black as coal, and the clouds had **twisted** into big, **saggy** shapes. Something **clattered** against the house, making Jesse jump in fright.

“What in the world?” Jesse’s mother asked. She looked up at the sky and stopped. A worried look crossed her face.

Jesse walked to the back door and stepped out on the porch. The sky had gotten even darker.

**Zing!** Zing! Something was falling from the sky, but it wasn’t rain. Jesse stuck out his hand.



“**Ouch!** That stings!” A piece of hail hit Jesse’s fingers.

Then, there came a loud sound. It sounded like a train rushing toward them from far away. A whole flock of birds jumped from a nearby tree and **soared** right over the roof of the house. The **rumbling** noise grew louder.

“Get your sister,” Jesse’s mother yelled from inside. Panic filled her voice. “It’s a **tornado!**”

Jesse ran into the kitchen and grabbed Arlene. The little baby kicked her legs and began to cry.

“**Hush,**” Jesse said, and he stroked Arlene’s tiny head.

Jesse’s mother opened the basement door. Jesse didn’t go into the basement too often. He was **terrified** of it. There were no electric lights, and it had a funny smell, like old wet clothes.

Jesse slammed the door behind them. It was **pitch black**. He felt his way down the stairs, staying close to his mother.

Just as they sat down, there came a **crashing** sound, like a thousand pots **slamming** on the floor above. Jesse heard glass **smashing** and wind **whirling** through the house. The basement door shook. Wood groaned and then snapped. The whole **house seemed to be in pain**.



### ◀ SPEAK IT

Name four **effects** of the tornado as it passed Jesse's home.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Jesse covered Arlene with his body. The baby **howled** because she couldn't move. They stayed in the basement for a long time. Finally, the wind died down, and everything became silent. Jesse looked up the steps to see the sun shining under the basement door. At last, the tornado was gone.

Would his house still be standing? Jesse's mother carefully opened the door and sighed deeply. The house was still there, but it was a mess. Glass lay everywhere. The furniture was turned over, and broken dishes **littered** the floor.

Soon Jesse's father came home. He brought news of the damage in Murphysboro. Many of the buildings had caught fire, while some houses were completely blown away. The storm had picked them up and sent them spinning, like seeds blown from a dandelion. Even Jesse's school was in pieces.

News reports came in from all over. Several tornadoes had started in Missouri and traveled all the way to Illinois. And by the time it ended, the Tri-State Tornado had killed 747 people. It had hit Murphysboro the hardest. More than 234 people had died in Jesse's quiet little town.

All through his life, Jesse remembered that frightening day. He told the story to Arlene many times as the baby grew up, and each time it sent a chill up Jesse's neck.

But he was never afraid of the basement again.

### ◀ CHECK YOUR UNDERSTANDING

Do you

- look for causes and effects as you read?
- guess what will happen to Jesse?

## TRY IT

Think about the passage “Safe from the Tornado.” Circle the letter next to the best answer.

1. Why was Jesse not afraid of the basement by the end of the story?

- A. He went there every day.
- B. He put in electric lights.
- C. It did not have a funny smell anymore.
- D. He was safe there during the storm.

2. Read these sentences from the passage.

“The storm had picked them up and sent them spinning, like seeds blown from a dandelion. Even Jesse’s school was in pieces.”

Why does the writer use the simile like seeds blown from a dandelion?

- A. To compare a school to a flower
- B. To help picture the event
- C. To show how dangerous the storm was
- D. To tell that Jesse liked dandelions

3. Which phrase is an example of a metaphor?

- A. Sent a chill up Jesse’s neck
- B. Whole house seemed to be in pain
- C. Jumped from a nearby tree
- D. Clattered against the house

Write your answer on the lines.

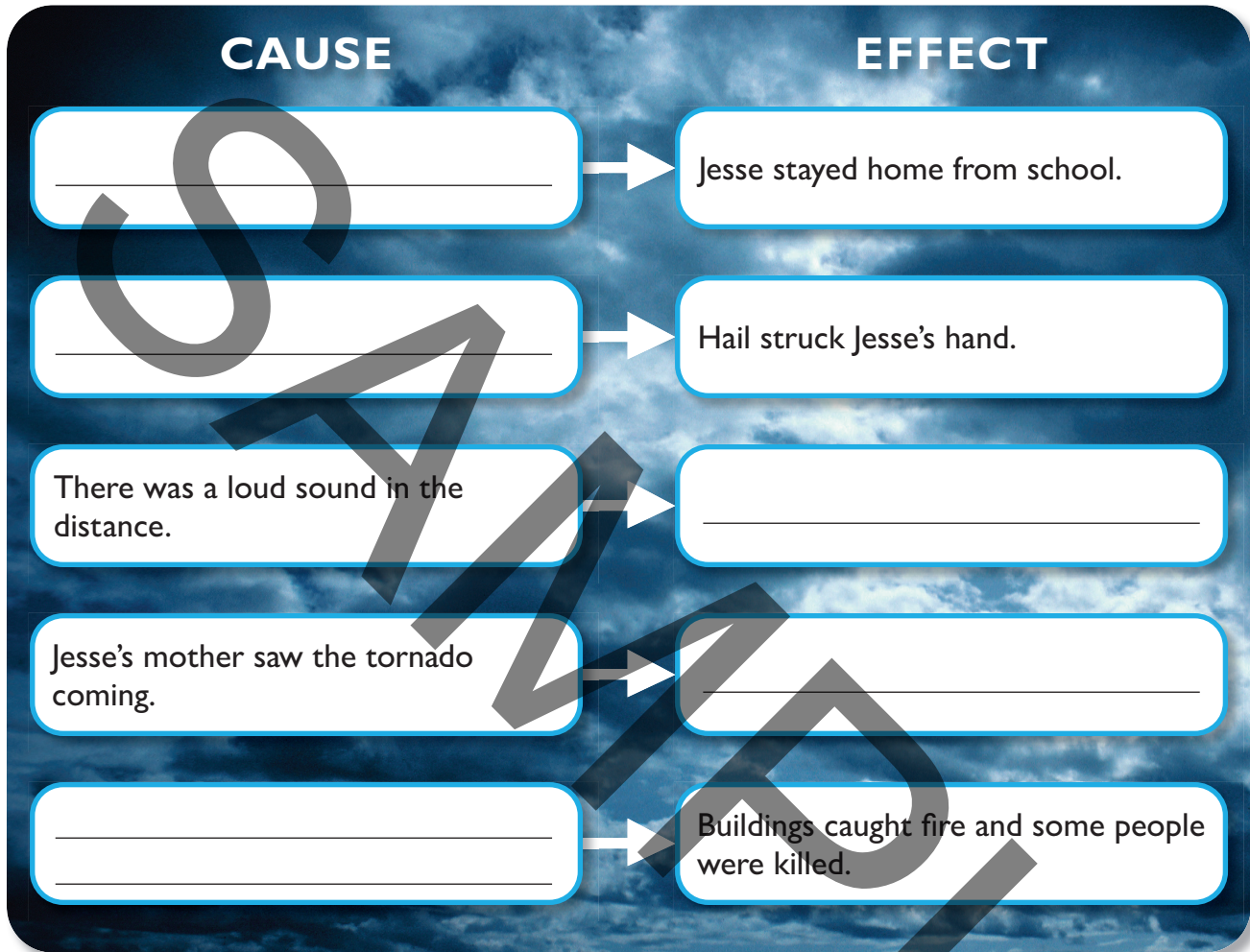
4. What **effect** shows that Murphysboro was hit the worst by the tornado?

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# ORGANIZE IT

Complete the **cause-and-effect** diagram to show events from the story.



## EXIT TICKET

Imagine that Jesse wrote in his journal while he was in the basement. Write an entry that tells about the tornado.

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### TURN AND TALK

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

## CAUSE AND EFFECT IN SOCIAL STUDIES

In social studies articles, you learn about events that change people's lives. Many of these events involve **causes** and **effects**. One cause may have many effects.

- **Cause:** *In 12 states, the weather conditions are perfect for forming tornadoes.*
- **Effect:** *Many tornadoes form there in the spring.*
- **Effect:** *The region is called Tornado Alley.*

## Lesson 10

### WHAT I AM GOING TO LEARN

I will learn about causes and effects in an informational text by reading, speaking, listening, and writing.

### FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to identify **cause** and **effect** in this article.

#### Tornado Alley



## GUIDED THINKING

### ▶ HEAR IT

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

### ▶ SPEAK IT

What **caused** Travis to be scared?

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“On May 6, 2003, my parents and I had just gotten home from my baseball practice,” said 10-year-old Travis. “We got a phone call and were told that there was a tornado heading toward us.”

Travis and his family went to hide in the bathroom to stay safe. He could hear the tornado trying to lift the house into the air around them. He was frightened for his life.

Travis knew how **dangerous** tornadoes could be. He also knew what **precautions** to take. Travis lived in Illinois, part of what is called Tornado Alley. It is an area of the U.S. that is often hit by **powerful** tornadoes.

### A Tornado's Effects

"The tornado **slammed** down. Then it got really quiet. We were in the eye of the tornado," said Travis. "Then the tornado slammed down again and carried our house over a field. Then it sucked us out. We landed in a field. Then it sucked my dad's shoes off and pulled his wallet out of his pants."

Travis and his family were lucky to escape with their lives. "I broke my leg in two places and my arm. My mom and dad were not hurt," said Travis. Their house was totally **demolished** except for the roof, which had landed in a nearby lake.

### Tornado Alley

Tornado Alley is a 12-state region in the U.S., **stretching** from Texas to North Dakota. The Rocky Mountains lie to the west. The Gulf of Mexico lies to the south. Special weather **conditions occur** in this region. These conditions are just right for powerful thunderstorms to form. Sometimes one of these thunderstorms can make one or more tornadoes.



The orange area on the map shows Tornado Alley.

**precautions** steps people take to prevent injury or loss

### ◀ SPEAK IT

Listen as the shaded sentences are read aloud.

List two **effects** of the tornado.

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**demolished** destroyed

### ◀ SPEAK IT

Complete this chain of **causes** and **effects**.

**Cause**

Tornado Alley has special weather conditions.

**Effect**

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**Effect**

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### HOW AM I DOING?

Check the color to show how you are doing.



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► **CHECK YOUR UNDERSTANDING**

Do you

- review headings to understand each section?
  - ask questions if you don't understand causes and effects?
- 

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► **SPEAK IT**

Why would a tornado warning be announced?

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► **SPEAK IT**

What **effect** do TV and radio warnings probably have on people?

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The tornado that hit Travis's home had winds of over 250 miles per hour. The same tornado also **struck** other parts of the state. It hit some towns and skipped others.

**When Most Tornadoes Form**

Spring is the time when most tornadoes form in Tornado Alley. Warm air traveling from the south meets cool air moving down from the mountains. The weather conditions change quickly. Weather **forecasters** carefully watch to see if a tornado might **swoop** down from the clouds.



A tornado can form quickly when weather conditions change.

**Keeping Watch**

Like Travis, people living in Tornado Alley often hear about possible tornadoes. They listen for special announcements on radio and TV warning about tornadoes. Different kinds of reports include:

- A **tornado watch** means that weather conditions are right for a tornado to form. People should be ready in case one forms.
- A **tornado warning** means that someone has seen a tornado nearby or on the way. People must **seek** shelter.

The most important safety step is for people to take cover when a tornado is nearby. People should quickly go to a basement or a place without windows, such as a bathroom or closet.

While most tornadoes occur in Tornado Alley, other areas can have tornadoes, too. You should know what to do in an emergency. If there is a warning, take precautions immediately.



## TRY IT

Think about the story “Tornado Alley.” Circle the letter next to the best answer.

- Which happens when moist air rises?
  - The air cools down and water droplets form.
  - The air warms up and it becomes windy.
  - The air becomes heavier.
  - The air immediately flows back down.
- Which sentence is an example of a **cause and effect**?
  - If there is a warning, take precautions immediately.
  - People must seek shelter.
  - Spring is the time when most tornadoes form in Tornado Alley.
  - People should be ready in case one forms.
- Read the sentences from the passage.

“People must seek shelter.

“The most important safety step is for people to take cover when a tornado is nearby. People should quickly go to a basement or a place without windows such as a bathroom or closet.”

Which word or phrase helps the reader to understand the meaning of seek?

- Take cover
- Go to
- Without windows
- Quickly

Write your answer on the lines.

- What **causes** a tornado to have such fierce power?

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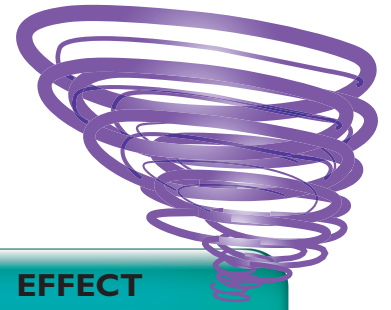
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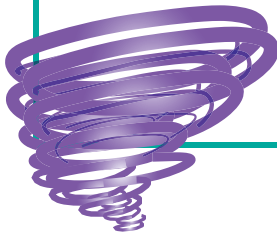
NOTEPAD

## ORGANIZE IT

Complete the **cause-and-effect** chart below. Use it to show **effects** of tornado reports.



CAUSE	EFFECT	EFFECT
Experts learn that weather conditions could cause a tornado to form.	Experts announce a tornado _____.	People should _____ _____ _____ _____ _____.
Experts learn that a tornado has been seen or is on the way.	Experts announce a tornado _____.	People should _____. _____ _____ _____ _____.



## EXIT TICKET

### TURN AND TALK

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

Suppose an author makes Travis's tornado experience into a book. It is your job to write the short description on the back of the book. Use details from the article to write an exciting description.

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# UNIT 5 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 word best describes the tornado?

- A. Powerful
- B. Whirling
- C. Important
- D. Large

2. Read these sentences from “Safe from the Tornado.”

“Just as they sat down, there came a crashing sound like a thousand pots slamming on the floor above. Jesse heard glass smashing and wind whirling through the house.”

Which phrase tells when the event happened?

- A. Came a crashing sound
- B. On the floor above
- C. Wind whirling through the house
- D. Just as they sat down

3. Read these sentences from “Tornado Alley.”

“The weather conditions change quickly. Weather forecasters carefully watch to see if a tornado might swoop down from the clouds.”

Which word helps you to understand the meaning of swoop?

- A. Carefully
- B. Conditions
- C. Quickly
- D. Change

Tornado Alley





Writing, continued

SAMPLE



# UNIT 5 CAUSE AND EFFECT

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## Lesson 9

### Real-World Goal for Students

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

### Safe from the Tornado **AT-A-GLANCE**

#### Literature Passage Summary

Murphysboro, Illinois, and the surrounding region were devastated by a tornado in 1925. Young Jesse, his mother, and his sister survive the event, but their home is wrecked.

#### Vocabulary

- Tier 1 Words: tasks, flew, scared
- Tier 2 Words: chores, soared, terrified
- Snap, pop, saggy, clattered, zing, ouch, rumbling, hush, crashing, slamming, smashing, whirling, howled [onomatopoeia]
- Stomach [Spanish cognate – estómago]
- Twisted
- Tornado [Spanish cognate – tornado]
- Pitch black
- House seemed to be in pain [metaphor]
- Littered

#### Text Features

- Title, Events in time order, Space order

#### Special Features

- Many descriptive words and phrases, including similes and a metaphor, are used throughout this story.

#### Support for Entering and Emerging PLD Students

- Supply cause-and-effect language frames such as *if, then* or *because* statements.
- 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



Listen

### Cause and Effect

- Tell students that a cause is the reason why something happens. An effect is what happens as a result of a cause.
- Sometimes the cause and its effect are very obvious: *A tornado occurs. It pulls up trees.* Sometimes there is a chain of causes and effects: *A tornado occurs. It pulls up trees. The trees fall on power lines. The electricity goes out.* Help students notice how the effect of the first event becomes the cause of the second, and so on up to the end.
- Writers often use cause and effect to develop the plot and to show what motivates characters. Encourage students to look for both uses of cause and effect in the story.

## Before Reading

### Activate Prior Knowledge



Speak

Ask students if they have ever seen a tornado or a hurricane or been caught in an extremely severe thunderstorm. Give students time to discuss how they felt before and during the storm. Ask students to tell what they know about tornadoes. Show pictures or a video to build background as needed. Incorporate lesson vocabulary into your oral conversation as appropriate. Review cognates.

### Preview

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

**Model** Say to the students:



Listen

*The first page of “Safe from the Tornado” gives me a very good idea of what is going to happen. That funnel cloud is a tornado, so the storm in the title is probably that tornado. The scene shows a farmhouse and a barn, so I predict that the story will take place out in the country. I will check my predictions when I start to read.*

*When I look through the illustrations, I don’t notice any damage. So maybe the tornado missed the people in the farmhouse. I hope so! I will check that prediction, too. The boy in the illustration on the last page is holding a toddler. Is the toddler the one who is safe, or are they all safe? Let me start reading and find out.*



Speak

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

Direct students to share their prediction with a partner. Remind them to use complete sentences providing 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 causes and effects.



Speak

### Review

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

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

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

- Discuss Tier 1 and 2 words: scared – terrified, tasks – chores, flew – soared. Discuss the difference in meaning for each.
- This story includes several examples of similes using both *like* and *as* to make comparisons. Reread the sentence on the first page, “*He was sick, so his stomach felt like it was tied up in knots*” and the sentence on top of the next page, “*The sky had turned black as coal.*” Review the elements of a simile and have students locate others used in the passage such as, “*like a thousand pots slamming on the floor*” and “*like seeds blown from a dandelion*”.
- Point to the metaphor, “*the whole house seemed to be in pain,*” at the top of the third page. Explain that metaphors make comparisons without using *like* or *as*. Explain that writers use similes and metaphors to make the reading vivid. Compare the metaphor to the simple statement, “terrible sounds” as an example of how metaphors make reading and writing more interesting.
- Review the onomatopoeia used in the passage. Have students appropriately role play, gesture, or vocalize words. [Snap, pop, clattering, zing, ouch, hush, rumbling, crashing, slamming, smashing, whirling, howled]
- Discuss the answers orally to the Guided Thinking questions, locating the words and phrases in the passage that identify the causes and effects.
- Review Check Your Understanding and How Am I Doing? self-assessments.

### Understand Text Features



Listen

Have students identify the main features of the text that help them understand the story. Tell them 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 about. Discuss whether the title *Safe from the Tornado* gives too many clues about the ending. Scaffold students’ responses with language frames such as, *I think/don’t think the title provides too much information because \_\_\_\_\_.*
- Events in time order—Time order is the order in which events occur. Discuss why knowing when events happen is important for understanding cause-and-effect relationships.
- Space order—Space order tells readers where things are in relation to other things. Have students look for words and phrases like “*down the stairs*” on the second page that describe entering the basement.





## 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 causes and effects. Direct them to write answers to the Guided Thinking questions.

### After Reading

#### Try It



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



Have students follow along as you read aloud the directions and explore the cause-and-effect diagram. This diagram will help students categorize the information they have read about the family, the storm, and the community.

Begin by helping students notice the structure of the diagram. The headings show that it is divided into two main parts with the headings “Cause” and “Effect.” An arrow between each pair of boxes shows that the information in the left-hand column should be related to the information in the right-hand column. Some of the boxes in the “Cause” column are empty, as are some of the boxes in the “Effect” column. Point out that students are to find the relating information to show a complete cause-and-effect pairing.

Review the story with students before they begin their diagrams. Be sure that they categorize information correctly into causes and effects. Have them look for the direct effect, or result, of each cause.

Allow Entering and Emerging PLD students to complete the diagram using alternative ways such as role playing.

#### 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

Before students write their journal entries, lead a discussion of what Jesse knew about the storm and its effects while he was in the basement. For example, Jesse did not know all the damage taking place upstairs; he could only guess what was happening from the sounds. Support students with a language frame such as, *Today is a bad day. First, \_\_\_\_\_, Then, \_\_\_\_\_ . Next, \_\_\_\_\_ . Then, \_\_\_\_\_ . I hope we'll be ok.*



Turn and Talk

Allow students time to Turn and Talk. Remind them to speak in complete sentences. Scaffold responses using the language frame above.

**Notes**

Unit 5 CAUSE AND EFFECT

Lesson 9

WHAT I AM GOING TO LEARN

I will learn about causes and effects in a story by reading, speaking, listening, and writing.

FOCUS ON LITERATURE

Use the shaded sentences and the Guided Thinking questions to identify **cause** and **effect** in this story.

Safe from the Tornado



CAUSE AND EFFECT  
IN FICTION

In fiction stories, events usually happen for a reason. The reason is a **cause**, and what happens as a result is an **effect**.

**Cause:** A tornado hit a small town.

**Effect:** The people hid in their basements.

Look for clue words, such as *because, since, so, and as*. They may show the cause-and-effect relationship between two events.

GUIDED THINKING

HEAR IT

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

SPEAK IT

What **caused** Jesse to stay home from school?

He was sick.

Jesse helped his mother **snap** green beans. **Pop!** They fell into the bowl one after another.

It was a bad day for Jesse. He was sick, so his **stomach** felt like it was tied up in knots. He had stayed home from school, but now he was feeling bored.

Jesse lived on a farm outside Murphysboro, Illinois. The year was 1925. Most of the time things were pretty quiet. Jesse went to school and helped with **chores**.

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► **SPEAK IT**

Finish the **cause** and **effect** chart.

**Cause**  
Something clattered against the house.

**Effect**  
Jesse jumped.

**Cause**  
There was a loud sound.

**Effect**  
The birds flew out of a tree.

► **SPEAK IT**

What **causes** and **effects** are in the shaded sentences?

**Cause**  
"Get your sister," Jesse's mother yelled.

**Effect**  
Jesse grabbed Arlene.

**Cause**

The baby began to cry.

**Effect**  
"Hush," Jesse said.

**HOW AM I DOING?**

Check the color to show how you are doing.



As Jesse snapped the last bean, he looked outside. The sky had turned black as coal, and the clouds had **twisted** into big, **saggy** shapes. Something **clattered** against the house, making Jesse jump in fright.

"What in the world?" Jesse's mother asked. She looked up at the sky and stopped. A worried look crossed her face.

Jesse walked to the back door and stepped out on the porch. The sky had gotten even darker.

**Zing!** Zing! Something was falling from the sky, but it wasn't rain. Jesse stuck out his hand.



**"Ouch!** That stings!" A piece of hail hit Jesse's fingers.

Then, there came a loud sound. It sounded like a train rushing toward them from far away. A whole flock of birds jumped from a nearby tree and **soared** right over the roof of the house. The **rumbling** noise grew louder.

"Get your sister," Jesse's mother yelled from inside. Panic filled her voice. "It's a **tornado!**"

Jesse ran into the kitchen and grabbed Arlene. The little baby kicked her legs and began to cry.

**"Hush,"** Jesse said, and he stroked Arlene's tiny head.

Jesse's mother opened the basement door. Jesse didn't go into the basement too often. He was **terrified** of it. There were no electric lights, and it had a funny smell, like old wet clothes.

Jesse slammed the door behind them. It was **pitch black**. He felt his way down the stairs, staying close to his mother.

Just as they sat down, there came a **crashing** sound, like a thousand pots **slamming** on the floor above. Jesse heard glass **smashing** and wind **whirling** through the house. The basement door shook. Wood groaned and then snapped. The whole house **seemed to be in pain**.



Jesse covered Arlene with his body. The baby **howled** because she couldn't move. They stayed in the basement for a long time. Finally, the wind died down, and everything became silent. Jesse looked up the steps to see the sun shining under the basement door. At last, the tornado was gone.

Would his house still be standing? Jesse's mother carefully opened the door and sighed deeply. The house was still there, but it was a mess. Glass lay everywhere. The furniture was turned over, and broken dishes **littered** the floor.

Soon Jesse's father came home. He brought news of the damage in Murphysboro. Many of the buildings had caught fire, while some houses were completely blown away. The storm had picked them up and sent them spinning, like seeds blown from a dandelion. Even Jesse's school was in pieces.

News reports came in from all over. Several tornadoes had started in Missouri and traveled all the way to Illinois. And by the time it ended, the Tri-State Tornado had killed 747 people. It had hit Murphysboro the hardest. More than 234 people had died in Jesse's quiet little town.

All through his life, Jesse remembered that frightening day. He told the story to Arlene many times as the baby grew up, and each time it sent a chill up Jesse's neck.

But he was never afraid of the basement again.

► **CHECK YOUR UNDERSTANDING**

Do you

look for causes and effects as you read?

guess what will happen to Jesse?

► **SPEAK IT**

Name four **effects** of the tornado as it passed Jesse's home.

1. Glass was smashed.

2. Wind whirled through the house.

3. The basement door shook.

4. Wood groaned and snapped.

NOTEPAD

TRY IT

Think about the passage "Safe from the Tornado." Circle the letter next to the best answer.

- Why was Jesse not afraid of the basement by the end of the story?
  - A. He went there every day.
  - B. He put in electric lights.
  - C. It did not have a funny smell anymore.
  - D. He was safe there during the storm.

2. Read these sentences from the passage.

"The storm had picked them up and sent them spinning, like seeds blown from a dandelion. Even Jesse's school was in pieces." Why does the writer use the simile like seeds blown from a dandelion?

- A. To compare a school to a flower
- B. To help picture the event
- C. To show how dangerous the storm was
- D. To tell that Jesse liked dandelions

3. Which phrase is an example of a metaphor?

- A. Sent a chill up Jesse's neck
- B. Whole house seemed to be in pain
- C. Jumped from a nearby tree
- D. Clattered against the house

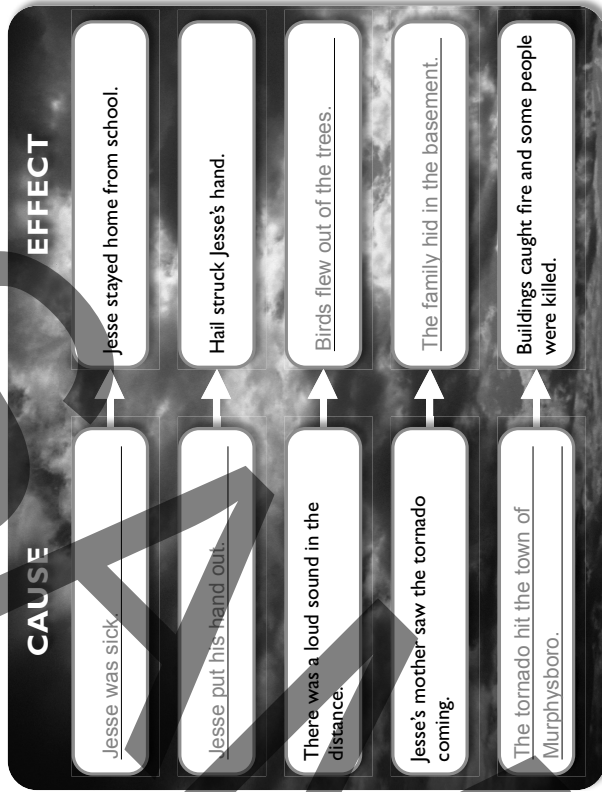
Write your answer on the lines.

4. What effect shows that Murphysboro was hit the worst by the tornado?

234 people died in Jesse's town.

ORGANIZE IT

Complete the cause-and-effect diagram to show events from the story.



EXIT TICKET

Imagine that Jesse wrote in his journal while he was in the basement. Write an entry that tells about the tornado.

Possible response: It's been a bad day. First, I was sick. Then the sky got dark, and the clouds twisted into strange shapes. Then there was hail. A tornado came. We hid down here in the basement. The tornado is breaking everything. I hope we will be okay.

TURN AND TALK

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

# Lesson 10

## Real-World Goal for Students

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

### Tornado Alley **AT-A-GLANCE**

#### Informational Passage Summary

Tornado Alley is a twelve-state region in the central and southern U.S. where most tornadoes occur. Tornado watches and warnings keep the public informed.

#### Vocabulary

- Tier 1 Words: happen, look for
- Tier 2 Words: occur, seek
- Dangerous
- Precaution [prefix pre-] [Spanish cognate – precaución]
- Powerful [suffix –ful]
- Slammed [onomatopoeia]
- Demolished [suffix –ed] [Spanish cognate – demoler]
- Stretching [suffix –ing] [homonym]
- Conditions [Spanish cognate – condición]
- Struck [strike/struck irregular verb tense]
- Forecasters [suffixes –er, –s]
- Swoop [onomatopoeia]

#### Text Features

- Maps, Vocabulary

#### Special Features

- This article features a human-interest example.

#### Support for Entering and Emerging PLD Students

- Supply cause-and-effect language frames using words such as, *Because/Since* \_\_\_\_\_ so, \_\_\_\_\_.
- 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 article into sections by sub-heading. Have students identify the causes and effects under each heading. Tell students that when they look for cause-and-effect relationships, they should look for the details that tell “what” and “why.”

## Explicit Instruction



Listen

### Cause and Effect

- Review with students that a cause is the reason why something happens. An effect is what happens as a result of a cause. Invite students to suggest some examples of clear cause-and-effect relationships.
- Social studies articles often explore how people live in different places and in different conditions. These articles present the human side so that readers can relate on a personal level. Point to the opening paragraphs of the article as a typical example of this approach.
- In many cases, one cause can be responsible for a number of effects. Point out the section “A Tornado’s Effects,” in which Travis tells more about the effects of the tornado.

## Before Reading



Speak

### Activate Prior Knowledge

Ask students to discuss features of a tornado they learned in the previous passage. Give them time to discuss features of tornadoes, such as their unpredictability and powerful whirling winds, that make these storms dangerous. Incorporate vocabulary appropriately into your oral conversation. Review cognates.

### Preview

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



Listen

**Model** Say to the students:

*Tornado Alley sounds like a place I read about in a science lesson but I don’t know where it is. I wonder how big it is. I predict that the article will explain what the title means.*

*When I turn to the second page, I see a map at the bottom of the page. The caption says that the map shows Tornado Alley. Wow! That covers a lot of states. Luckily, New York is not one of the states on this map.*

*I also see a section on this page called “A Tornado’s Effects.” Because we are studying about causes and effects right now, I predict that this section will give lots of important information.*



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 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 and phrases that signal cause and effect.



Speak

### Review

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

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

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

- Discuss Tier 1 and 2 words: happen – occur, look for – seek. Discuss the use of suffixes –ing [stretching], –er, and –s [forecasters] and how they modify the meaning of the root word. Draw attention to the irregular verb, strike [past tense, struck.]
- Review the homonym, *stretch*. Discuss and compare the meaning of stretch as “the act of extending one’s limb” to stretch as “a large area of land or water.” Have students identify the appropriate meaning using contextual clues, “Tornado Alley is a 12-state region in the U.S., stretching from Texas to North Dakota.”
- Discuss the answers orally to the Guided Thinking questions, locating the words and phrases in the passage signal cause and effect.
- Review Check Your Understanding and How Am I Doing? self-assessments.



Listen

### Understand Text Features

Have students identify the main features of the text that help them understand the story. Tell them 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.

- Maps—The exact locations of places are important in most social studies articles. Studying maps helps build students’ understanding of geography.
- Vocabulary—Many articles provide definitions of important words. Have students look for words set in green type in the text, with their definitions in the margins. Explain that context clues within the passage will help them define words.
- Human-interest examples—Social studies writers often give personal accounts of people to draw the reader in. Discuss how Travis’s opening quotation made students feel.



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 support identifying the cause-and-effect relationships. 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 the directions and examine the cause-and-effect chart. Point out that this chart will help students understand how one cause can have more than one effect.

Begin by helping students notice the structure of the chart. There are a “Cause” column and two “Effect” columns. Students are expected to fill in the missing effects.

Remind students to review the answers to the Guided Thinking questions and the section of the passage entitled “Keeping Watch” before they begin work on the chart. Be sure that the effects they list are related to the level of warning described in the middle column.

Allow Entering and Emerging PLD students to complete the chart using alternative ways such as drawing and labeling.

### 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.

Before students write their book reviews, read aloud a selection of book-jacket summaries. Discuss how the summaries provide just a snapshot of the contents. When writing their summary, remind students to follow the directions and concentrate solely on Travis’s story. Help them to select an exciting segment to include in the summary. Support students with a language frame, such as, *Travis and his family* \_\_\_\_\_. *During the tornado*, \_\_\_\_\_. *Although* \_\_\_\_\_.



Turn and Talk

Allow students time to Turn and Talk. Remind them to speak in complete sentences. Scaffold responses by using the language frame above.



## Lesson 10

### WHAT I AM GOING TO LEARN

I will learn about causes and effects in an informational text by reading, speaking, listening, and writing.

### FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to identify **cause** and **effect** in this article.

#### Tornado Alley



"On May 6, 2003, my parents and I had just gotten home from my baseball practice," said 10-year-old Travis. "We got a phone call and were told that there was a tornado heading toward us."

Travis and his family went to hide in the bathroom to stay safe. He could hear the tornado trying to lift the house into the air around them. He was frightened for his life.

#### CAUSE AND EFFECT IN SOCIAL STUDIES

In social studies articles, you learn about events that change people's lives. Many of these events involve **causes** and **effects**. One cause may have many effects.

- **Cause:** In 12 states, the weather conditions are perfect for forming tornadoes.
- **Effect:** Many tornadoes form there in the spring.
- **Effect:** The region is called Tornado Alley.

#### GUIDED THINKING

##### ▶ HEAR IT

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

##### ▶ SPEAK IT

What **caused** Travis to be scared?

He was in a **tornado**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Travis knew how **dangerous** tornadoes could be. He **also** knew what precautions to take. Travis lived in Illinois; part of what is called Tornado Alley, is an area of the U.S. that is often hit by **powerful** tornadoes.

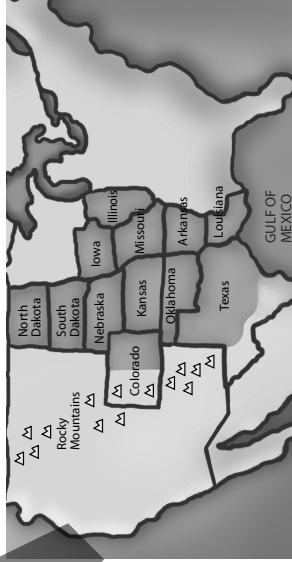
#### A Tornado's Effects

"The tornado **slammed** down. Then it got really quiet. We were in the eye of the tornado," said Travis. "Then the tornado **slammed** down again and carried our house over a field. Then it sucked us out. We landed in a field. Then it sucked my dad's shoes off and pulled his wallet out of his pants."

Travis and his family were lucky to escape with their lives. "I broke my leg in two places and my arm. My mom and dad were not hurt," said Travis. Their house was totally demolished except for the roof, which had landed in a nearby lake.

#### Tornado Alley

Tornado Alley is a 12-state region in the U.S., **stretching** from Texas to North Dakota. The Rocky Mountains lie to the west. The Gulf of Mexico lies to the south. Special weather **conditions occur** in this region. These conditions are just right for powerful thunderstorms to form. Sometimes one of these thunderstorms can make one or more tornadoes.



The orange area on the map shows Tornado Alley.

precautions steps people take to prevent injury or loss

#### ▶ SPEAK IT

Listen as the shaded sentences are read aloud.

List two **effects** of the tornado.

The tornado **carried**

the house over a field.

It **sucked** the family

out of the house and

**dropped** them in the

field. It **sucked** off dad's

shoes and sucked out

his wallet.

demolished destroyed

\_\_\_\_\_

\_\_\_\_\_

#### ▶ SPEAK IT

Complete this chain of **causes**

and **effects**.

**Cause**

Tornado Alley has special weather

conditions.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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#### HOW AM I DOING?

Check the color to show how you are doing.



► **CHECK YOUR UNDERSTANDING**

- Do you
- review headings to understand each section?
  - ask questions if you don't understand causes and effects?

► **SPEAK IT**

Why would a tornado warning be announced?  
 A tornado has been seen nearby.

► **SPEAK IT**

What **effect** do TV and radio warnings probably have on people?  
 People feel concerned and seek shelter.

The tornado that hit Travis's home had winds of over 250 miles per hour. The same tornado also **struck** other parts of the state. It hit some towns and skipped others.

**When Most Tornadoes Form**

Spring is the time when most tornadoes form in Tornado Alley. Warm air traveling from the south meets cool air moving down from the mountains. The weather conditions change quickly. Weather forecasters carefully watch to see if a tornado might swoop down from the clouds.



A tornado can form quickly when weather conditions change.

**Keeping Watch**

Like Travis, people living in Tornado Alley often hear about possible tornadoes. They listen for special announcements on radio and TV warning about tornadoes. Different kinds of reports include:

- A tornado watch means that weather conditions are right for a tornado to form. People should be ready in case one forms.
- A tornado warning means that someone has seen a tornado nearby or on the way. People must seek shelter.

The most important safety step is for people to take cover when a tornado is nearby. People should quickly go to a basement or a place without windows, such as a bathroom or closet.

While most tornadoes occur in Tornado Alley, other areas can have tornadoes, too. You should know what to do in an emergency. If there is a warning, take precautions immediately.

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**TRY IT**

Think about the story "Tornado Alley." Circle the letter next to the best answer.

1. Which happens when moist air rises?
  - (A) The air cools down and water droplets form.
  - B. The air warms up and it becomes windy.
  - C. The air becomes heavier.
  - D. The air immediately flows back down.
2. Which sentence is an example of a cause and effect?
  - (A) If there is a warning, take precautions immediately.
  - B. People must seek shelter.
  - C. Spring is the time when most tornadoes form in Tornado Alley.
  - D. People should be ready in case one forms.

3. Read the sentences from the passage.

"People must seek shelter."

"The most important safety step is for people to take cover when a tornado is nearby. People should quickly go to a basement or a place without windows such as a bathroom or closet."

Which word or phrase helps the reader to understand the meaning of seek?

- A. Take cover
- (B) Go to
- C. Without windows
- D. Quickly

Write your answer on the lines.

4. What causes a tornado to have such fierce power?

The speed and force of its winds cause it to have such power.

NOTEPAD

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SAMPLE

**Notes**

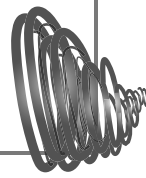
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**ORGANIZE IT**

Complete the **cause-and-effect** chart below. Use it to show **effects** of tornado reports.

CAUSE	EFFECT	EFFECT
Experts learn that weather conditions could cause a tornado to form.	Experts announce a tornado <u>watch</u> .	People should <u>prepare and be ready in case one forms</u> _____ _____ _____
Experts learn that a tornado has been seen or is on the way.	Experts announce a tornado <u>warning</u> .	People should <u>take cover in a basement or windowless room</u> _____ _____ _____



**TURN AND TALK**

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

**EXIT TICKET**

Suppose an author makes Travis's tornado experience into a book. It is your job to write the short description on the back of the book. Use details from the article to write an exciting description.

Possible response: Travis and his family hid in a bathroom for safety. During the tornado, the house was lifted up and moved by the strong winds. Although Travis broke an arm and a leg, the rest of the family was not hurt.

## Review It

Before assigning the Unit 5 Review, briefly review both passages in Unit 5. Tell students they will be looking for words, phrases, and sentences that help them to understand the cause-and-effect relationships.

### 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 word best describes the tornado?" Then circle the correct answer to Question 1.*

*Now listen carefully. The title of the passage is "Tornado Alley."*

*"The tornado slammed down. Then it got really quiet. We were in the eye of the tornado," said Travis. "Then the tornado slammed down again and carried our house over a field. Then it sucked us out, we landed in a field."*

Pause for about 5 seconds.

Look at Question 1.

Which word best describes the tornado?

- A. Powerful
- B. Whirling
- C. Important
- D. Large

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 storms that occur in Tornado Alley. Write one paragraph about the importance of being prepared for dangerous storms. 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.

Support Entering and Emerging PLD students by helping them brainstorm some reasons why taking precautions is important. Create a list of ideas and scaffold their response with a frame such as, *It is important to be prepared for storms because \_\_\_\_\_.* *Some storms cause \_\_\_\_\_ so \_\_\_\_\_.* *They may \_\_\_\_\_.* *You should \_\_\_\_\_ because \_\_\_\_\_.*

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

### UNIT 5 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 word best describes the tornado?

A. Powerful  
B. Whirling  
C. Important  
D. Large

2. Read these sentences from "Safe from the Tornado."

"Just as they sat down, there came a crashing sound like a thousand pots slamming on the floor above. Jesse heard glass smashing and wind whirling through the house."

Which phrase tells when the event happened?

A. Came a crashing sound  
 B. On the floor above  
 C. Wind whirling through the house  
 D. Just as they sat down

3. Read these sentences from "Tornado Alley."

"The weather conditions change quickly. Weather forecasters carefully watch to see if a tornado might swoop down from the clouds."

Which word helps you to understand the meaning of swoop?

A. Carefully  
 B. Conditions  
 C. Quickly  
 D. Change

Tornado Alley

