

An Integrated Approach to Language Acquisition

LEVEL

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Measuring Up[®]

FOR ENGLISH LANGUAGE LEARNERS

ENGLISH LANGUAGE ARTS



Peoples Education, Inc. DBA **Mastery Education**[™] | Montvale, New Jersey 07645

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Dear Student,

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

Each lesson is broken down into four parts.

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

Each unit concludes with two additional activities.

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

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

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

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

Lesson Review

FOCUS PASSAGE AND GUIDED THINKING

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

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

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

Colorful pictures are placed throughout to help you make connections.

SEQUENCE IN SOCIAL STUDIES

In social studies articles, you learn about events that occurred in the past. Understanding **sequence** helps you put events in time order.

- **First Event:** The sewing machine was invented in the 1850s.
- **Second Event:** By the early 1900s, stores were filled with machine-made clothes.

Time lines are charts that show the sequence of events.

Lesson 6

WHAT I AM GOING TO LEARN

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

FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to understand sequence in this article.

Dressing Up for History
by Amelia Youhn



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

HEAR IT
Listen as the shaded sentences are read aloud.
Underline the sentence that tells what a reenactor does.

SPEAK IT
What words in the shaded paragraph tell that something happened long ago?

reenactor a person who acts out a replay of an historical event
era a time of years in history

[32] masteryeducation.com

Lesson includes list of Learning Targets on which lesson focuses.

My tent has to fit the bedding, clothes, and all the things needed for the whole weekend—including food—for both me and my mom. After all of those things get **crammed** in the tent, there is hardly room for us!



SPEAK IT
What happens before breakfast?

SPEAK IT
Listen as the shaded sentences are read aloud.
What time-order words are used in the paragraph?

encampment a temporary camp set up for soldiers
sutler a person who sells goods and food to soldiers

CHECK YOUR UNDERSTANDING

Do you

- look for time-order words?
- visualize how the camp looks?

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



entertained with old-fashioned games. I play games, dominoes, checkers, dolls, and tag with my friends. Sometimes, I pick and dry flowers, or I write with glass pens and real India ink. Later, I like watching the soldiers **drill** and march. In the evening, we sit by the campfire. We enjoy singing songs and telling stories until bedtime.

I really like reenacting because it's fun to **experience** new things and I've learned a lot! For example, I know how to cook and clean without running water. Reenacting also has tested my physical and mental strength. I've learned to respect others' beliefs as well as my own. And it has made me realize that I should never judge people by what they look like—after all, we must **appear** pretty strange in our old clothes!

If you ever have a chance to get involved in reenacting, **GO FOR IT!** I know that being involved in reenacting will make a huge difference in your outlook on life and history—it has for me! Even after all these years, I wouldn't give up any of my reenacting memories or experiences!



A woman is wearing a Civil War costume.

Copying is prohibited.

Unit 3 | Sequence | masteryeducation.com [33]

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.

for English Language Learners

TRY IT

Practice the skills you have learned.

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

NOTEPAD

TRY IT
Think about the article "Dressing Up for History." Circle the letter next to the best answer.

- Which detail supports the idea that the narrator has learned a lot from reenacting history?
 - The narrator has learned how to stay safe during a storm.
 - The narrator has learned to respect people's differences.
 - The narrator has learned how to become a soldier.
 - The narrator has learned how to make blankets.
- Which does the family do first?
 - They cook and eat dinner.
 - They unload and set the tent up.
 - They gather wood and build a fire.
 - They play games like checkers.
- Read these sentences from the passage.

"Even though I have a lot of work to do, I always have time in the afternoon for fun. When my chores are finished, I keep myself entertained with old-fashioned games. I play games, dominoes, checkers, dolls, and tag with my friends."

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

 - Time for fun
 - My chores
 - A lot of work
 - Old-fashioned
- Read this sentence from the story.

"If you ever have a chance to get involved in reenacting, **GO FOR IT!**"

What is the writer indicating by capitalizing "GO FOR IT!"?

 - Shouting
 - Importance
 - Anger
 - A reason

[34] masteryeducation.com | English Language Arts | Level F Copying is prohibited.

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

ORGANIZE IT

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

ORGANIZE IT
Complete the time line below to show Saturday's **sequence** of events in the passage "Dressing Up for History."

Saturday

Morning	Afternoon	Evening
Get water	Eat breakfast	Watch the soldiers
		Go to bed

EXIT TICKET
Write a new title for the time line. Then write at least one paragraph that summarizes the day's events.

TURN AND TALK
Share your title and 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.

Unit 6 INFERENCES

Lesson 11

WHAT I AM GOING TO LEARN

I will learn how to make inferences in a story by reading, speaking, listening, and writing.

FOCUS ON LITERATURE

Use the shaded sentences and the Guided Thinking questions to make **inferences** in this article.

Lonely Ling



Ling and Carla were best friends. They liked the same games. They rode their bikes together on the weekend. They'd been friends since kindergarten. They hardly ever talked to anyone else. So it was a terrible day when Carla moved to New York City with her mom.

"I'll never meet anyone else I like," cried Ling to her dad. They stood outside Carla's **apartment**.

"I'm sorry," said Mr. Li. "Why don't you call some other kids from school and see what they're doing?"

MAKE INFERENCES IN FICTION

To make **inferences**, readers combine details from the story with information they already know.

- Detail: Ling's best friend moved away.
- What I Know: It can be lonely when you don't have friends.
- Inference: Ling will have to make a new friend.

Character's actions and thoughts tell a great deal about them. Readers can make inferences about characters by examining the details.

GUIDED THINKING

HEAR IT

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

SPEAK IT

Read the shaded sentences again. What **inference** can you make about Ling?

SPEAK IT

Read the shaded sentences.

What **inference** can you make about how Ling was feeling?

CHECK YOUR UNDERSTANDING

Do you

- look for details to make inferences?
- ask for help when something isn't clear?

SPEAK IT

Read the shaded sentences again.

What **inference** can you make about what Ling was thinking?

HOW AM I DOING?

Check the color to show how you are doing.



SPEAK IT

How did Ling change after she took her dad's advice?

Ling **sulked**. She was unhappy. "I don't know the other kids. And I don't like them." And with that, she **stomped** off home. Her father had to run to catch up with her.

Ling's bad mood lasted two weeks. She frowned at the other kids. She only spoke if her teacher asked her a question. Even then, she didn't smile.

Ling's dad started to worry. One night, he went into Ling's bedroom.

"Ling," he said, "I think it's time you made a new friend."

"I don't want a new friend. I want Carla to come home!" She **glared** at him.

"I know, Ling," he said. "Sometimes life is not fair."

Ling started to cry. "I don't know how to make new friends!" she said.

"Well," said Mr. Li. "If you want to have a friend, you have to be a friend."

Ling didn't say anything. But she thought about her dad's words.



The next day, she looked around the **cafeteria**. All the kids were eating lunch together. She noticed a boy sitting alone in the corner. "What will I have in common with a boy?" thought Ling. She **approached** him anyway. The boy had sad brown eyes and a big frown. "Be a friend," her dad had said.

"Hi," said Ling. "I'm Ling. Can I sit here?"

The boy smiled. "Of course! I'm Juan. I just moved here last week. I saw you riding your bike this weekend. I have one just like it. We should go riding!"

Ling laughed. Juan talked a lot. She smiled and sat down. Maybe life would be okay after all.

TRY IT

Think about the passage “Lonely Ling.” Circle the letter next to the best answer.

1. Read these sentences from the passage.

“Ling sulked. She was unhappy. ‘I don’t know the other kids. And I don’t like them.’ And with that, she stomped off home. Her father had to run to catch up with her.”

Which word or phrase means the same as sulked?

- A. Stomped off
- B. Unhappy
- C. Catch up
- D. Liked

2. What helpful advice did Ling’s dad give?

- A. He told her that life isn’t fair.
- B. He told her to stop crying.
- C. He took her to make new friends.
- D. He told her how to make new friends.

3. Read these sentences from the passage.

“‘Well,’ said Mr. Li. ‘If you want to have a friend, you have to be a friend.’”

How did Ling show that she understood what her dad meant when he said, “you have to be a friend”?

- A. She rode her bike on the weekend.
- B. She stomped off after her dad.
- C. She wrote to her friend Carla.
- D. She introduced herself to a boy sitting alone.

4. Read this sentence from the passage.

“The boy had sad brown eyes and a big frown.”

Which words describe how the boy was feeling?

- A. Sad, frown
- B. Brown eyes
- C. Big frown
- D. Boy, eyes

NOTEPAD

ORGANIZE IT

In the graphic organizer below, fill in the boxes to show how you made **inferences** in “Lonely Ling.”

STORY DETAILS	WHAT I KNOW
Ling sulked. She was unhappy. “I don’t know the other kids. And I don’t like them.” And with that, she stomped off home.	<hr/> <hr/> <hr/> <hr/>
INFERENCE <hr/> <hr/>	

STORY DETAILS	WHAT I KNOW
The boy smiled. “Of course! I’m Juan. I just moved here last week.”	<hr/> <hr/> <hr/> <hr/>
INFERENCE <hr/> <hr/>	

EXIT TICKET

TURN AND TALK

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

Imagine that you are Juan. What will you tell your family about meeting Ling at school?

Lesson 12

WHAT I AM GOING TO LEARN

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

FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to make **inferences** in this article.

How to Make a Friend



You might start at a new school one day, or maybe you'll move to a different city. At some time, you'll probably need to make new friends. Making friends can be easy! Here are some tips.

1. Look for Friends with Similar Interests

Do you like to draw or play sports? Think about **activities** you like, and join a group and do them. You will find other people who like the same activities. Not all of them will make good friends, but you'll have plenty of people from which to choose.

MAKE INFERENCES IN SOCIAL STUDIES

Making **inferences** requires you to use details from the text and your own experiences.

- **Details:** Look for friends with similar interests.
- **Inference:** Someone who likes to do the same thing as you might be a good person to be your friend.

GUIDED THINKING

HEAR IT

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

SPEAK IT

Read the shaded sentences again. What **inference** can you make about the writer?



SA

gesture a simple movement of the body to express an idea or feeling

▶ HEAR IT

Listen as the shaded sentence is read aloud.

How can sharing a common interest help make friends?

compliment to say nice things about someone or something

HOW AM I DOING?

Check the color to show how you are doing.



2. Be Friendly!

It is easier to make a friend if you act like a friend. Smile. A smile tells other people you are friendly and interested in knowing them.

Introduce yourself by saying, “Hello, how are you?” Simple **gestures** tell people that you are friendly.

3. Talk about Things You Have in Common

Something you share is a good thing to discuss. It can be something small. Maybe you have the same pair of shoes. Or it can be something bigger. Maybe you **attend** the same class or take lessons from the same piano **instructor**.

4. Ask a Question

Many people love to talk about themselves. So, if you can’t think of anything to say, ask a question. Simple questions like, “How are you?” or “What do you like to do for fun?” is a good way to get started. You’ll have a **conversation** started in no time!

5. Give a Compliment

If you notice something you like about a person, give a **compliment**. A compliment such as, “I like your skateboard,” is a friendly way to start a conversation. Following the compliment with a question like, “Did you build it yourself?” will get the conversation going.



6. Be Helpful

Friends can be great fun, but we all have bad days. If you want to make friends, be helpful. If you see someone who needs help with schoolwork, offer to work together. If someone is carrying a load of heavy books, ask if you can carry some. If someone is feeling sad, you might sit **quietly** with him or her. (Sometimes, you don't need to talk to help.) You can start a good friendship by being helpful. One day, your new friend may be able to **assist** you!



7. Be Patient

Be willing to wait. It can take a while to make a good friend. **Eventually**, your new friend will be an old friend. You'll know all about each other. It might even feel like you've known your friend your whole life!

◀ SPEAK IT

What **inference** can you make about being helpful?

◀ CHECK YOUR UNDERSTANDING

Do you

- look for details to make inferences?
- ask for help when something isn't clear?

◀ SPEAK IT

Read the shaded sentences again.

What **inference** can you make about lifelong friends?

TRY IT

Think about the article “How to Make a Friend.” Circle the letter next to the best answer.

1. Read these sentences from the article.

“If someone is feeling sad, you might sit quietly with him or her. (Sometimes, you don’t need to talk to help.)”

With which statement would the writer agree?

- A. People that are sad do not make good friends.
- B. Sometimes what you do is more important than what you say.
- C. Try not to talk to someone who is feeling sad.
- D. Good conversation is never a bad thing.

2. Read this sentence from the article.

“Simple gestures tell people that you are friendly.”

Which phrase means the same as gestures?

- A. Waving to someone
- B. Being a friend
- C. Asking a question
- D. Making an introduction

3. Read these sentences from the article.

“You can start a good friendship by being helpful. One day, your new friend may be able to assist you!”

Which word helps you to understand the meaning of assist?

- A. Start
- B. Able
- C. Helpful
- D. Friendship

4. Look at this picture from the article.



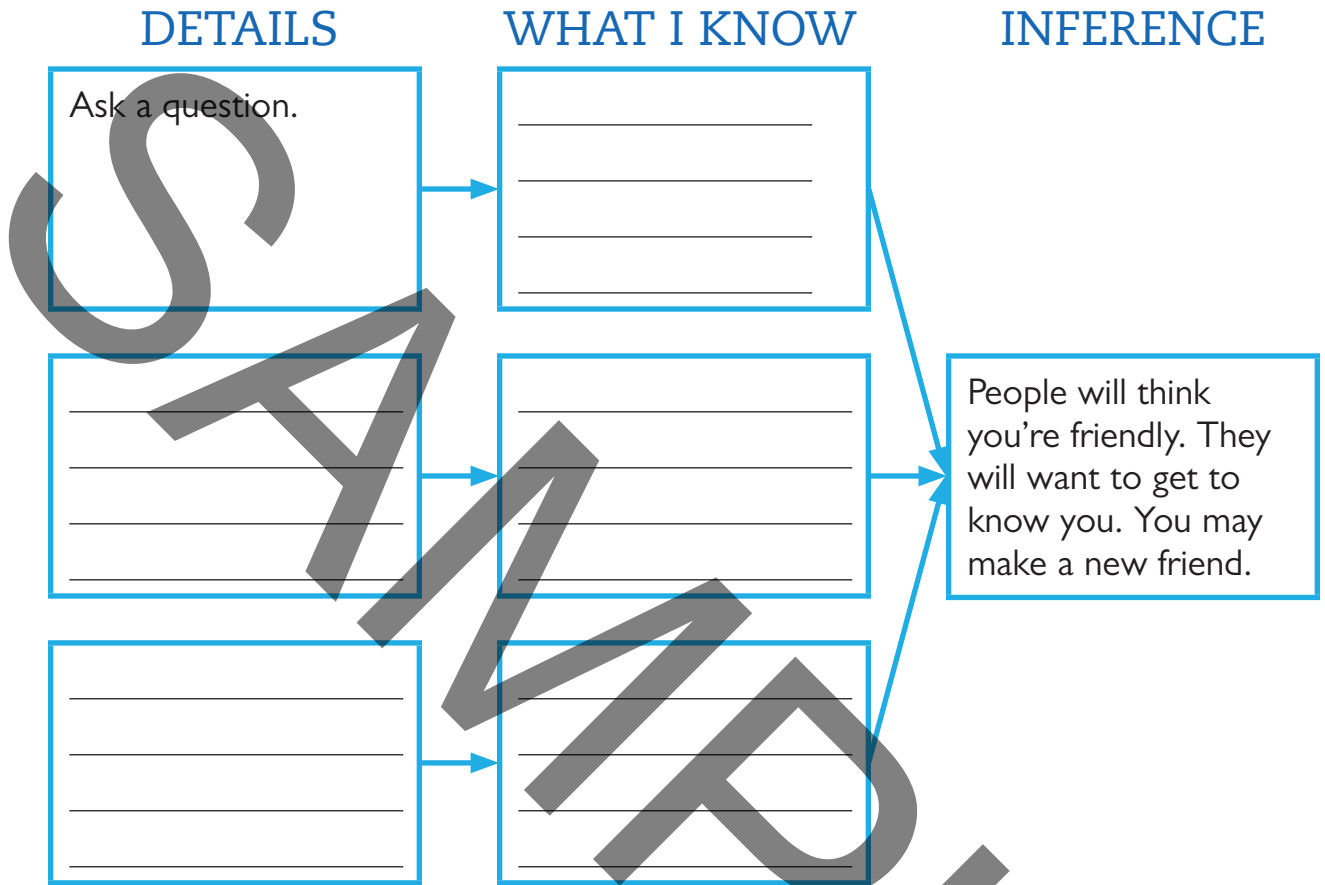
Which **inference** can you make from the picture?

- A. Making friends is easy.
- B. Friends share common interests.
- C. The friends are lost.
- D. The friends found a phone.

NOTEPAD

ORGANIZE IT

In the graphic organizer below, fill in the boxes to show how you connect details from the passage to what you already know in order to make an **inference**.



EXIT TICKET

TURN AND TALK

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

Imagine that there is a new student in your class.
Explain one thing you can do to make him or her feel welcomed.

UNIT 6 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 phrase helps you understand the meaning of eventually?

- A. It can take a while
- B. Know all about each other
- C. Might even feel like
- D. Will be an old friend

How to Make a Friend



2. With which statement would the writers of both passages agree?

- A. Friends are hard to make.
- B. Parents can help you make new friends.
- C. You should act friendly to make a friend.
- D. You should only make friends when you are lonely.

3. Read these sentences from the passage “Lonely Ling.”

“Hi,” said Ling. “I’m Ling. Can I sit here?”

The boy smiled. “Of course! I’m Juan. I just moved here last week. I saw you riding your bike this weekend. I have one just like it. We should go riding!”

Which sentence below is an example of an **inference**?

- A. Ling introduced herself.
- B. Juan was happy to make a new friend.
- C. Juan saw Ling riding her bike.
- D. Juan wants to ride his bike with Ling.

Writing, continued

SAMPLE



UNIT 6 INFERENCES

Lesson 11

Real-World Goal for Students

Students will understand how to make inferences in a story by reading, speaking, listening, and writing.

Lonely Ling **AT-A-GLANCE**

Literature Passage Summary

Ling's best friend moves away. Ling has to face reality that she has to make new friends. Ling's dad offers some wise advice.

Vocabulary

- Tier 1 Words: walked; frowned
- Tier 2 Words: stomped; glared, sulked
- Apartment [Spanish cognate – apartamento]
- Approached
- Cafeteria [Spanish cognate – cafeteria]
- They'd, I'll, I'm, they're, don't, didn't, it's [contractions]

Text Features

- Title, Dialogue

Special Features

- The main character in this story changes over time.

Support for Entering and Emerging PLD Students

- Supply an inference language frame such as, *It says* _____. *I know* _____.
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* _____.

Explicit Instruction



Listen

Inferences

- Tell students that when they make inferences about a story, they draw on their own experiences as well as illustrations and words in the text. This helps them to “read between the lines” so they can better understand what is happening.
- Readers also make inferences about characters based on what they *say* and *think*, and how they *act*. Remind students to read actively to learn everything they can about the characters in the story.
- Explain how each paragraph or group of paragraphs has a main idea. These main ideas keep the action moving along. Details tell what the characters see, how they feel, and what they do.

Before Reading



Speak

Activate Prior Knowledge

Ask students if they have ever had to make new friends. It may be because they or their friend moved. Give students time to explain how they felt about making new friends. Incorporate lesson vocabulary into your oral conversation as appropriate. Review cognates.

Preview

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



Listen

Model Say to the students:

When I start reading a story, I try to get a sense of the big picture. In this story, I wonder about the title. Why is Ling lonely? I see from the first picture that there are two girls having fun together, so I wonder if something happened to one of them.

I remember one time my family moved to a new neighborhood. I missed my best friend and I felt like I hated everything about my new neighborhood. But then some kids in my new neighborhood asked if I wanted to play with them. It made me so happy. Before long, I had new friends and enjoyed our new neighborhood. I wonder if something like that happened to Ling. When I read, I will try to find out why she is lonely and what she will do about it.



Speak

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

Direct them to share their prediction with a partner. Remind students to use complete sentences 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 and keep asking themselves what the characters are thinking and doing. Remind them to keep predicting where the story line is leading.



Speak

Review

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

I correctly predicted _____. [confirm prediction]

I thought that _____ but _____. [modify prediction]

- Discuss Tier 1 and 2 words: walked – stomped, frowned – glared, sulked. Have students provide examples of each orally or as role play.
- Point out how contractions are used as part of the dialogue throughout the passage. Make a list of contractions and the two words that make them. Post and add to the list as appropriate. [They'd, I'll, I'm, they're, don't, didn't, it's]
- Discuss the answers orally to the Guided Thinking questions, locating the words and phrases in the passage that lead to making inferences.
- Review Check Your Understanding and How Am I Doing? self-assessments.

Understand Text Features



Listen

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

- Title—Discuss how the title “Lonely Ling” gives an idea of what the story is all about.
- Dialogue—Words characters say are enclosed in quotation marks. Readers can learn a great deal about characters from what they say and do. In addition, a writer uses dialogue to develop the plot.
- Main character changes—Contrast how Ling feels at the beginning of the story to how she feels at the end. Discuss the reason for the change. Have students find examples from the story to support their responses. Provide students with the language frame, *In the beginning, Ling _____ because _____. After her dad spoke to her, she _____. Then Ling felt _____ because _____.*



Read on
Your Own

Read the Passage on Your Own

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

After Reading

Try It



Speak

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

Organize It



Speak

The graphic organizer in this lesson will help students combine story details with what they know in order to make reasonable inferences about important aspects of the story.

Begin by helping students notice the structure of the organizer. It is divided into two sections. Each section provides story details. Direct students to fill in the section with the heading “What I Know.” Students will then use this information to make an inference based on personal knowledge and story details.

Encourage students, if needed, to review the appropriate part of the story before they begin each segment of the organizer. Allow Entering and Emerging PLD students to complete the graphic organizer using alternative ways such as drawing or dramatizing.

Exit Ticket



Write

Remind students that when they summarize, they should try to include the important ideas from the story in as few of their own words as possible. Make sure they remember to tell the story from Juan’s point of view.

Scaffold responses with a sentence frame such as, *At lunch today, I was _____ . Then, _____ . I said, “ _____ .” Then, we talked about _____ .*



Turn and
Talk

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

Notes

Unit 6 INFERENCES

Lesson 11

WHAT I AM GOING TO LEARN

I will learn how to make inferences in a story by reading, speaking, listening, and writing.

FOCUS ON LITERATURE

Use the shaded sentences and the Guided Thinking questions to make inferences in this article:

Lonely Ling



Ling and Carla were best friends. They liked the same games. They rode their bikes together on the weekend. They'd been friends since kindergarten. They hardly ever talked to anyone else. So it was a terrible day when Carla moved to New York City with her mom.

"I'll never meet anyone else I like," cried Ling to her dad. They stood outside Carla's **apartment**.

"I'm sorry," said Mr. Li. "Why don't you call some other kids from school and see what they're doing?"

MAKE INFERENCES IN FICTION

To make inferences, readers combine details from the story with information they already know.

- Detail: Ling's best friend moved away.
- What I Know: It can be lonely when you don't have friends.
- Inference: Ling will have to make a new friend.

Character's actions and thoughts tell a great deal about them. Readers can make inferences about characters by examining the details.

GUIDED THINKING

HEAR IT

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

SPEAK IT

Read the shaded sentences again. What **inference** can you make about Ling?

Ling is afraid she won't be able to find a new best friend.

► **SPEAK IT**
Read the shaded sentences.
What **inference** can you make about how Ling was feeling?

The details show that Ling was angry.

► **CHECK YOUR UNDERSTANDING**
Do you
 look for details to make inferences?
 ask for help when something isn't clear?

► **SPEAK IT**
Read the shaded sentences again.
What **inference** can you make about what Ling was thinking?

She thought that maybe he was right.

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



► **SPEAK IT**
How did Ling change after she took her dad's advice?

Ling realized that she might be able to make another good friend.

Ling **sulked**. She was unhappy. "I don't know the other kids. And I don't like them." And with that, she **stomped** off home. Her father had to run to catch up with her.

Ling's bad mood lasted two weeks. She frowned at the other kids. She only spoke if her teacher asked her a question. Even then, she didn't smile.

Ling's dad started to worry. One night, he went into Ling's bedroom. "Ling," he said, "I think it's time you made a new friend."

"I don't want a new friend. I want Carla to come home!" She **glared** at him.

"I know, Ling," he said. "Sometimes life is not fair." Ling started to cry. "I don't know how to make new friends!" she said.

"Well," said Mr. Li. "If you want to have a friend, you have to be a friend."

Ling didn't say anything. But she thought about her dad's words.



The next day, she looked around the **cafeteria**. All the kids were eating lunch together. She noticed a boy sitting alone in the corner. "What will I have in common with a boy?" thought Ling. She **approached** him anyway. The boy had sad brown eyes and a big frown. "Be a friend," her dad had said.

"Hi," said Ling. "I'm Ling. Can I sit here?" The boy smiled. "Of course! I'm Juan. I just moved here last week. I saw you riding your bike this weekend. I have one just like it. We should go riding!"

Ling laughed. Juan talked a lot. She smiled and sat down. Maybe life would be okay after all.

NOTEPAD

TRY IT

Think about the passage "Lonely Ling." Circle the letter next to the best answer.

1. Read these sentences from the passage.
"Ling sulked. She was unhappy. 'I don't know the other kids. And I don't like them.' And with that, she stomped off home. Her father had to run to catch up with her."

Which word or phrase means the same as **sulked**?

- A. Stomped off
- B. Unhappy
- C. Catch up
- D. Liked

2. What helpful advice did Ling's dad give?

- A. He told her that life isn't fair.
- B. He told her to stop crying.
- C. He took her to make new friends.
- D. He told her how to make new friends.

3. Read these sentences from the passage.

"Well," said Mr. Li. "If you want to have a friend, you have to be a friend!"

How did Ling show that she understood what her dad meant when he said, "you have to be a friend"?

- A. She rode her bike on the weekend.
- B. She stomped off after her dad.
- C. She wrote to her friend Carla.
- D. She introduced herself to a boy sitting alone.

4. Read this sentence from the passage.

"The boy had sad brown eyes and a big frown."

Which words describe how the boy was feeling?

- A. Sad, frown
- B. Brown eyes
- C. Big frown
- D. Boy, eyes

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SALES

Notes

ORGANIZE IT

In the graphic organizer below, fill in the boxes to show how you made **inferences** in "Lonely Ling."

STORY DETAILS Ling sulked. She was unhappy. "I don't know the other kids. And I don't like them." And with that, she stomped off home.	WHAT I KNOW Answers will vary. _____ _____ _____
INFERENCE She was unsure about making new friends. She didn't know if they would like her.	_____ _____
STORY DETAILS The boy smiled. "Of course! I'm Juan. I just moved here last week."	WHAT I KNOW Answers will vary. _____ _____ _____
INFERENCE He was happy that someone talked to him.	_____ _____

EXIT TICKET

Imagine that you are Juan. What will you tell your family about meeting Ling at school?

Possible answer: Today, I was sitting alone in the cafeteria because I didn't know anyone. Then a girl asked if she could sit with me. I said, "Of course!" We talked about riding bikes together. I think I found my first friend.

TURN AND TALK

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

Lesson 12

Real-World Goal for Students

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

How to Make a Friend **AT-A-GLANCE**

Informational Passage Summary

This social studies article gives practical advice on how to make a friend.

Vocabulary

- Tier 1 Words: be at, talk, help
- Tier 2 Words: attend, conversation, assist
- Activities [Spanish cognate – actividades]
- Introduce [Spanish cognate – introducir]
- Gesture [Spanish cognate – gesto]
- Instructor [suffix –or]
- Conversation [Spanish cognate – conversacion]
- Compliment [Spanish cognate – cumplido]
- Quietly [suffix –ly]
- Patient [homonym]
- Eventually

Text Features

- Title, Section headings, Topic sentences

Special Features

- This article poses questions to the reader.

Support for Entering and Emerging PLD Students

- Supply an inference language frame such as, *It says _____ . I know _____ . 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 _____ .*

Explicit Instruction



Listen

Inferences

- Review with students that when they make inferences, they combine what they learn from an information source with what they already know about the topic. Then they make an educated guess about the topic.
- Writers often assume that readers will make inferences based on information in the article and what they already know to understand the full meaning of the text.

Before Reading

Activate Prior Knowledge



Speak

Ask students to share a time when they have had to make new friends. Create a list of things they did to make friends. [joined a club, introduced themselves to a neighbor, joined kids playing at the skate park] Add to the list while reading the passage.

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 title, "How to Make a Friend" makes me think that this article will be about different ways to make friends. When I am in a group of people who I don't know, I sometimes feel shy. I am always happy when someone introduces him- or herself and starts a conversation. Looking through the article, I see what looks like 5 tips for making friends. I hope I learn something so it's easier to feel confident the next time I am with people I don't know.



Speak

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

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

Present the Passage

Read the Passage Aloud



Read Aloud
Together

Direct students to follow along as you read the passage aloud. Remind them to pay attention to the details and make inferences by connecting their own experiences to the information in the article. Remind them to keep predicting where the story line is leading.



Speak

Review

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

I correctly predicted _____. [confirm prediction]

I thought that _____ but _____. [modify prediction]

- Discuss Tier 1 and 2 words: be at – attend, talk – conversation. Have students provide examples orally or as role play.
- Discuss how the suffix *-ly* changes a word into an adverb [quiet – quietly, friend – friendly]
- Point out that the word *patient* is a homonym and has multiple meanings. Explain the context in which it is used in this passage.
- Discuss the answers orally to the Guided Thinking questions, locating the words and phrases in the passage that lead to the main idea.
- Review Check Your Understanding and How Am I Doing? self-assessments.

Understand Text Features



Listen

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

- Title—The title often states the main idea of the article, which is true of this article, “How to Make a Friend.”
- Section headings—Sometimes section headings are strictly factual. At other times, they can tip readers off to the writer’s beliefs. Ask students what the writer might be trying to impart to readers by titling a section “Be Friendly!”
- Topic sentences—Many nonfiction articles have a topic sentence at the beginning of a paragraph to tell what the paragraph is about.
- Questions to the reader—Writers often ask questions to keep readers involved and also to set additional purposes for reading.



Read on Your Own

Read the Passage on Your Own

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

After Reading

Try It



Speak

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

Organize It



Speak

The graphic organizer in this lesson will help students to combine passage details with what they know in order to understand the inference given.

Begin by helping students notice the structure of the organizer. It is divided into three sections, “Details,” “What I Know,” and “Inference.” Students are expected to fill in the “Details” and “What I Know” boxes that will lead to the inference already listed in the “Inference” section. Help students review the article to find the details that support the inference.

Allow Entering and Emerging PLD students to complete the graphic organizer 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 article in as few of their own words as possible.

Scaffold responses with a language frame such as, *If there is a new student in my class, one thing I could do to make him/her welcome is _____.*



Turn and
Talk

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

Notes

Lesson 12

WHAT I AM GOING TO LEARN

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

FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to make inferences in this article.

How to Make a Friend



You might start at a new school one day, or maybe you'll move to a different city. At some time, you'll probably need to make new friends. Making friends can be easy! Here are some tips:

1. Look for Friends with Similar Interests

Do you like to draw or play sports? Think about **activities** you like, and join a group and do them. You will find other people who like the same activities. Not all of them will make good friends, but you'll have plenty of people from which to choose.

MAKE INFERENCES IN SOCIAL STUDIES

Making inferences requires you to use details from the text and your own experiences.

- **Details:** Look for friends with similar interests.
- **Inference:** Someone who likes to do the same thing as you might be a good person to be your friend.

GUIDED THINKING

HEAR IT

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

SPEAK IT

Read the shaded sentences again. What **inference** can you make about the writer?

The writer must know _____
a lot about making _____
friends. _____



2. Be Friendly!

It is easier to make a friend if you act like a friend. Smile. A smile tells other people you are friendly and interested in knowing them. **Introduce** yourself by saying, "Hello, how are you?" Simple gestures tell people that you are friendly.

3. Talk about Things You Have in Common

Something you share is a good thing to discuss. It can be something small. Maybe you have the same pair of shoes. Or it can be something bigger. Maybe you **attend** the same class or take lessons from the same piano **instructor**.

4. Ask a Question

Many people love to talk about themselves. So, if you can't think of anything to say, ask a question. Simple questions like, "How are you?" or "What do you like to do for fun?" is a good way to get started. You'll have a **conversation** started in no time!

5. Give a Compliment

If you notice something you like about a person, give a compliment. A compliment such as, "I like your skateboard," is a friendly way to start a conversation. Following the compliment with a question like, "Did you build it yourself?" will get the conversation going.

gesture a simple movement of the body to express an idea or feeling

▶ **HEAR IT**

Listen as the shaded sentence is read aloud.

How can sharing a common interest help make friends?

Something you both know gives you

something to talk about right away.

compliment to say nice things about someone or something

HOW AM I DOING?

Check the color to show how you are doing.



6. Be Helpful

Friends can be great fun, but we all have bad days. If you want to make friends, be helpful. If you see someone who needs help with schoolwork, offer to work together. If someone is carrying a load of heavy books, ask if you can carry some. If someone is feeling sad, you might sit **quietly** with him or her. (Sometimes, you don't need to talk to help.) You can start a good friendship by being helpful. One day, your new friend may be able to **assist** you!



7. Be Patient

Be willing to wait. It can take a while to make a good friend. **Eventually**, your new friend will be an old friend. You'll know all about each other. It might even feel like you've known your friend your whole life!

◀ **SPEAK IT**

What **inference** can you make about being helpful?

Helping out is a good way to be friendly.

◀ **CHECK YOUR UNDERSTANDING**

Do you

look for details to make inferences?

ask for help when something isn't clear?

◀ **SPEAK IT**

Read the shaded sentences again. What **inference** can you make about lifelong friends?

Friendships that last a lifetime take time to develop.

NOTEPAD

TRY IT

Think about the article "How to Make a Friend." Circle the letter next to the best answer.

1. Read these sentences from the article.
"If someone is feeling sad, you might sit quietly with him or her. (Sometimes, you don't need to talk to help.)"
With which statement would the writer agree?
A. People that are sad do not make good friends.
B. Sometimes what you do is more important than what you say.
C. Try not to talk to someone who is feeling sad.
D. Good conversation is never a bad thing.

2. Read this sentence from the article.
"Simple gestures tell people that you are friendly."

Which phrase means the same as gestures?

- A. Waving to someone
- B. Being a friend
- C. Asking a question
- D. Making an introduction

3. Read these sentences from the article.

"You can start a good friendship by being helpful. One day, your new friend may be able to assist you!"

Which word helps you to understand the meaning of assist?

- A. Start
- B. Able
- C. Helpful
- D. Friendship

NOTEPAD

4. Look at this picture from the article.



Which **inference** can you make from the picture?

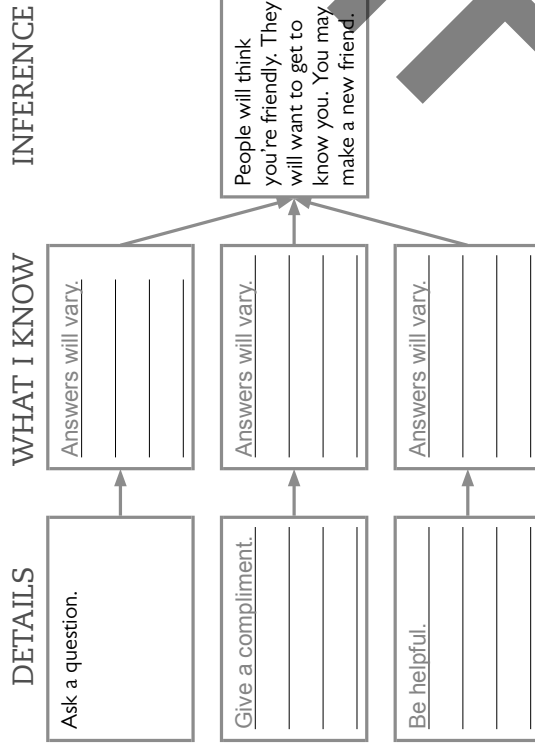
- A. Making friends is easy.
- B. Friends share common interests.
- C. The friends are lost.
- D. The friends found a phone.

SAVED

Notes

ORGANIZE IT

In the graphic organizer below, fill in the boxes to show how you connect details from the passage to what you already know in order to make an inference.



TURN AND TALK

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

EXIT TICKET

Imagine that there is a new student in your class.
Explain one thing you can do to make him or her feel welcomed.

Possible answer: If there is a new student in my class, one thing I can do to make him feel welcome is tell him my name and ask him what his name is.

Review It

Before assigning the Unit 6 Review, briefly review both passages in Unit 6. Tell students they will be looking for words, phrases, and sentences that help them to make inferences.

Know It, Show It

Say to the students:

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

Look at Question 1. Listen to these sentences from the passage. Then I will ask, “Which phrase helps you understand the meaning of eventually?” Then circle the answer to Question 1.

Now listen carefully. The title is “How to Make a Friend.”

“Be willing to wait. It can take a while to make a good friend. Eventually, your new friend will be an old friend. You’ll know all about each other. It might even feel like you’ve known your friend your whole life!”

Pause for about 5 seconds.

Look at Question 1.

Which phrase helps you understand the meaning of eventually?

- A. It can take a while
- B. Know all about each other
- C. Might even feel like
- D. Will be an old friend

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 making friends. Write at least one paragraph that tells about a time that you made a new friend. 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.

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 6 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 phrase helps you understand the meaning of eventually?

- A. It can take a while
- B. Know all about each other
- C. Might even feel like
- D. Will be an old friend

How to Make a Friend



2. With which statement would the writers of both passages agree?

- A. Friends are hard to make.
- B. Parents can help you make new friends.
- C. You should act friendly to make a friend.
- D. You should only make friends when you are lonely.

3. Read these sentences from the passage "Lonely Ling."

"Hi," said Ling. "I'm Ling. Can I sit here?"

The boy smiled. "Of course! I'm Juan. I just moved here last week. I saw you riding your bike this weekend. I have one just like it. We should go riding!"

Which sentence below is an example of an inference?

- A. Ling introduced herself.
- B. Juan was happy to make a new friend.
- C. Juan saw Ling riding her bike.
- D. Juan wants to ride his bike with Ling.

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