

An Integrated Approach to Language Acquisition

LEVEL

G



# Measuring Up<sup>®</sup>

FOR ENGLISH LANGUAGE LEARNERS

ENGLISH LANGUAGE ARTS



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

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# Dear Student,

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

Each lesson is broken down into four parts.

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

Each unit concludes with two additional activities.

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

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

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



### 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.

#### MAIN IDEA AND DETAILS IN SCIENCE

Every science article has a **main idea**. The **main idea** is what the article is mostly about. Each section also has a **main idea**, which is usually stated by the heading.

- **Heading:** Two Seasons: Wet and Dry
- **Main Idea:** The African savanna has a wet season and a dry season.

Detail sentences found in each section help explain the main idea. Photo captions give even more details.

#### Lesson 2

#### WHAT I AM GOING TO LEARN

I will learn how to find the main idea and key details in an informational text by reading, speaking, listening, and writing.

#### FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to find the **main idea** and **details** in this article.

#### The African Savanna



Imagine you are going on a trip to the African **savanna**. What will you see there? You will see **hige**, open areas of grass scattered with low trees and **shrubs**. You will see many wild animals, like zebras and wildebeest. There are also many **unusual** plants and trees. The plants and animals of the savanna depend on each other to **survive**.

#### Two Seasons: Wet and Dry

There are several savannas in the world. Small savannas are found in Australia and South America. In Africa, savannas cover almost half of the **continent**.

#### GUIDED THINKING

##### ▶ SPEAK IT

Circle the words that give **details** about the African savanna.

**savanna** a flat grassland in a warm area

Lesson includes list of Learning Targets on which lesson focuses.

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

[ 6 ] [masteryeducation.com](http://masteryeducation.com)

Savannas have a warm, **tropical climate**. They have two seasons: a rainy season and a dry season. **tropical** a climate that is warm all year

The African rainy season can last six to eight months. On some days, it rains for hours. As much as fifty inches of rain can fall during one season. That's over four feet! The weather during the rainy season is very hot and wet. In the dry season, it rarely rains. Temperatures are lower, but are still around 70° F.

Grass fires are common during the dry season. The fires are generally not harmful to the savanna. They actually help. After a fire, new grasses and plants can grow. These new plants provide fresh food for the animals.

##### ◀ SPEAK IT

What is the **main idea** of the shaded paragraph?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

##### HOW AM I DOING?

Check the color to show how you are doing.



**droughts** long periods of dry weather

##### ◀ SPEAK IT

What does the shaded heading tell you about the **main idea** of this section?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

##### ◀ CHECK YOUR UNDERSTANDING

Do you  
 picture the way zebras act?  
 ask someone to explain things you don't understand?

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

Colorful pictures are placed throughout to help you make connections.



#### Unusual Plants

The trees and plants in the savanna have **qualities** that help them live through **droughts** and fires. Savanna plants need much less water than most plants. Many of them can hold water in their roots.

Savanna trees have deep roots to reach hidden water. They are able to store large amounts of water in their trunks. The trees also have thick bark that protects them from fire.

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

# for English Language Learners

## TRY IT

Practice the skills you have learned.

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

**TRY IT**  
Think about the article "The African Savanna." Circle the letter next to the best answer.

1. Which best states the **main idea** of the article?

- A. The African savanna is home to many wild animals.
- B. Savanna plants and animals live in a balanced ecosystem.
- C. Savanna trees have deep roots.
- D. Some savanna animals spend the day underground.

2. Read this **main idea** sentence.  
Savanna trees have ways to live through dry seasons.  
Which **detail** best supports this **main idea**?

- A. Trees are able to store water in their trunks.
- B. Trees can survive for a long time without water.
- C. Deep roots protect them from fire.
- D. Thick bark cools trees at night.

Write your answers on the lines.

3. Which **details** show the ways animals help keep the ecosystem balanced?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Write a new title for the article that tells the **main idea**.

\_\_\_\_\_

\_\_\_\_\_

NOTEPAD

Copying is prohibited. Unit 1 | Main Idea and Details | [masteryeducation.com](http://masteryeducation.com) [ 9 ]

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 graphic organizer below. Use it to show **details** about the **main idea** of the article.

Main Idea

The plants and animals of the African savanna live in a balanced ecosystem.

Detail	Detail	Detail	Detail

**EXIT TICKET**  
Imagine you are designing a website to invite visitors on an African savanna vacation. Describe what a visitor will see on the trip.

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[ 10 ] [masteryeducation.com](http://masteryeducation.com) | English Language Arts | Level G Copying is prohibited.

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 1 MAIN IDEA AND DETAILS

## Lesson 1

### WHAT I AM GOING TO LEARN

I will learn how to find the main idea and key details in a story by reading, speaking, listening, and writing.

### FOCUS ON LITERATURE

Use the shaded sentences and the Guided Thinking questions to find the **main idea** and **details** in this story.

### Over the Serengeti



Amanda waited by the airstrip as the tiny airplane slowed to a stop. The airplane door opened and out jumped Amanda's father. "Are you ready?" he asked.

Amanda had never been to Africa before. In fact, she hated traveling. She didn't understand how things in a faraway place could have anything to do with her life.

Amanda's father, on the other hand, loved to travel. His job as a wildlife scientist took him all over the world. **This time**, he was studying elephants in the Serengeti National Park.

"You need to see the world," her father always said. He thought it was the best way to learn.

### MAIN IDEA AND DETAILS IN FICTION

The **main idea** is the most important idea in a story or paragraph. **Details** can help make the main idea clear. Supporting details in a fiction story might tell about plot, setting, and characters.

A writer's message, or main idea, is often called a theme. Writers do not always state the theme. An implied theme can be found using details in the story.

### GUIDED THINKING

#### HEAR IT

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

#### SPEAK IT

What is the **main idea** of the shaded paragraph?

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## SPEAK IT

What **details** in the shaded paragraph help develop the **main idea**?

### Main Idea

Amanda didn't like flying.

### Details

1. She squeezed her eyes shut.
2. \_\_\_\_\_
3. \_\_\_\_\_

Amanda buckled her seat belt and squeezed her eyes shut. She gripped the armrests of her seat and took a deep breath as the airplane lifted into the air. The engines **roared**, and Amanda bit her **tongue** to keep from screaming.

When Amanda finally opened her eyes, she was amazed. They **soared** over the savanna's vast fields of brown and green. Flocks of birds flew in all directions, and a pair of giraffes **munched** on tree leaves. Some **trees looked like big green umbrellas**. Others seemed to be choked under a covering of thick black vines.

Her father looked out the window, disappointed. It was part of his job to count the elephant **population**, but so far they hadn't seen a single elephant.

As they flew back to the airstrip, a call came in on the radio. The pilot took the call, and then said, "Our ground team has broken down. We're going to land."

The pilot searched for a flat place to land, and with a thump the airplane touched the ground. Amanda let out a sigh of relief.

Nearby, four men in uniforms stood around a truck with its hood up. Amanda's father walked towards the men and shouted something in an African **language**. Amanda was **impressed**—she didn't know her father spoke another language.

The pilot went to help fix the truck. As she did, Amanda walked around. She circled the truck, looking through the windows. **Canteens** and maps filled the front seats. But what caught Amanda's eye were the two huge elephant tusks in the back.

## SPEAK IT

Circle the **detail** that interested Amanda the most in the shaded paragraph.

## HOW AM I DOING?

Check the color to show how you are doing.





Feeling dizzy, Amanda leaned against the truck. She knew that some people hunted even though it was against the law. But she had never seen their dirty work up close before. Suddenly, Amanda didn't feel dizzy anymore. What she felt now was angry.

Her father could see that something was wrong. He walked up behind Amanda and put a hand on her shoulder. "Hunting in the park is a **serious** crime," he said. "Elephant tusks can bring a lot of money. We work to stop it however we can."

When the truck engine was fixed, the team piled back into their truck. Then they **zoomed** off across the dirt, kicking up a cloud of dust.

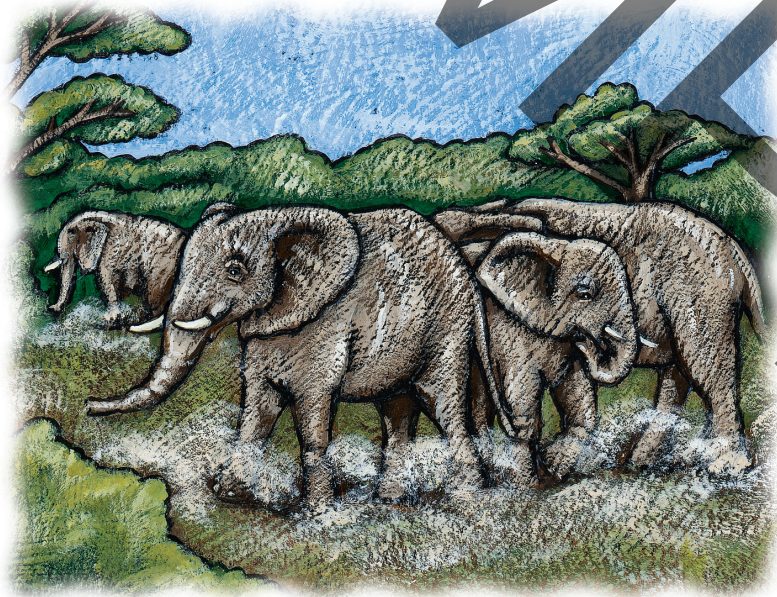
Amanda climbed back into her seat on the plane. This time, she watched as the airplane raced across the land and lifted up into the air. Amanda **stared** down out at the savanna below. She wanted to see it all.

Amanda's father wanted her to see the world, and she finally was. It spread out below her, a living map of brown and green. But now she wanted more. Amanda realized that she felt a duty to protect the world—just like her father.

"Tembo," the pilot said, nodding at the land below.

"Elephants!" shouted Amanda's father.

Amanda looked down and smiled. Below, a herd of elephants rumbled its way across the African savanna.



### ◀ SPEAK IT

What is the **main idea** of the shaded paragraph?

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### ◀ SPEAK IT

Which sentence in the shaded paragraph best tells the story's **main idea**?

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### ◀ CHECK YOUR UNDERSTANDING

Do you

- picture the setting?
- look for details that tell the writer's message?



## TRY IT

Think about the story “Over the Serengeti.” Circle the letter next to the best answer.

1. Read these sentences from the passage.

“Some trees looked like big green umbrellas. Others seemed to be choked under a covering of thick black vines.”

Which word is used to signal a comparison?

- A. Seemed
- B. Choked
- C. Like
- D. Some

2. Which **detail** gives the story a hopeful ending?

- A. Amanda and her father saw a herd of elephants.
- B. The ground team got their truck fixed.
- C. Amanda saw tusks in the back of the truck.
- D. Amanda’s father knew another language.

3. Read these sentences from the passage.

“When Amanda finally opened her eyes, she was amazed. They soared over the savanna’s vast fields of brown and green. Flocks of birds flew in all directions, and a pair of giraffes munched on leaves.”

Which word means the same as amazed?

- A. Sleepy
- B. Surprised
- C. Silent
- D. Saddened

Write your answer on the lines.

4. Write three details that describe the Serengeti.

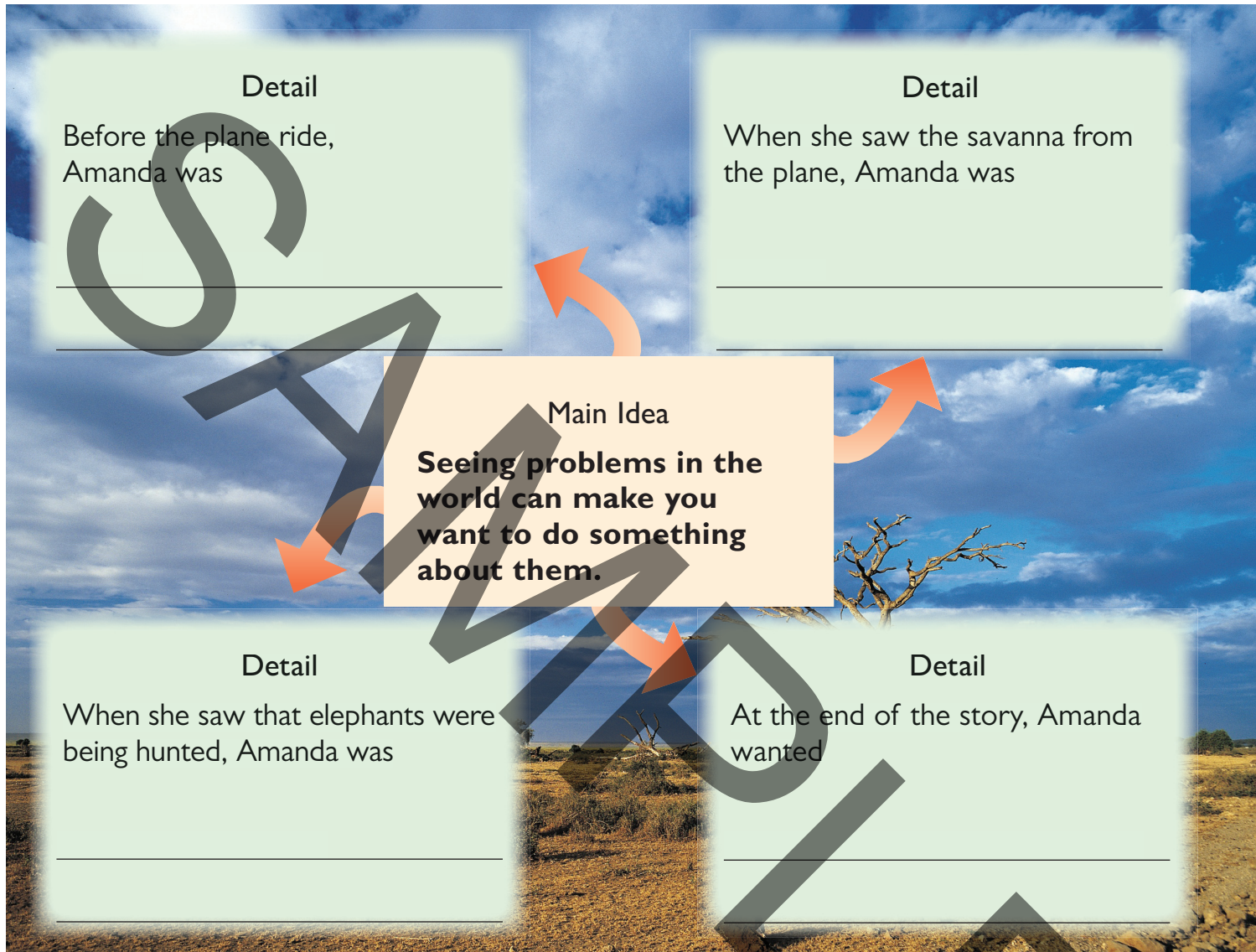
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# ORGANIZE IT

Fill in the web to show how **details** about Amanda help develop the theme shown below.



# EXIT TICKET

After her trip to Africa, Amanda was excited to start a travel journal. Write a few sentences about her day on the Serengeti.

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## TURN AND TALK

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

## MAIN IDEA AND DETAILS IN SCIENCE

Every science article has a **main idea**. The **main idea** is what the article is mostly about. Each section also has a **main idea**, which is usually stated by the heading.

- **Heading:** *Two Seasons: Wet and Dry*
- **Main Idea:** *The African savanna has a wet season and a dry season.*

Detail sentences found in each section help explain the main idea. Photo captions give even more **details**.

## Lesson 2

### WHAT I AM GOING TO LEARN

I will learn how to find the main idea and key details in an informational text by reading, speaking, listening, and writing.

### FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to find the **main idea** and **details** in this article.

#### The African Savanna



## GUIDED THINKING

### ► SPEAK IT

Circle the words that give **details** about the African savanna.

**savanna** a flat grassland in a warm area

Imagine you are going on a trip to the African **savanna**. What will you see there? You will see huge, open areas of grass scattered with low trees and **shrubs**. You will see many wild animals, like zebras and wildebeest. There are also many unusual plants and trees. The plants and animals of the savanna depend on each other to **survive**.

#### **Two Seasons: Wet and Dry**

There are several savannas in the world. Small savannas are found in Australia and South America. In Africa, savannas cover almost half of the **continent**.



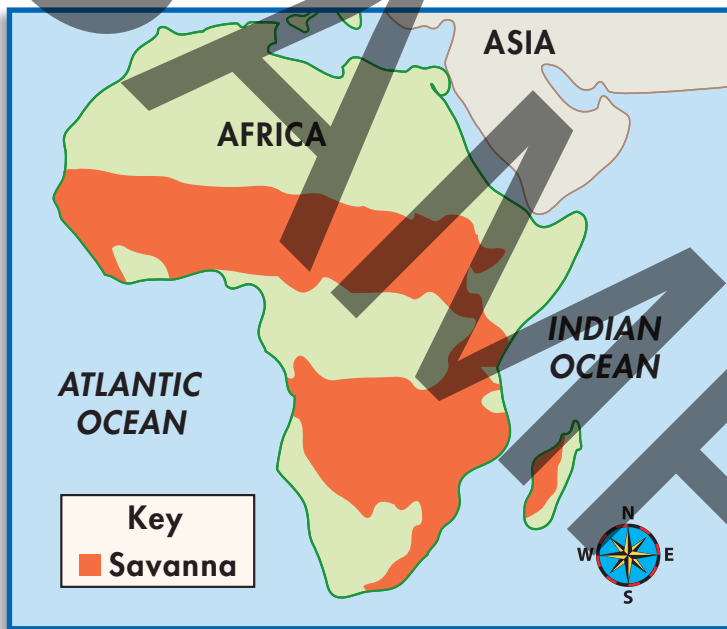
Savannas have a warm, **tropical climate**. They have two seasons: a rainy season and a dry season.

The African rainy season can last six to eight months. On some days, it rains for hours. As much as fifty inches of rain can fall during one season. That's over four feet! The weather during the rainy season is very hot and wet. In the dry season, it rarely rains. Temperatures are lower, but are still around 70° F.

Grass fires are common during the dry season. The fires are generally not harmful to the savanna. They actually help. After a fire, new grasses and plants can grow. These new plants provide fresh food for the animals.

**tropical** a climate that is warm all year

### Savanna Areas of Africa



### Unusual Plants

The trees and plants in the savanna have **qualities** that help them live through **droughts** and fires. Savanna plants need much less water than most plants. Many of them can hold water in their roots.

Savanna trees have deep roots to reach hidden water. They are able to store large amounts of water in their trunks. The trees also have thick bark that protects them from fire.

### ◀ SPEAK IT

What is the **main idea** of the shaded paragraph?

### HOW AM I DOING?

Check the color to show how you are doing.



**droughts** long periods of dry weather

### ◀ SPEAK IT

What does the shaded heading tell you about the **main idea** of this section?

### ◀ CHECK YOUR UNDERSTANDING

Do you

- picture the way zebras act?
- ask someone to explain things you don't understand?

## SPEAK IT

Read the shaded paragraph. Fill in the **details** that support the **main idea**.

### Main Idea

Savanna animals have ways to survive the dry season.

### Details

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### Details

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**ecosystem** the plants and animals that live in one place

## SPEAK IT

What **details** can you learn from the photo and caption?

1. 

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2. 

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## Wild Animals

The African savanna is home to many wild animals. Like the plants, the animals have qualities that help them live in the savanna climate. Many animals, such as zebras, have long legs that allow them to move **quickly** and **easily**. Their legs help them escape from fire or hunting lions. They also allow the animals to travel long distances to faraway water holes.

Savanna animals have ways to survive the dry season. Some animals, such as giraffes, can go for days without water. Other animals only come out at night, when it is cooler.



Giraffes developed ways to survive in the savanna.

## Creating a Balance

Life in the savanna is not easy, especially with the extreme weather. The plants and animals have developed ways to survive. Together, they create the savanna's **ecosystem**.

It helps that different animal groups eat different kinds of food. Buffalo and wildebeest eat mostly grass and low plants. Elephants and giraffes **graze** on leaves that are out of reach of other animals. Impalas eat twigs and shrub leaves.

Not all of the animals in the savanna eat plants, however. Cheetahs, lions, and leopards hunt other animals in the savanna, which helps control the number of animals there. These food cycles help create the savanna's ecosystem and keep it in balance.

## TRY IT

Think about the article “The African Savanna.” Circle the letter next to the best answer.

1. Which best states the **main idea** of the article?
  - A. The African savanna is home to many wild animals.
  - B. Savanna plants and animals live in a balanced ecosystem.
  - C. Savanna trees have deep roots.
  - D. Some savanna animals spend the day underground.

2. Read this **main idea** sentence.

Savanna trees have ways to live through dry seasons.

Which **detail** best supports this **main idea**?

- A. Trees are able to store water in their trunks.
- B. Trees can survive for a long time without water.
- C. Deep roots protect them from fire.
- D. Thick bark cools trees at night.

Write your answers on the lines.

3. Which **details** show the ways animals help keep the ecosystem balanced?

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4. Write a new title for the article that tells the **main idea**.

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NOTEPAD

# ORGANIZE IT

Complete the graphic organizer below. Use it to show **details** about the **main idea** of the article.

Main Idea

The plants and animals of the African savanna live  
in a balanced ecosystem.

Detail	Detail	Detail	Detail

## EXIT TICKET

Imagine you are designing a website to invite visitors on an African savanna vacation. Describe what a visitor will see on the trip.

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### TURN AND TALK

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



# UNIT 1 REVIEW

## KNOW IT, SHOW IT

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

1. Listen to these sentences from the passage.

### The African Savanna



What is the **main idea** of this passage?

- A. Many animals travel long distances for food and water.
  - B. Some animals are like plants.
  - C. Having long legs helps many animals survive dangers in the savanna.
  - D. Zebras are the only animals to survive wild fires in the savanna.
2. The writers of both passages would agree with which statement below?
- A. Saving the environment is an important mission.
  - B. Elephants' survival needs more research.
  - C. Flying is the best way to travel.
  - D. Hunting is a good way to control animal population.

3. Read these sentences from "The African Savanna."

"Savannas have a warm, tropical climate. They have two seasons: a rainy season and a dry season.

"The African rainy season can last six to eight months. On some days, it rains for hours. As much as fifty inches of rain can fall during one season. That's over four feet! The weather during the rainy season is very hot and wet. In the dry season, it rarely rains. Temperatures are lower, but are still around 70° F. In the dry season, it rarely rains."

Which word or phrase is the meaning of rarely?

- A. Often
- B. Almost daily
- C. For hours
- D. Hardly ever

## WRITE IT

Now read the directions below.

You have just read two passages about protecting our natural environment. Think about something you can do to protect the environment in your community. Write at least one paragraph explaining what you would do and why. 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.

Blank writing area with horizontal lines for text. A large, diagonal watermark reading "SAMPLE" is overlaid across the page.

*Go On* 

Writing, continued

SAMPLE



# UNIT 1 MAIN IDEA AND DETAILS

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## Lesson 1

### Real-World Goal for Students

Students will understand how to find the main idea and key details in a story by reading, speaking, listening, and writing.

### Over the Serengeti **AT-A-GLANCE**

#### Literature Passage Summary

Seeing the activities of poachers as she flies over Serengeti National Park in Africa, Amanda realizes she shares her father's passion for protecting wildlife.

#### Vocabulary

- Tier 1 Words: flew, ate, looked
- Tier 2 Words: soared, munched, stared
- This time [phrase to signal contrast]
- Roared, zoomed [onomatopoeia]
- Tongue
- Soar-sore [homonym]
- Trees looked like green umbrellas [simile]
- Population [Spanish cognate – población]
- Language
- Impressed [Spanish cognate – impresionado]
- Canteens
- Serious [Spanish word – grave]

#### Text Features

- Title, Illustrations, Plot structure

#### Special Features

- The main character experiences a change in attitude from the beginning to the end of the story.



## Support for Entering and Emerging PLD Students

- Supply main idea language frames such as, *This is about* \_\_\_\_\_.
- 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

#### Main Idea and Details



Listen

- The main idea is what a story or article is about. Details help to make the main idea clear and specific. Details often explain when, where, and why important actions happen.
- In fiction, the main idea is often called the *theme*. The theme is a message about an important aspect in life that the writer wants to share. To find the theme, encourage readers to pay attention to how characters change, grow, or respond to a problem.
- The story's main idea, or theme, is often implied rather than stated directly. Readers can find the theme in a character's actions and words or in how characters interact.

### Before Reading



Speak

#### Activate Prior Knowledge

Ask students if they have even seen African elephants in a wildlife park or zoo. Invite them to describe the size and majesty of these animals. Give students time to describe some of the animals, especially exotic ones that caught their attention. Incorporate lesson vocabulary into your oral conversation as appropriate. Review cognates and words that may cause difficulty.

#### Preview

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



Listen

**Model** Say to the students:

*I think that the title, "Over the Serengeti," and the illustration of an airplane on the opening page mean that the story has something to do with flying. I know that the Serengeti is a national park in Africa. I predict that the story has something to do with the airplane flying over the park.*

*When you are flying, you can see things from the air that you don't always notice when you are on the ground. I see the name Amanda several times on the opening page. She must be the main character. I think she is going to take a trip over the Serengeti in that airplane.*

*When people go on trips, they often learn something. I'm going to look for clues to find out something Amanda will learn. Maybe it will be about elephants. Elephants are shown on page 3. I also know that elephants live in Africa. Now I will read to see if these predictions are correct.*



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

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

## Present the Passage



Read Aloud Together

### Read the Passage Aloud

Direct students to follow along as you read the passage aloud. Remind them to pay attention to the details and keep asking themselves what the characters are thinking and doing. Remind them to keep predicting where the story line is leading.

### Review



Speak

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

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

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

- Discuss Tier 1 and 2 words: ate – munched, flew–soared, looked – stared. Have students provide examples of each orally.
- Show students how the writer used the language feature of onomatopoeia. [zoomed, roared]
- Explain to students how a simile compares one thing to another. [Some trees looked like big green umbrellas.]
- Point out that the word “soar” is a homonym, not to be confused with “sore” as it is used in the passage. [They soared over the savanna’s vast fields of brown and green.]
- Show students where “This time” is used in the passage and how it signals a contrast.
- 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.



Speak

Ask the following questions to emphasize the event that caused Amanda to change her mind.

- How did Amanda feel about traveling to Africa at the beginning of the story? Why?* [She didn’t like it because she didn’t understand how the trip related to her life.]
- What changed her mind? [She saw elephant tusks in the truck and realized how destructive illegal hunting was.] What effect did it have on Amanda?* [It made her angry.]
- How did Amanda feel about the trip at the end of the story?* [She understood why people like her dad wanted to protect the world and wanted to help.]

## 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, “Over the Serengeti,” helps to focus attention on the setting.
- **Illustrations**—Invite students to discuss how illustrations can spark interest in a story and help readers understand the details the writer gives.
- **Plot Structure**—The action in most stories rises to a high point, or climax, when something very important happens. Invite students to identify the high point in “Over the Serengeti.” Discuss how this information helps them find the main idea, or theme, of the story.



Read on  
Your Own

## Read the Passage on Your Own

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

## After Reading

### Try It



Speak

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

### Organize It



Speak

Have students follow along as you read aloud the directions and examine the main idea web. This web will help students understand how the main idea of a story grows out of an understanding of the details the writer presents.

Begin by having students read the response stems in each box. Have students identify the time expressions such as *Before*, *When*, and *At the end* that tell where in the story to look for appropriate details. Arrows from the central box, which expresses the main idea, connect all of these details.

Tell students that the completed web will show the important details that track the different stages in Amanda’s change of heart from disinterest to commitment. Remind students to review their answers to the Guided Thinking questions to help them complete the web. Allow Entering and Emerging PLD students to complete the web using alternative ways such as drawing or dramatization.

## Exit Ticket



Write

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

To help students write their journal entry, urge them to think about the events that happened in beginning, middle, and the end.

Scaffold responses with a sentence frame, *My first day in the Serengeti was exciting. At first, \_\_\_\_\_ . Then, \_\_\_\_\_ . But when I saw, \_\_\_\_\_ it made me think that \_\_\_\_\_ .*



Turn and  
Talk

Allow students time to Turn and Talk. Scaffold responses with the sentence frame above and remind them to speak in complete sentences.

SAMPLE



## Notes

### Unit 1 MAIN IDEA AND DETAILS

#### Lesson 1

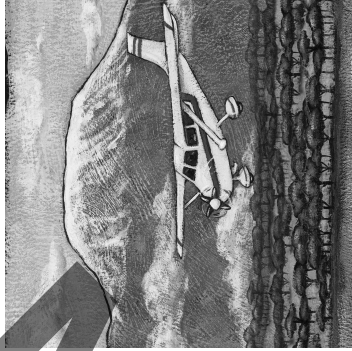
#### WHAT I AM GOING TO LEARN

I will learn how to find the main idea and key details in a story by reading, speaking, listening, and writing.

#### FOCUS ON LITERATURE

Use the shaded sentences and the Guided Thinking questions to find the main idea and details in this story.

#### Over the Serengeti



Amanda waited by the airstrip as the tiny airplane slowed to a stop. The airplane door opened and out jumped Amanda's father. "Are you ready?" he asked.

Amanda had never been to Africa before. In fact, she hated traveling. She didn't understand how things in a faraway place could have anything to do with her life.

Amanda's father, on the other hand, loved to travel. His job as a wildlife scientist took him all over the world. **This time**, he was studying elephants in the Serengeti National Park.

"You need to see the world," her father always said. He thought it was the best way to learn.

#### MAIN IDEA AND DETAILS IN FICTION

The main idea is the most important idea in a story or paragraph. **Details** can help make the main idea clear. Supporting details in a fiction story might tell about plot, setting, and characters. A writer's message, or main idea, is often called a theme. Writers do not always state the theme. An implied theme can be found using details in the story.

#### GUIDED THINKING

##### HEAR IT

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

##### SPEAK IT

What is the **main idea** of the shaded paragraph?

Amanda did not like to travel.

**▶ SPEAK IT**

What **details** in the shaded paragraph help develop the **main idea**?

**Main Idea**

Amanda didn't like flying.

**Details**

1. She squeezed her eyes shut.
2. She gripped the armrests of her seat.
3. She bit her tongue to keep from screaming.

**▶ SPEAK IT**

Circle the **detail** that interested Amanda the most in the shaded paragraph.

**HOW AM I DOING?**

Check the color to show how you are doing.



Amanda buckled her seat belt and squeezed her eyes shut. She gripped the armrests of her seat and took a deep breath as the airplane lifted into the air. The engines **roared**, and Amanda bit her **tongue** to keep from screaming.

When Amanda finally opened her eyes, she was amazed. They **soared** over the savanna's vast fields of brown and green. Flocks of birds flew in all directions, and a pair of giraffes **munched** on tree leaves. Some **trees** **looked like big green umbrellas**. Others seemed to be choked under a covering of thick black vines.

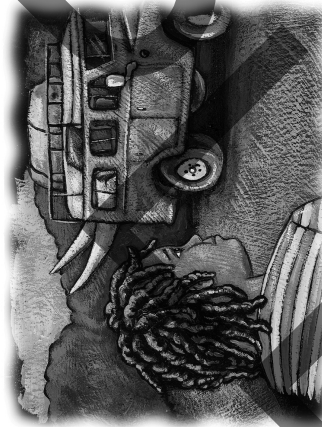
Her father looked out the window, disappointed. It was part of his job to count the elephant **population**, but so far they hadn't seen a single elephant.

As they flew back to the airstrip, a call came in on the radio. The pilot took the call, and then said, "Our ground team has broken down. We're going to land."

The pilot searched for a flat place to land, and with a thump the airplane touched the ground. Amanda let out a sigh of relief.

Nearby, four men in uniforms stood around a truck with its hood up. Amanda's father walked towards the men and shouted something in an African **language**. Amanda was **impressed**—she didn't know her father spoke another language.

The pilot went to help fix the truck. As she did, Amanda walked around. She circled the truck, looking through the windows. **Canteens** and maps filled the front seats. But what caught Amanda's eye were the **two huge elephant tusks** in the back.



Feeling dizzy, Amanda leaned against the truck. She knew that **some** people hunted even though it was against the law. But she had never seen their dirty work up close before. Suddenly, Amanda didn't feel dizzy anymore. What she felt now was angry.

Her father could see that something was wrong. He walked up behind Amanda and put a hand on her shoulder. "Hunting in the park is a **serious** crime," he said. "Elephant tusks can bring a lot of money. We work to stop it however we can."

When the truck engine was fixed, the team piled back into their truck. Then they **zoomed** off across the dirt, kicking up a cloud of dust.

Amanda climbed back into her seat on the plane. This time, she watched as the airplane raced across the land and lifted up into the air. Amanda **stared** down out at the savanna below. She wanted to see it all.

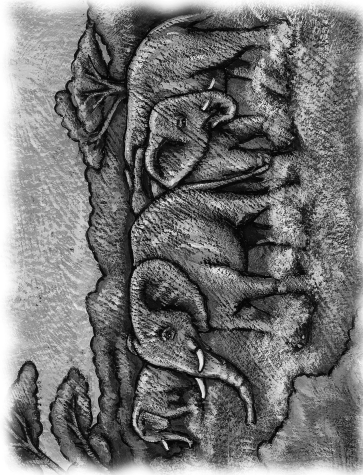
Amanda's father wanted her to see the world, and she finally was. It spread out below her, a living map of brown and green. But now she wanted more.

Amanda realized that she felt a duty to protect the world—just like her father.

"Tembu," the pilot said, nodding at the land below.

"Elephants!" shouted Amanda's father.

Amanda looked down and smiled. Below, a herd of elephants rumbled its way across the African savanna.



**◀ SPEAK IT**

What is the **main idea** of the shaded paragraph?

Amanda was upset about elephant hunting.

**◀ SPEAK IT**

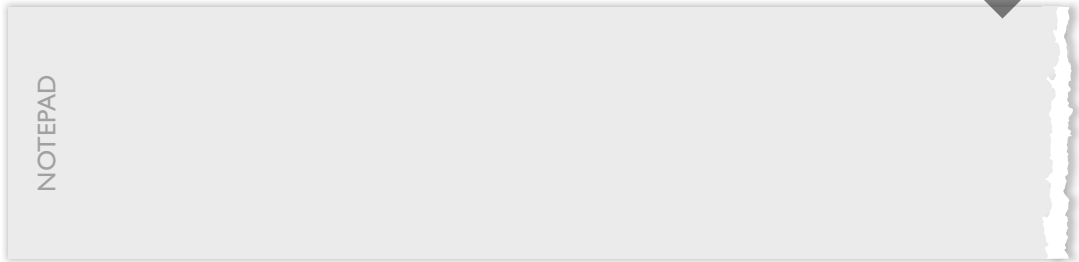
Which sentence in the shaded paragraph best tells the story's **main idea**?

Amanda realized that she felt a duty to protect the world—just like her father.

**◀ CHECK YOUR UNDERSTANDING**

Do you

- picture the setting?
- look for details that tell the writer's message?



**TRY IT**

Think about the story "Over the Serengeti." Circle the letter next to the best answer.

- Read these sentences from the passage.  
 "Some trees looked like big green umbrellas. Others seemed to be choked under a covering of thick black vines."  
 Which word is used to signal a comparison?  
 A. Seemed  
 B. Choked  
 C. Like  
 D. Some
- Which **detail** gives the story a hopeful ending?  
 A. Amanda and her father saw a herd of elephants.  
 B. The ground team got their truck fixed.  
 C. Amanda saw tusks in the back of the truck.  
 D. Amanda's father knew another language.

3. Read these sentences from the passage.  
 "When Amanda finally opened her eyes, she was amazed. They soared over the savanna's vast fields of brown and green. Flocks of birds flew in all directions, and a pair of giraffes munched on leaves."  
 Which word means the same as amazed?  
 A. Sleepy  
 B. Surprised  
 C. Silent  
 D. Saddened

Write your answer on the lines.  
 4. Write three details that describe the Serengeti.  
 Possible response: The land is brown and green.  
 Some trees look like umbrellas. There are birds, giraffes, and elephants.

**ORGANIZE IT**  
 Fill in the web to show how **details** about Amanda help develop the theme shown below.

**Detail**

Before the plane ride, Amanda was scared and unhappy.

**Main Idea**

Seeing problems in the world can make you want to do something about them.

**Detail**

When she saw the savanna from the plane, Amanda was amazed.

**Detail**

When she saw that elephants were being hunted, Amanda was dizzy and then angry.

**Detail**

At the end of the story, Amanda wanted to see the world and to protect it.

**EXIT TICKET**

After her trip to Africa, Amanda was excited to start a travel journal. Write a few sentences about her day on the Serengeti.

Possible response: Today my father took me on a plane ride over the Serengeti. We saw birds, giraffes, and elephants. I also saw two elephant tusks that were taken from hunters. Now I want to travel and protect animals, just like my dad.

**TURN AND TALK**

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

# Lesson 2

## Real-World Goal for Students

Students will understand how to find the main idea and key details in an informational text by reading, speaking, listening, and writing.

### The African Savanna **AT-A-GLANCE**

#### Informational Passage Summary

This article describes the plants and animals that live in a savanna ecosystem.

#### Vocabulary

- Tier 1 Words: fast, eat
- Tier 2 Words: quickly, graze
- Savanna\* [Spanish cognate – sabana]
- Shrub
- Survive
- Continent [Spanish cognate – continente]
- Tropical\* [Spanish word – tropical]
- Climate
- Qualities
- Droughts\*
- Quickly, easily [adverbs; suffix –ly]
- Ecosystem\* [Spanish cognate – ecosistema] [From the French eco–]

#### Text Features

- Headings, Photos, Maps

#### Special Features

- Some main ideas in this article are expressed in the headings.

#### Support for Entering and Emerging PLD Students

- Supply main idea language frames such as, *The main idea of this \_\_\_\_\_ is \_\_\_\_\_.*
- 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 \_\_\_\_\_.*
- Provide a video or pictures that show an African savanna. Discuss details to build background as needed.

\*Tier 3 Specialized Vocabulary



## Explicit Instruction



Listen

### Main Idea and Details

- Explain that the main idea in a science article is what the entire article is about. It is often stated in the title. Each paragraph also has a main idea, which is often found in the opening sentence.
- Most details are related to the article's main idea. In a science article, the details are facts and explanations of those facts.
- Many science articles have headings that divide the article into parts. These headings identify the information included in that section. For example, the heading "Unusual Plants" indicates that that part will focus on unique savanna plants. Readers can use headings to quickly locate information.

## Before Reading



Speak

### Activate Prior Knowledge

Show or ask students if they have ever seen videos of the magnificent grasslands of Africa, where lions often live. Discuss what the conditions must be like for the lions living there. 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:

*I know that a savanna is a grassland, and the title, "The African Savanna," lets me know that the article will describe a savanna in Africa.*

*The headings in the article tell me that the writer will give information about the wet and dry seasons of a savanna and the plants and animals that live there. I know that a savanna can get quite dry, but I wonder how wet it can get. I am sure that the article will give this information. I also wonder how the weather conditions affect the plants and animals. I hope the article includes this information, too.*



Speak

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

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

## Present the Passage



Read Aloud  
Together

### Read the Passage Aloud

Direct students to follow along as you read the passage aloud. Remind them to pay attention to the details that support the main idea.



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: fast – quick, eat – graze. Have students describe the differences of each.
- Point out that the use of the suffix –ly creates adverbs. [easy – easily, quick – quickly].
- 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 article. Tell students to pay attention to text features as they read because the features help them understand what they are reading. Point out the following features of a science article:

- Headings**—Discuss how headings within the article help divide content into smaller, related parts.
- Photos**—Invite students to discuss how the photos that accompany the article help them understand the content and visualize what life is like in the savanna.
- Maps**—Discuss how a map is useful in a life science article because it helps readers understand where a place is and its size. In this case, the map shows the large area of African land that has a savanna ecosystem.



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 will help students understand how the main idea of an article is supported by details in the text. Have students follow along as you read aloud the directions and examine the graphic organizer.

Begin by having students look at the shape of the graphic organizer. The details are in columns that explain the main idea printed in the box at the top. Then have students examine the main idea statement so that they know what details to look for.

Explain that the term *balanced ecosystem* does not appear in the article but means that all the parts of the ecosystem are dependent on each other. Tell students they should look for details about both plants and animals to support the idea that the ecosystem of the savanna is “balanced.”

Remind students to look in the article for details that illustrate this harmony. Suggest they scan the headings to help them quickly find sections that could provide the details they need. Tell students that the completed graphic organizer will help them understand the elements that make up a balanced ecosystem.

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 story in as few of their own words as possible.

To help students write their savanna vacation description, explain that websites often present details that describe how a specific place is exciting, different, or exotic. Explain that vacation websites also have a purpose, which is to “sell” the idea of traveling to that place.

To help students make their summaries inviting, create a list of descriptive words they might incorporate.

Scaffold responses with a language frame such as, *The African savanna is an exciting place to visit. It has \_\_\_\_\_ . It is very different because \_\_\_\_\_ . It also has \_\_\_\_\_ that \_\_\_\_\_ . Visitors get a chance to see/do \_\_\_\_\_ .*



Turn and  
Talk

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

## Lesson 2

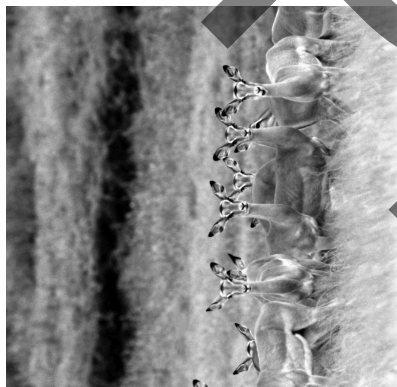
### WHAT I AM GOING TO LEARN

I will learn how to find the main idea and key details in an informational text by reading, speaking, listening, and writing.

### FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to find the main idea and details in this article.

#### The African Savanna



Imagine you are going on a trip to the African savanna. What will you see there? You will see huge, open areas of grass scattered with low trees and shrubs. You will see many wild animals, like zebras and wildebeest. There are also many unusual plants and trees. The plants and animals of the savanna depend on each other to survive.

#### Two Seasons: Wet and Dry

There are several savannas in the world. Small savannas are found in Australia and South America. In Africa, savannas cover almost half of the continent.

#### MAIN IDEA AND DETAILS IN SCIENCE

Every science article has a main idea. The main idea is what the article is mostly about. Each section also has a main idea, which is usually stated by the heading.

- **Heading:** *Two Seasons: Wet and Dry*
- **Main Idea:** *The African savanna has a wet season and a dry season.*

Detail sentences found in each section help explain the main idea. Photo captions give even more details.

### GUIDED THINKING

#### ▶ SPEAK IT

Circle the words that give details about the African savanna.

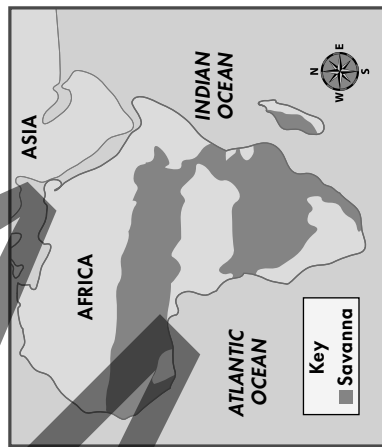
savanna a flat grassland in a warm area

Savannas have a warm, tropical climate. They have two seasons: a rainy season and a dry season.

The African rainy season can last six to eight months. On some days, it rains for hours. As much as fifty inches of rain can fall during one season. That's over four feet! The weather during the rainy season is very hot and wet. In the dry season, it rarely rains. Temperatures are lower, but are still around 70° F.

Grass fires are common during the dry season. The fires are generally not harmful to the savanna. They actually help. After a fire, new grasses and plants can grow. These new plants provide fresh food for the animals.

#### Savanna Areas of Africa



#### Unusual Plants

The trees and plants in the savanna have qualities that help them live through droughts and fires. Savanna plants need much less water than most plants. Many of them can hold water in their roots.

Savanna trees have deep roots to reach hidden water. They are able to store large amounts of water in their trunks. The trees also have thick bark that protects them from fire.

tropical a climate that is warm all year

#### ◀ SPEAK IT

What is the main idea of the shaded paragraph?

Grass fires help the savanna.

#### HOW AM I DOING?

Check the color to show how you are doing.



droughts long periods of dry weather

#### ◀ SPEAK IT

What does the shaded heading tell you about the main idea of this section?

Savanna plants are unusual.

#### ◀ CHECK YOUR UNDERSTANDING

Do you

- picture the way zebras act?
- ask someone to explain things you don't understand?

**Wild Animals**

The African savanna is home to many wild animals. Like the plants, the animals have qualities that help them live in the savanna climate. Many animals, such as zebras, have long legs that allow them to move **quickly** and **easily**. Their legs help them escape from fire or hunting lions. They also allow the animals to travel long distances to faraway water holes.

Savanna animals have ways to survive the dry season. Some animals, such as giraffes, can go for days without water. Other animals only come out at night, when it is cooler.



Giraffes developed ways to survive in the savanna.

▶ **SPEAK IT**

Read the shaded paragraph. Fill in the **details** that support the **main idea**.

**Main Idea**  
Savanna animals have ways to survive the dry season.

**Details**

Some animals can go \_\_\_\_\_  
days without water. \_\_\_\_\_  
\_\_\_\_\_

**Details**  
Some animals only \_\_\_\_\_  
come out at night, when \_\_\_\_\_  
it is cooler. \_\_\_\_\_  
\_\_\_\_\_

ecosystem. the plants and animals that live in one place

▶ **SPEAK IT**

What **details** can you learn from the photo and caption?

1. Giraffes developed \_\_\_\_\_ ways to survive in the savanna. \_\_\_\_\_
2. Their long necks let them reach the \_\_\_\_\_ treetops. \_\_\_\_\_

NOTEPAD

**TRY IT**

Think about the article "The African Savanna." Circle the letter next to the best answer.

1. Which best states the **main idea** of the article?
  - A. The African savanna is home to many wild animals.
  - B. Savanna plants and animals live in a balanced ecosystem.**
  - C. Savanna trees have deep roots.
  - D. Some savanna animals spend the day underground.

2. Read this **main idea** sentence.

Savanna trees have ways to live through dry seasons.

Which **detail** best supports this **main idea**?

- A. Trees are able to store water in their trunks.
- B. Trees can survive for a long time without water.**
- C. Deep roots protect them from fire
- D. Thick bark cools trees at night.

Write your answers on the lines.

3. Which **details** show the ways animals help keep the ecosystem balanced? \_\_\_\_\_

Possible response: They eat different kinds of plants. \_\_\_\_\_  
Some animals eat other animals. \_\_\_\_\_

4. Write a new title for the article that tells the **main idea**. \_\_\_\_\_

Possible response: Keeping the Savanna in Balance \_\_\_\_\_



SAMPLE

**Notes**

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**ORGANIZE IT**

Complete the graphic organizer below. Use it to show details about the **main idea** of the article.

**Main Idea**

The plants and animals of the African savanna live in a balanced ecosystem.

Detail	Detail	Detail	Detail
Animals eat different savanna plants.	Some savanna animals hunt other animals.	Animals can run fast and travel to water holes.	Savanna trees and plants store their own water.

**EXIT TICKET**

Imagine you are designing a website to invite visitors on an African savanna vacation. Describe what a visitor will see on the trip.  
 Possible response: The African savanna has two different seasons, a dry season and a wet season. So be sure to check the weather before you come—you may want to bring an umbrella! You will see many unusual plants and animals in the savanna. They depend on each other to keep the ecosystem in balance.

**TURN AND TALK**

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

## Review It

Before assigning the Unit 1 Review, briefly review both passages in Unit 1. Tell students they will be looking for words, phrases, and sentences that help them to understand the main idea and details.

### Know It, Show It

Say to the students:

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

*Look at Question 1. Listen to these sentences from the passage. Then I will ask, "What is the main idea of this passage?" Then circle the correct answer to Question 1.*

*Now listen carefully. The title of the passage is "The African Savanna."*



*The African savanna is home to many wild animals. Like the plants, the animals have qualities that help them live in the savanna climate. Many animals, such as zebras, have long legs that allow them to move quickly and easily. Their legs help them escape from fire or hunting lions. They also allow the animals to travel long distances to faraway water holes.*

Pause for about 5 seconds.

*Look at Question 1.*

*What is the main idea of this passage?*

- A. *Many animals travel long distances for food and water.*
- B. *Some animals are like plants.*
- C. *Having long legs helps many animals survive dangers in the savanna.*
- D. *Zebras are the only animals to survive wild fires in the savanna.*

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.

Write

You have just read two passages about protecting our natural environment. Think about something you can do to protect the environment in your community. Write at least one paragraph explaining what you would do and why. Use information from the passages and your own ideas to support your answer.

## Writer's Checklist

Checklist

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

Help students brainstorm ideas on what they might do to save the environment. Have them share ideas and reasons for selecting a topic. [Possible topics include recycling, cleaning litter from streams, parks, playgrounds, etc.]

Scaffold responses with a writing frame such as, *One thing I can do to help protect my community is \_\_\_\_\_.* *It's important to \_\_\_\_\_ because \_\_\_\_\_.* *It also \_\_\_\_\_.*

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 and/or Tier 3 words and phrases; 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 and/or Tier 3 words and phrases; 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 grade-level Tier 2 and/or Tier 3 words and phrases; 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.

## UNIT 1 REVIEW

### KNOW IT, SHOW IT

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

1. Listen to these sentences from the passage.

#### The African Savanna



What is the **main idea** of this passage?

- A. Many animals travel long distances for food and water.
- B. Some animals are like plants.
- C. Having long legs helps many animals survive dangers in the savanna.
- D. Zebras are the only animals to survive wild fires in the savanna.

2. The writers of both passages would agree with which statement below?

- A. Saving the environment is an important mission.
- B. Elephants' survival needs more research.
- C. Flying is the best way to travel.
- D. Hunting is a good way to control animal population.

3. Read these sentences from "The African Savanna."

"Savannas have a warm, tropical climate. They have two seasons: a rainy season and a dry season.

"The African rainy season can last six to eight months. On some days, it rains for hours. As much as fifty inches of rain can fall during one season. That's over four feet! The weather during the rainy season is very hot and wet. In the dry season, it rarely rains. Temperatures are lower, but are still around 70° F. In the dry season, it rarely rains."

Which word or phrase is the meaning of rarely?

- A. Often
- B. Almost daily
- C. For hours
- D. Hardly ever

Copying is prohibited.

**WRITE IT**

Now read the directions below.


You have just read two passages about protecting our natural environment. Think about something you can do to protect the environment in your community. Write at least one paragraph explaining what you would do and why. 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.

Blank writing lines for the student's response.

**Go On** 

Writing, continued

Blank writing lines for the student's response.

