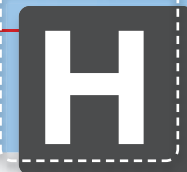


An Integrated Approach to Language Acquisition

LEVEL



Measuring Up[®]

FOR ENGLISH LANGUAGE LEARNERS

ENGLISH LANGUAGE ARTS



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

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CONTENTS

Introduction

Letter to Students	v
What You'll See in <i>Measuring Up for English Language Learners</i>	vi

Unit 1 MAIN IDEA AND DETAILS

LESSON

1. Career Day Take-Off	Literary	1
2. Solving Mysteries: Careers in Forensics	Informational Science	6
Unit 1 Review		11

Unit 2 SUMMARIZE

LESSON

3. How the Seahorse Came to Be	Literary	14
4. Amazing Sandcastles	Informational Social Studies	19
Unit 2 Review		25

Unit 3 SEQUENCE

LESSON

5. Caught on Camera!	Literary	28
6. A Life in Photos	Informational Social Studies	33
Unit 3 Review		37

Unit 4 PROBLEMS AND SOLUTIONS

LESSON

7. Lifeguards to the Rescue	Literary	41
8. The Battle Against Bacteria	Informational Science	46
Unit 4 Review		51

Unit 5 CAUSE AND EFFECT

LESSON

9. Road Trip	Literary	54
10. Off and Running	Informational Science	59
Unit 5 Review		64

CONTENTS

Unit 6 INFERENCES

LESSON

11. Feeding the Rabbits	Literary	67
12. Andrew Carnegie	Informational Social Studies	72
Unit 6 Review		77

Appendix

Acknowledgments	80
Graphic Organizers	81
Language Frames	87
Spanish Cognates	91

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.

MAIN IDEA AND DETAILS IN SCIENCE

Science articles have many **main ideas** that are supported by **details**. Each paragraph often has a **topic sentence**, which tells the main idea of the paragraph, and **detail sentences** that give more details about the main idea.

- **Topic Sentence:** A DNA expert studies the hair found at the crime scene.
- **Detail Sentence:** She uses a special process to get the DNA code.
- **Detail Sentence:** Using a computer, she compares and contrasts the DNA code from the hair with the DNA code from a suspect.

Lesson 2

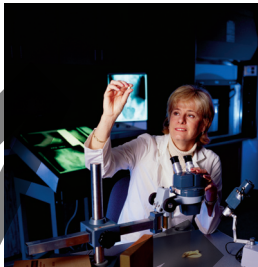
WHAT I AM GOING TO LEARN

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 story.

Solving Mysteries: Careers in Forensics



Alarms are ringing at the National Trust Bank! Police rush to the scene. They spot a note that says, "Find over all the money." One **officer** dusts for fingerprints. Another officer finds a piece of chewed gum, some **small fibers**, and a hair. How will these clues help solve the crime?

The Crime Lab

All of these things are different kinds of **evidence**. They may not seem to have much in common, but they all go to the same place—the crime lab. There, a team of **experts** goes to work on the evidence. Some experts study handwriting and fingerprints. Other experts study teeth, hair, or even clothing. They are all **forensic scientists**.

GUIDED THINKING

HEAR IT

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

SPEAK IT

What is the main idea?

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

evidence clues left at the scene of a crime
forensic scientists experts who use science to solve crimes

[6] masteryeducation.com

trace evidence tiny pieces of material left at a crime scene

DNA a code found in a living cell

SPEAK IT

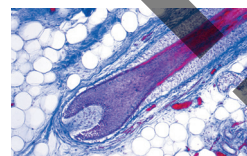
Read the shaded sentences. What **detail** tells why DNA is important to solving crime?

Trace evidence can be hair, fibers, dust, or even paint chips. These small pieces of evidence can link a suspect to the scene of the crime. An expert studies the fibers from the bank robbery. With a microscope, she looks at the thickness and colors of the threads. These **details** help her learn where the fibers came from.

Hairs are studied in a similar way. The expert uses a microscope to look at hair thickness and color. However, studying hair can be very different. **Strands** of hair with a root attached may be a source of **DNA**.

A DNA expert studies the hair found at the crime scene. She uses a special process to get the DNA code. Using a computer, she compares and contrasts the DNA code from the hair with the DNA code from a suspect.

DNA can be found in hair, skin, and blood. Unlike **fibers**, DNA is **unique**, that is, it is different for every person. Fiber matches can only suggest that a suspect was at the scene. An exact DNA match shows that the suspect was definitely there.



The root of a human hair contains DNA.

CHECK YOUR UNDERSTANDING

Do you

- look for details to support the main idea?
- study photos to learn more?

Careers in Forensic Science

The case of the National Trust Bank robbery shows only some of the clues that forensic scientists study. These experts spend much of their time in the crime lab, using science to solve crimes. Forensic scientists also appear in court, where they give **opinions** about what they discovered.

If you like science and computers, you might enjoy a career in forensic science. To become a forensic scientist, you need a college degree. And you must like to solve mysteries!

Lesson includes list of Learning Targets on which lesson focuses.

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

Colorful pictures are placed throughout to help you make connections.

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

for English Language Learners

TRY IT

Practice the skills you have learned.

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

TRY IT
Think about the story "Solving Mysteries: Careers in Forensics." Circle the letter next to the best answer.

1. Read these sentences from the passage.
"A dental expert also uses a computer. He scans in photos of the chewed gum. He compares and contrasts them with photos of teeth marks from a suspect. In some cases, he matches teeth to dental records."
Which **detail** tells how a dental expert uses a computer?

A. To take photos of the suspect's teeth
B. To match teeth marks to a suspect
C. To chew gum
D. To make teeth marks

2. What is the **main idea** of the article?

A. Forensic scientists study evidence to solve crimes.
B. Evidence can point to more than one suspect.
C. Dental records are different from fingerprint files.
D. A handwriting expert uses a microscope to study letters.

3. Which word from the passage means the same as **unique**?

A. Match C. Exact
B. Different D. Same

4. Read these sentences from the passage.
"There are many different careers in forensic science. Although the experts study different clues, they use the same basic method. They compare and contrast clues found at the crime scene with clues from a suspect."
Which sentence below states the **main idea**?

A. All experts study the same clues.
B. All experts have different careers in forensic science.
C. All experts try to match crime scene clues to a suspect.
D. All experts use different methods to study clues.

Copying is prohibited. Unit 1 | Main Idea and Details | 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 chart below with **details** that show the work of each forensic scientist.

Forensic Scientist	Details Studied	Science Tools
Fingerprint expert	patterns in fingerprints	computer
Handwriting expert		microscope
Dental expert		
Fiber expert		
DNA expert		

EXIT TICKET
Imagine that you are writing to a friend about your new job as a forensic scientist. Tell your friend about what you do, the skills you use, and any special training you needed for your job.

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

[10] masteryeducation.com | English Language Arts | Level H 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.

SUMMARIZE IN FICTION

A **summary** is a short description of the most important events in a story. It tells what happens. To summarize a story, readers need to think about the important story elements, such as *characters*, *plot*, and *setting*. Story elements help answer the questions *who*, *what*, *when*, *where*, *why*, and *how*.

Unit 2 SUMMARIZE

Lesson 3

WHAT I AM GOING TO LEARN

I will learn how to summarize a story by reading, speaking, listening, and writing.

FOCUS ON LITERATURE

Use the shaded sentences and the Guided Thinking questions to **summarize** this story.

How the Seahorse Came to Be, A Seri Indian Legend by Merry Dankanich

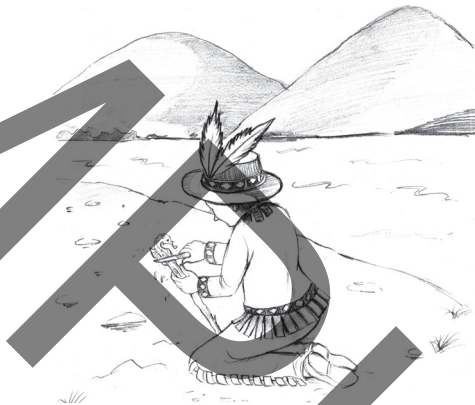
GUIDED THINKING

▶ HEAR IT

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

▶ SPEAK IT

Summarize what Armando wanted to do.



“Armando!” Ernesto came into the hut where Armando was sitting. “Hey! What are you making? A seahorse again? This one looks **like a broom!**”

Armando tossed his sculpture **aside** and stood up. His friend was right. The top of his seahorse did look like a broom. At least it could still be used for fire. “Ha, ha,” he said. “What do you want?”

“I came to say goodbye,” said Ernesto. “I hope you are better at catching fish than at making seahorses, or you will be hungry this summer!” He gave Armando a friendly push. “Why do you keep trying?”

Armando pushed him back. “Because I don’t want to fish for a living like you!” he said. They both laughed.

“It’s time to go, Armando,” his father called. “Are you ready?”

“Yes, I’m coming!” He dropped his carving tools in a large pouch along with his sculpture and some extra wood and headed to his father’s small fishing boat, waving back at Ernesto as he ran. They were going camping on Tiburon Island.

Armando took turns paddling with his father and sister, Maria, while his mother held their little brother on her lap. In front of them, the mountains of Tiburon Island **beckoned**. Behind them, saguaro cactus stood tall and silent, **awaiting** their return. A hot breeze burned Armando's cheeks and blew small waves against the boat, shaking it gently. Most summers, Armando looked forward to this trip. The island was beautiful in its own **rugged** way, and quiet.

"Look, over there! That's where the sea turtles live!" Maria said, pointing to a spot in the water a few yards away. "Right?" Their father nodded approvingly at her before glancing at Armando, who had not spoken since they left shore.

"Armando, where is your voice today?" he said.

"Nowhere," Armando answered. "Just thinking."

Armando was thinking about his seahorse. He had been working on it for months and was eager to make a real sculpture with ironwood, like his father. He'd never seen a live seahorse. Some of the villagers had dried seahorses on their fishing boats for good luck. From those, he **memorized** the long shape, the straight back, the snout that **was like a small, hollow stick**, the fins that stuck out just so. How do I capture that in a piece of wood? He sighed. Until he was able to carve it well, he would be stuck using firewood.



The next morning, Armando took his pouch of carving tools and climbed up a large **boulder** not far from camp. He took out his sculpture for the thousandth time and looked at it. The mouth was right on this one, and even the tail wasn't bad. The rest of its body looked more like a bird than a seahorse. Maybe I should start over. Again.

"Come, walk with me, son." Armando jumped. He was so **lost in thought** that he hadn't even heard his father approach.

"Alright. My seahorse is not getting any better up here." Armando slid down from the rock and landed on the soft sand of the beach. "Will you teach me how to carve it?"

His father smiled. "I can teach you," he said. "But you will not succeed until you know the seahorse for yourself. Have I told you how the seahorse came to be?"

Armando's father took him by the arm and guided him along the beach. "You know that the seahorse is a clever creature. He has always been clever. He is hard to find in the water, where he hides all day long." Armando nodded.

◀ SPEAK IT

Read the shaded sentences.

Summarize why Armando was trying to carve well.

HOW AM I DOING?

Check the color to show how you are doing.



SPEAK IT

Read the shaded paragraph.
Fill in the chart to **summarize**
the shaded paragraph.

Who _____

What _____

When _____

Where _____

Why _____

“This was not always true,” his father continued. “Long ago, when the world began, the seahorse lived on land with the other animals. He walked upright, and he could speak, like all animals and people. One day, the seahorse did something that made the other animals angry. They chased him all around the island; he hid around these rocks, here.” His father **gestured** at the boulders around them. “But he could not escape them. Finally, he thought of a place where he could be safe. He took off his sandals and tucked them behind his waist, and he put his long hair up on top of his head, like this, and he ran into the sea, there.” His father gestured toward the beach in front of them. “This is how he escaped his enemies. He has been in the water ever since.”

Later that evening, as his family gathered around the fire, Armando stayed in the hut. He could hear his brother and sister chattering excitedly, but he wasn’t listening. He was the seahorse, fat and clever and proud. He was the seahorse, dodging the rocks that coyote and snake threw. He was the seahorse, **terrified** of being caught and **wincing** with pain where the rocks struck him.

He was the seahorse, hiding behind boulders and looking **longingly** at the sea, where the water stretched out flat and calm. He imagined how it must be for the seahorse now. Perhaps he is still too proud to admit he did something wrong, he thought.

And suddenly, Armando felt he understood the seahorse. He picked up his sculpture. He could see now what was wrong with it.

Armando scraped large chunks of wood from the sides of the seahorse where the rocks would have injured him, straightened his back, and **exaggerated** the arch of his neck. “The sandals,” he muttered. “Where would his sandals go?”

Armando felt along his own back and made the fin in the same place. He felt on top of his head, where his hair would go if it were wrapped in the **traditional** way, and carved the seahorse’s **coronet**. And then he sanded the seahorse until it was as smooth **as the sea on a calm day**.

“Armando?” His father stepped into the hut. Armando handed him the sculpture.

“Look, it’s finished,” he said. “What do you think?” Armando’s father ran his fingers down the side of the seahorse, touched its face with his thumb, turned it over, and traced the curl of its tail. It seemed to take a long time.

“I think Ernesto will not call this one a broom,” he said. Armando laughed out loud.

“And I think, when we get home, we will need to take another trip—to the desert—to gather your ironwood.”

CHECK YOUR UNDERSTANDING

Do you

try to picture the events?

summarize as you read?

TRY IT

Think about the story “How the Seahorse Came to Be, A Seri Indian Legend.” Circle the letter next to the best answer.

1. Which sentence below provides the best **summary** of the story?

- A. Armando learns how to be a better sculptor.
- B. The seahorse escapes its enemies.
- C. Armando’s father teaches him to be a better fisherman.
- D. Armando becomes the seahorse.

2. Read this **sentence** from the passage.

“He felt on top of his head, where his hair would go if it were wrapped in the traditional way, and carved the seahorse’s coronet.”

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

- A. Wrapped
- B. Would go
- C. Top of his head
- D. Traditional

3. Read these sentences from the passage.

“‘I think Ernesto will not call this one a broom,’ he said. Armando laughed out loud.

“‘And I think, when we get home, we will need to take another trip—to the desert—to gather your ironwood.’”

Which word best **summarizes** how Armando’s father feels?

- A. Sad
- B. Angry
- C. Thoughtful
- D. Proud

4. Which sentence is an example of a simile?

- A. The sea was as smooth as glass.
- B. Armando likes to carve seahorses.
- C. Armando learned what seahorses are like.
- D. The seahorse stood as straight as possible.

NOTEPAD

ORGANIZE IT

Fill in the **summary** chart below to **summarize** the details of the story.

Story Title: "How the Seahorse Came to Be, A Seri Indian Legend"

Who? (Main Characters)

Where and What did the character want to do? (Setting)
Armando was going on a camping trip to Tiburon Island with his family.

What happened and Why? (Plot)

TURN AND TALK

Share your email message with a partner. Speak in complete sentences.

EXIT TICKET

Imagine that you are Armando. Write an email message telling Ernesto how you learned to improve your ability to carve.

Hi!

I finally carved a great seahorse.

I can't wait for you to see it!

Armando

Lesson 4

WHAT I AM GOING TO LEARN

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

FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to understand the important information to include in a **summary**.

Amazing Sandcastles by Joan Winter

Snakes slither among scary skeletons. Knights on horseback ride out from tall, **turreted** castles. Clowns laugh, surrounded by fire-breathing dragons, mythical monsters, and beautiful, long-haired princesses. No, you're not surrounded by characters from a fantasy story. You're **strolling** through sand **sculptures**, crafted by master sand artists from around the world.



Building sandcastles is fun, and it's not just for kids. Every year, on lake and ocean beaches around the world, artists participate in international sand sculpting competitions. Known as Master **Sculptors**, these sand artists compete to create amazing works of art out of two **elements**—sand and water.

SUMMARIZE IN SOCIAL STUDIES

Social studies articles tell about interesting events. One way to **summarize** them is to answer the questions *who, what, when, where, why, and how*.

While reading an article, think about the answers to the questions above. Then use the answers to write a summary of the article.

GUIDED THINKING

HEAR IT

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

SPEAK IT

Read the shaded sentence. **Summarize** what Master Sculptors do.



SAND

dredged clear the bottom of a lake or river of mud, weeds, or garbage

silt super-fine sand, clay or dirt often found at the bottom of a lake or river

Grains of ocean sand are round, **like tiny marbles**, because the grains have been rolled smooth by wave action on the beach for centuries. Lake sand grains are sharp and **angular**. Lake sand is best for building tall sculptures. It is **dredged** from a lake bottom and often has **silt** mixed with it so it looks almost like mud.

Sand sculptures can be almost any size or shape. They can be castles, humans, animals, or anything the sculptor can imagine. They can tell a story. But how do these huge sculptures stay together? The answer is simple: with water. You can't make a sculpture with dry sand. In fact, each grain of sand must be in contact with tiny **droplets** of water.

Before beginning to build and carve, sculptors make a plan. Sometimes, they work from a drawing or a photograph. First, they level and wet the work area. Then they **compact** the sand by pounding it with their hands, feet, or a tool until it's packed hard and solid.

Lake sand sculptures can be built large by using wooden forms (just as you might use a plastic bucket at the beach). The artist stacks the forms up like a tall tower, filling each level with wet, packed sand before adding another form on top.

Once everything is ready, the artist carefully removes the top form and starts carving the sand. (Carving always starts at the top.) Using a variety of **implements**—fingers and hands, knives, spoons, brushes, drinking straws—the sand artist works. As the artist finishes one level, the wood forms are removed from the next level down.

► SPEAK IT

Summarize how water is used to make sand sculptures.

► SPEAK IT

Summarize how sculptors use wooden forms to build sand sculptures.

When the sculpture is finished, the artist sometimes sprays it with glue to protect it from wind. (Only **environmentally friendly** glue is used—and never on beach sculptures!) Rain is not a problem. In fact, it can help the sculpture stay together.

environmentally friendly does not harm nature



A sand sculpture artist at work on the beach.

Ocean beach sculptures can't be built as high, but they're just as much fun to build. Sculptors often build just below the high-tide line, where the sand is naturally wet. The artist draws an outline of the sculpture on the smoothed sand, then begins to add wet sand inside the line, pressing and patting it until it's smooth. Plastic spoons and forks, cups, and other kitchen tools are handy for carving or adding detail and **texture**.

How long does it take to build a sand sculpture? That depends. In international competitions, the sculpting is timed. Artists who work alone have more time than those who work with a partner or in a team. They are given a certain number of hours in which to complete their sculpture. Of course, if you're just having fun at the beach, you can take as long as you like!

CHECK YOUR UNDERSTANDING

Do you

- review the pictures to help you understand the ideas?
- summarize the details in each paragraph?

HOW AM I DOING?

Check the color to show how you are doing.



SPEAK IT

Read the shaded sentences.

Write a heading that **summarizes** the paragraph.

SPEAK IT

Underline the most important sentence in the last paragraph. Share with a partner.

TRY IT

Think about the story “Amazing Sandcastles.” Circle the letter next to the best answer.

1. Read this sentence from the passage.

“Using a variety of implements—fingers and hands, knives, spoons, brushes, drinking straws—the sand artist works.”

What is the meaning of implements?

- A. Kinds of tools
 - B. Types of sand
 - C. Kinds of sculptures
 - D. Types of artists
2. Which of the following is the best title for the story?

- A. Building Sandcastles
- B. How to Be an Artist
- C. Beaches Are Fun
- D. Be Environmentally Friendly

3. Read these sentences from the passage.

“First, they level and wet the work area. Then they compact the sand by pounding it with their hands, feet, or a tool until it’s packed hard and solid!”

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

- A. By pounding it
- B. Level and wet
- C. Packed hard and solid
- D. With their hands, feet, or a tool

4. Read these sentences from the passage.

“Lake sand sculptures can be built large by using wooden forms (just as you might use a plastic bucket at the beach). The artist stacks the forms up like a tall tower, filling each level with wet, packed sand before adding another form on top.”

Which comparison does the author use to describe the wooden forms?

- A. Like lake sand
- B. Like using a plastic bucket
- C. Like wet packed sand
- D. Like making a tall tower

NOTEPAD

ORGANIZE IT

Use information from the passage to compare and contrast lake and ocean sculptures.

Sand Sculptures

Using Lake Sand

Sand is sharp and angular.

Both

Sand sculptures are built with wet sand.

Using Ocean Sand

Sand is smooth and round.

EXIT TICKET

Write a short paragraph **summarizing** the things that are common to both types of sand sculptures.

TURN AND TALK

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

UNIT 2 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.

How the Seahorse Came to Be,
A Seri Indian Legend



What was Armando doing?

- A. He was dodging rocks that were being thrown at him.
 - B. He was telling a story from the seahorse's point of view.
 - C. He was imagining what it was like to be the seahorse.
 - D. He was being chased by his enemies.
2. What is the purpose of telling “How the Seahorse Came to Be, A Seri Indian Legend”?
- A. To tell a story
 - B. To give information
 - C. To provide directions
 - D. To teach a lesson
3. Read this sentence from “Amazing Sandcastles.”

“Known as Master Sculptors, these sand artists compete to create amazing works of art out of two elements—sand and water.”

Why does the author of “Amazing Sandcastles” use a dash?

- A. To indicate a change is coming
- B. To provide an example
- C. To give directions
- D. To compare two things

WRITE IT

Now read the directions below.

You have just read two passages about making sculptures. Imagine that you are learning to use clay to sculpt something. Write one paragraph providing details about the sculpture you will make and why you chose it. Use information from the passage 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.

Go On



Writing, continued

SAMPLE



UNIT 2 SUMMARIZE

Lesson 3

Real-World Goal for Students

Students will understand how to summarize a story by reading, speaking, listening, and writing.

How the Seahorse Came to Be, A Seri Indian Legend

by Merry Dankanich

AT-A-GLANCE

Literature Passage Summary

Armando's father uses a legend to help Armando understand how to become a better carver.

Vocabulary

- Tier 1 Words: bumpy, rock, afraid
- Tier 2 Words: rugged, boulder, terrified
- Like a broom [simile]
- Aside
- Beckoned
- Awaiting
- Memorized [suffixes -ize, -ed] [Spanish cognate – memorizar]
- Was Like a small, hollow stick [simile]
- Lost in thought [rhetorical meaning]
- Gestured [Spanish cognate – gesto]
- Wincing
- Longingly
- Exaggerated [Spanish cognate – exagerado]
- Traditional [Spanish cognate – tradicional]
- Coronet
- As the sea on a calm day [simile]

Text Features

- Title, Dialogue, Description

Special Features

- This passage includes a legend. It is told to teach a lesson.

Support for Entering and Emerging PLD Students

- Supply summary language frames using *who*, *what*, *when*, *where*, *why*, and *how* (the 5 W's and H).
- Review the elements of a legend.
- Segment the story into beginning, middle, and end. Have students summarize each segment. Point out that the legend is only part of the story. It is used to help the main character solve a problem.

Explicit Instruction



Listen

Summarize

- A summary gives the most important information about a topic. Most summaries are short, a few sentences at most. Writing a summary forces the writer to select only the most important story details.
- Summarizing a story is somewhat different from summarizing a work of nonfiction. However, all summaries should answer the 5 W's and H.

Before Reading

Activate Prior Knowledge



Speak

Ask students if they have ever seen a sculpture. Ask them to describe what they saw and what it was made from. If students are unfamiliar with sculptures, show pictures or a video of different types of sculptures. Tell students that many sculptures are made of natural materials such as wood, clay, and stone. Incorporate lesson vocabulary into your oral conversation as appropriate. Review the cognates.

Preview

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



Listen

Model Say to the students:

The title, "How the Seahorse Came to Be, A legend of the Seri Indians" means that the story is going to teach someone a lesson. The illustration of the boy on the opening page makes me think that maybe he is the one that learns a lesson. It looks like he is carving something. Maybe it's a seahorse.

As I skim the story, I find out that the main character is a boy named Armando. I also notice that he wants to be a carver like his father. I wonder if his father helps him. Since this is a legend, I wonder what lesson the boy learns. I want to read on to find out how this story turns out.



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 important events in the story. 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: bumpy – rugged, afraid – terrified, rock – boulder. Have students provide examples of each orally or as role play.
- Ask students to provide examples of the gesture “wincing.” [He was the seahorse, terrified of being caught and **wincing** with pain where the rocks struck him.]
- Explain what the writer meant by Armando being “lost in thought.” [He was so **lost in thought** that he hadn’t even heard his father approach.]
- Discuss the answers orally to the Guided Thinking questions, locating the important information from the passage to include in a summary.
- Discuss that writers use similes to offer vivid descriptions and to create interest. Similes use “like” and “as” to make comparisons. Have students locate both types of similes used the passage. [From those, he memorized the long shape, the straight back, the snout that **was like a small, hollow stick**, the fins that stuck out just so. And then he sanded the seahorse until it was as smooth **as the sea on a calm day.**]
- Review Check Your Understanding and How Am I Doing? self-assessments.

Understand Text Features



Listen

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

- **Title**—Explain that the title, “How the Seahorse Came to Be, A Siri Indian Legend,” helps readers understand the type of literature they will be reading.
- **Dialogue**—Explain that readers learn what the characters think and do from what the characters say. The writer sometimes tells readers explicitly what the characters’ thoughts and feelings are. Discuss how the writer uses dialogue in this passage.
- **Description**—Ask students to look for descriptive words and phrases that help readers to visualize what is happening. Ask students to tell you some words that the writer could have used in place of “chattering excitedly” and “terrified.” Talk about how using these replacement words would change the impact of the paragraph.
- **Legend**—Explain that the plot of a legend will include some action, suspense, or conflict. The characters face difficult challenges to overcome. Legends are often used to explain natural events and usually have a moral or teach a life lesson. Point out that the legend is only part of the story. It is used to help Armando learn to be a better carver.

Ask the following questions to emphasize the elements of the legend.

- *Which part of the story is a legend?* [The legend is about how the seahorse came to live in the sea.] *Who is the main character and what obstacle did he face?* [The seahorse is the main character. He had to escape his angry friends.]
- *How did the seahorse solve his problem?* [He escaped by hiding in the water.]
- *Why did Armando’s father tell him the legend?* [He wanted Armando to understand if he wanted to sculpt well, he needed to understand his subject. He needed to “. . . know the seahorse for himself.”]



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 summary chart. This chart will help students identify the most important information to include in a summary of the story.

Begin by explaining the format of the chart. Point out the story title at the top and the three question prompts in bold. Each contains one story element—characters, setting, or plot—and the appropriate questions from the 5 W's that will help identify the information for that story element.

Remind students to review their answers to the Guided Thinking questions to help them complete the chart. Allow Entering and Emerging PLD students to complete the summary chart using alternative ways such as drawing or role playing.

Exit Ticket



Write

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

Before students write their email message, have them review their answers in the summary chart from Organize It. Provide a language frame using *the 5 W's and H*.



Turn and
Talk

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

SUMMARIZE IN FICTION

A **summary** is a short description of the most important events in a story. It tells what happens. To summarize a story, readers need to think about the important story elements, such as **characters, plot, and setting**. Story elements help answer the questions **who, what, when, where, why, and how**.

Unit 2 SUMMARIZE

Lesson 3

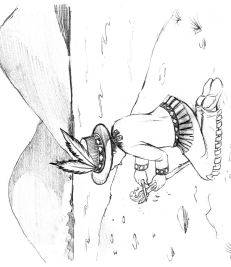
WHAT I AM GOING TO LEARN

I will learn how to summarize a story by reading, speaking, listening, and writing.

FOCUS ON LITERATURE

Use the shaded sentences and the Guided Thinking questions to summarize this story.

How the Seahorse Came to Be, A Seri Indian Legend by Merry Dankanich



GUIDED THINKING

▶ HEAR IT

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

▶ SPEAK IT

Summarize what Armando wanted to do.

Armando wanted to become a sculptor instead of a fisherman.

"Armando!" Ernesto came into the hut where Armando was sitting. "Hey! What are you making? A seahorse again? This one looks like a broom!"

Armando tossed his sculpture aside and stood up. His friend was right. The top of his seahorse did look like a broom. At least it could still be used for fire. "Ha, ha," he said. "What do you want?"

"I came to say goodbye," said Ernesto. "I hope you are better at catching fish than at making seahorses, or you will be hungry this summer!" He gave Armando a friendly push. "Why do you keep trying?"

Armando pushed him back. "Because I don't want to fish for a living like you!" he said. They both laughed.

"It's time to go, Armando," his father called. "Are you ready?"

"Yes, I'm coming!" He dropped his carving tools in a large pouch along with his sculpture and some extra wood and headed to his father's small fishing boat, waving back at Ernesto as he ran. They were going camping on Tiburon Island.

Armando took turns paddling with his father and sister; Maria, while his mother held their little brother on her lap. In front of them, the mountains of Tiburon Island beckoned. Behind them, saguaro cactus stood tall and silent, awaiting their return. A hot breeze burned Armando's cheeks and blew small waves against the boat, shaking it gently. Most summers, Armando looked forward to this trip. The island was beautiful in its own rugged way, and quiet.

"Look, over there! That's where the sea turtles live!" Maria said, pointing to a spot in the water a few yards away. "Right?" Their father nodded approvingly at her before glancing at Armando, who had not spoken since they left shore.

"Armando, where is your voice today?" he said.

"Nowhere," Armando answered. "Just thinking."

Armando was thinking about his seahorse. He had been working on it for months and was eager to make a real sculpture with ironwood, like his father. He'd never seen a live seahorse. Some of the villagers had dried seahorses on their fishing boats for good luck. From those, he memorized the long shape, the straight back, the snout that was like a small, hollow stick, the fins that stuck out just so. How do I capture that in a piece of wood? He sighed. Until he was able to carve it well, he would be stuck using firewood.



The next morning, Armando took his pouch of carving tools and climbed up a large boulder not far from camp. He took out his sculpture for the thousandth time and looked at it. The mouth was right on this one, and even the tail wasn't bad. The rest of its body looked more like a bird than a seahorse. Maybe I should start over. Again.

"Come, walk with me, son," Armando jumped. He was so lost in thought that he hadn't even heard his father approach.

"Alright. My seahorse is not getting any better up here." Armando slid down from the rock and landed on the soft sand of the beach. "Will you teach me how to carve it?"

His father smiled. "I can teach you," he said. "But you will not succeed until you know the seahorse for yourself. Have I told you how the seahorse came to be?"

Armando's father took him by the arm and guided him along the beach. "You know that the seahorse is a clever creature. He has always been clever. He is hard to find in the water, where he hides all day long." Armando nodded.

◀ SPEAK IT

Read the shaded sentences.

Summarize why Armando was trying to carve well.

He wanted to make a

real sculpture out of

ironwood like his father.

HOW AM I DOING?

Check the color to show how you are doing.



► **SPEAK IT**

Read the shaded paragraph. Fill in the chart to **summarize** the shaded paragraph.

Who	the seahorse
What	escaped his enemies
When	after he angered them
Where	He ran to the sea.
Why	The sea was a safe place.

► **CHECK YOUR UNDERSTANDING**

- Do you
- try to picture the events?
 - summarize as you read?

"This was not always true," his father continued. "Long ago, when the world began, the seahorse lived on land with the other animals. He walked upright, and he could speak, like all animals and people. One day, the seahorse did something that made the other animals angry. They chased him all around the island; he hid around these rocks, here." His father **gestured** at the boulders around them. "But he could not escape them. Finally, he thought of a place where he could be safe. He took off his sandals and tucked them behind his waist, and he put his long hair up on top of his head, like this, and he ran into the sea, there." His father gestured toward the beach in front of them. "This is how he escaped his enemies. He has been in the water ever since."

Later that evening, as his family gathered around the fire, Armando stayed in the hut. He could hear his brother and sister chattering excitedly, but he wasn't listening. He was the seahorse, fat and clever and proud. He was the seahorse, dodging the rocks that coyote and snake threw. He was the seahorse, **terrified** of being caught and **wincing** with pain where the rocks struck him.

He was the seahorse, hiding behind boulders and looking **longingly** at the sea, where the water stretched out flat and calm. He imagined how it must be for the seahorse now. Perhaps he is still too proud to admit he did something wrong, he thought.

And suddenly, Armando felt he understood the seahorse. He picked up his sculpture. He could see now what was wrong with it.

Armando scraped large chunks of wood from the sides of the seahorse where the rocks would have injured him, straightened his back, and **exaggerated** the arch of his neck. "The sandals," he muttered. "Where would his sandals go?"

Armando felt along his own back and made the fin in the same place. He felt on top of his head, where his hair would go if it were **wrapped** in the **traditional** way, and carved the seahorse's **coronet**. And then he sanded the seahorse until it was as smooth **as the sea on a calm day**.

"Armando?" His father stepped into the hut. Armando handed him the sculpture.

"Look, it's finished," he said. "What do you think?" Armando's father ran his fingers down the **side** of the seahorse, touched its face with his thumb, turned it over, and traced the curl of its tail. It seemed to take a long time.

"I think Ernesto will not call this one a broom," he said. Armando laughed out loud.

"And I think, when we get home, we will need to take another trip—to the desert—to gather your ironwood."

NOTEPAD

TRY IT

Think about the story "How the Seahorse Came to Be, A Seri-Indian Legend." Circle the letter next to the best answer.

- Which sentence below provides the best **summary** of the story?
 - A. Armando learns how to be a better sculptor.
 - B. The seahorse escapes its enemies.
 - C. Armando's father teaches him to be a better fisherman.
 - D. Armando becomes the seahorse.
- Read this sentence from the passage.

"He felt on top of his head, where his hair would go if it were wrapped in the traditional way, and carved the seahorse's coronet."

 Which word or phrase helps you to understand the meaning of coronet?
 - A. Wrapped
 - B. Would go
 - C. Top of his head
 - D. Traditional
- Read these sentences from the passage.

"I think Ernesto will not call this one a broom," he said. Armando laughed out loud.

"And I think, when we get home, we will need to take another trip—to the desert—to gather your ironwood!"

 Which word best **summarizes** how Armando's father feels?
 - A. Sad
 - B. Angry
 - C. Thoughtful
 - D. Proud
- Which sentence is an example of a simile?
 - A. The sea was as smooth as glass.
 - B. Armando likes to carve seahorses.
 - C. Armando learned what seahorses are like.
 - D. The seahorse stood as straight as possible.

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Notes

ORGANIZE IT

Fill in the **summary** chart below to **summarize** the details of the story.

Story Title: "How the Seahorse Came to Be, A Sen Indian Legend"

Who? (Main Characters)

Armando and his father

Where and What did the character want to do? (Setting)

Armando was going on a camping trip to Tiburon Island with his family. Armando was trying to carve a seahorse.

What happened and Why? (Plot)

Armando's father told him the legend of "How the Seahorse Came to Be." The story helped him understand what the seahorse was like.

▶ TURN AND TALK

Share your email message with a partner. Speak in complete sentences.

EXIT TICKET

Imagine that you are Armando. Write an email message telling Ernesto how you learned to improve your ability to carve.

Hi!

I finally carved a great seahorse.

Possible response: While I was camping, my father told me a story that got me thinking about how a seahorse came to live in the sea. I realized that if I wanted to carve something that looked real, I had to understand what it was really like...

I can't wait for you to see it!

Armando

Lesson 4

Real-World Goal for Students

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

Amazing Sandcastles **AT-A-GLANCE**

Informational Passage Summary

This article tells about artists who compete to build sandcastles. It provides information about using lake and ocean sand.

Vocabulary

- Tier 1 Words: walking, tools
- Tier 2 Word: strolling, implements
- Turret [suffix -ed] [Spanish cognate – torreón]
- Sculpt [suffixes -ing, -ed, -ors, -ures] [Spanish cognate – esculpir]
- Elements [Spanish cognate – element]
- Like tiny marbles [simile]
- Angular [Spanish cognate – angular]
- Dredged*
- Silt*
- Droplets
- Compact [Spanish cognate – compacto]
- Environmentally friendly*
- Texture

Text Features

- Title, Specialized vocabulary, Illustrations

Special Features

- This article compares the similarities and differences between using lake and ocean sand to make sandcastles.

Support for Entering and Emerging PLD Students

- Supply summary language frames using *who*, *what*, *when*, *where*, *why*, and *how* (the 5 W's and H).
- Emphasize illustrations during passage preview, allowing students to explore commonality of their language to English. Use language frames such as, *I think this is _____*, or *I see _____*.
- Segment the article into smaller sections. Have students summarize each section.

*Tier 3 Specialized Vocabulary

Explicit Instruction



Listen

Summarize

- Explain that a summary tells the most important information from an article and should only be a few sentences long.
- Point out that informational writing is packed with facts so it may be best to summarize the article section by section. The most important questions to consider are *what*, *why*, and *how*.
- Tell students that active readers often underline important ideas as they read. However, they should be selective and underline only the most important ideas that they can use after reading. After reading the passage through the first time, reread the first paragraph on each page. Have students underline the most important information in each. Share and discuss responses.

Before Reading



Speak

Activate Prior Knowledge

Ask students if they have ever built a sandcastle at the beach. Encourage students to tell how they made them. If students are not familiar with sandcastles, show pictures or a video of what sandcastles look like. Incorporate lesson vocabulary appropriately into your oral conversation. Review cognates.

Preview

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



Listen

Model Say to the students:

The title, "Amazing Sandcastles," makes me wonder what kind of sandcastles are amazing. The picture on page 1 reminds me of a time when my sister and I built a castle at the beach. We used pails filled with wet sand to keep our castle together. It was fun, but it was not amazing.

On the next two pages, I can see some pictures of sand sculpture that are really amazing. I hope this article tells me how these were made. I am looking forward to reading this.



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. Tell them to pay attention to the important information that answer *what*, *why*, and *how*.



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: walking – strolling, tools – implements. Have students provide examples of each orally or as role play.
- Discuss the meaning of environmentally friendly. [Only environmentally friendly glue is used – and never on beach sculptures!]
- Ask students to think about the word “sculpt” and how adding different suffixes –ing, –ed, –ors, and –ures changes its part of speech.
- Point out examples in the passage where the writer uses dashes to provide explanations.
- Discuss the answers orally to the Guided Thinking questions, locating the words and phrases that identify the 5 *W*'s and *H*. Remind them not every summary will include them all.
- 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 them that they should pay attention to text features as they read because the features can help them understand what they are reading. Point out the following features of a social studies passage.

- Title—Discuss how the title of an article is sometimes catchy to lure readers in and get them to read the article.
- Specialized vocabulary—Discuss the specific terms in the article: dredged, silt, and environmentally friendly.
- Illustrations—Discuss how the illustrations help clarify meaning. Talk about how the caption on the last page provides additional information. [Sandcastle Artist competing in the 27th Annual Coney Island Sand Sculpting Contest, Brooklyn, New York]



Read on
Your Own

Read the Passage on Your Own

Direct Developing, Expanding, Bridging, and Reaching PLD students to reread the passage. Remind them to pay attention to the details that support the main idea using the 5 *W*'s and *H*. Direct them to write answers to the Guided Thinking questions.

After Reading

Try It



Speak

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

Organize It



Speak

Have students follow along as you read aloud the directions and examine the graphic organizer. This graphic organizer is a Venn diagram that will help students compare and contrast the two kinds of sand that are mentioned in the article.

Begin by helping students notice the organization of the diagram. Point out the title, “Sand Sculptures,” and three headings: “Using Lake Sand,” “Both,” and “Using Ocean Sand.” Explain to students that they will list the special features of each type of sand in the correct section. The center section, where the circles overlap, is for features that are common to both kinds of sand.

The first feature in each column is already completed. Encourage students to scan the article and their *Guided Thinking* responses before they begin their diagrams. To avoid confusion, have students locate and color-code important information in the article using one color for lake sand and another for ocean sand. Alternatively, they may underline information for one type of sand, while circling information for the other.

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

Exit Ticket



Write

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

Tell students to use the information from the middle column, “Both” of the Venn Diagram in Organize It to help them write their summaries. Encourage students to organize their writing using the 5 *W*’s and *H*. Explain that often a summary does not need to include all of them.

Scaffold responses with a language frame such as,

Who _____.

What _____.

Why _____.

How _____.



Turn and
Talk

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

Notes

Lesson 4

WHAT I AM GOING TO LEARN

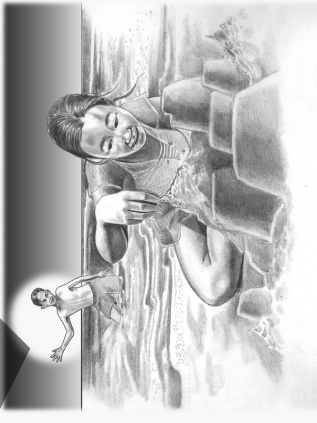
I will learn how to summarize an informational text by reading, speaking, listening, and writing.

FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to understand the important information to include in a **summary**.

Amazing Sandcastles by Joan Winter

Snakes slither among scary skeletons. Knights on horseback ride out from tall, **turreted** castles. Clowns laugh, surrounded by fire-breathing dragons, mythical monsters, and beautiful, long-haired princesses. No, you're not surrounded by characters from a fantasy story. You're **stroiling** through sand **sculptures**, crafted by master sand artists from around the world.



Building sandcastles is fun, and it's not just for kids. Every year, on lake and ocean beaches around the world, artists participate in international sand sculpting competitions. Known as Master **Sculptors**, these sand artists compete to create amazing works of art out of two **elements**—sand and water.

SUMMARIZE IN SOCIAL STUDIES

Social studies articles tell about interesting events. One way to **summarize** them is to answer the questions **who, what, when, where, why, and how**.

While reading an article, think about the answers to the questions above. Then use the answers to write a summary of the article.

GUIDED THINKING

HEAR IT

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

SPEAK IT

Read the shaded sentence.

Summarize what Master Sculptors do.

Master Sculptors create amazing works of art out of sand and water.

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Unit 2 | Summarize | masteryeducation.com [19]



dredged clear the bottom of a lake or river of mud, weeds, or garbage
silt super-fine sand, clay or dirt often found at the bottom of a lake or river

► **SPEAK IT**

Summarize how water is used to make sand sculptures.

Water keeps the sand together.

► **SPEAK IT**

Summarize how sculptors use wooden forms to build sand sculptures.

Sculptors use wooden forms to stack wet sand into towers.

When the sculpture is finished, the artist sometimes sprays it with glue to protect it from wind. (Only environmentally friendly glue is used—and never on beach sculptures!) Rain is not a problem. In fact, it can help the sculpture stay together.



A sand sculpture artist at work on the beach.

Ocean beach sculptures can't be built as high, but they're just as much fun to build. Sculptors often build just below the high-tide line, where the sand is naturally wet. The artist draws an outline of the sculpture on the smoothed sand, then begins to add wet sand inside the line, pressing and patting it until it's smooth. Plastic spoons and forks, cups, and other kitchen tools are handy for carving or adding detail and **texture**.

How long does it take to build a sand sculpture? That depends. In international competitions, the sculpting is timed. Artists who work alone have more time than those who work with a partner or in a team. They are given a certain number of hours in which to complete their sculpture. Of course, if you're just having fun at the beach, you can take as long as you like.

environmentally friendly does not harm nature

◄ **CHECK YOUR UNDERSTANDING**

Do you

- review the pictures to help you understand the ideas?
- summarize the details in each paragraph?

HOW AM I DOING?

Check the color to show how you are doing.



◄ **SPEAK IT**

Read the shaded sentences.

Write a heading that **summarizes** the paragraph.

Building Sculptures with

Ocean Beach Sand

◄ **SPEAK IT**

Underline the most important sentence in the last paragraph. Share with a partner.

NOTEPAD

TRY IT

Think about the story "Amazing Sandcastles." Circle the letter next to the best answer.

1. Read this sentence from the passage.
"Using a variety of implements—fingers and hands, knives, spoons, brushes, drinking straws—the sand artist works."
What is the meaning of implements?
 A. Kinds of tools
 B. Types of sand
 C. Kinds of sculptures
 D. Types of artists
2. Which of the following is the best title for the story?
 A. Building Sandcastles
 B. How to Be an Artist
 C. Beaches Are Fun
 D. Be Environmentally Friendly

3. Read these sentences from the passage.
"First, they level and wet the work area. Then they compact the sand by pounding it with their hands, feet, or a tool until it's packed hard and solid."
Which word or phrase helps you to understand the meaning of compact?

- A. By pounding it
- B. Level and wet
- C. Packed hard and solid
- D. With their hands, feet, or a tool

NOTEPAD

4. Read these sentences from the passage.

"Lake sand sculptures can be built large by using wooden forms (just as you might use a plastic bucket at the beach). The artist stacks the forms up like a tall tower, filling each level with wet, packed sand before adding another form on top."

Which comparison does the author use to describe the wooden forms?

- A. Like lake sand
- B. Like using a plastic bucket
- C. Like wet packed sand
- D. Like making a tall tower

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Notes

ORGANIZE IT

Use information from the passage to compare and contrast lake and ocean sculptures.

Using Lake Sand	Both	Using Ocean Sand
Sand is sharp and angular.	Sand sculptures are built with wet sand.	Sand is smooth and round.
Sand contains silt.	Artists start with smooth, compact sand.	Sculptures are built below the high-tide line.
Artists use forms to build a tower.	Sculptures can be a variety of shapes.	Artists start by drawing an outline in the sand.
Artists start carving at the top.	Carving tools are common kitchen items.	Sculptures are built from the bottom.

EXIT TICKET

Write a short paragraph summarizing the things that are common to both types of sand sculptures.

Possible response: Sand sculptures are amazing. The artists start by compacting and smoothing wet sand. Then they carve the sand into the shape using tools like spoons, forks, cups and straws. The sculptures are a variety of shapes and sizes.

TURN AND TALK

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

Review It

Before assigning the Unit 2 Review, briefly review both passages in Unit 2. Tell students they will be looking for words, phrases, and sentences that help them to summarize.

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 was Armando doing?”

Then circle the correct answer to Question 1.

Now listen carefully. The title of the passage is “How the Seahorse Came to Be, A Seri Indian Legend.”

“He was the seahorse, fat and clever and proud. He was the seahorse, dodging the rocks that coyote and snake threw. He was the seahorse, terrified of being caught and wincing with pain where the rocks struck him.”

Pause for about 5 seconds.

Look at Question 1.

What was Armando doing?

- A. *He was dodging rocks that were being thrown at him.*
- B. *He was telling a story from the seahorse’s point of view.*
- C. *He was imagining what it was like to be the seahorse.*
- D. *He was being chased by his enemies.*

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 sculptures. Imagine that you are learning to use clay to sculpt something. Write one paragraph providing details about the sculpture you will make and why you chose it. Use information from the passage and your own ideas to support your answer.



Write

Writer's Checklist

Checklist

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

Support Entering and Emerging PLD students with a language frame such as,
*I would like to make a sculpture of a _____ because _____. It will be/have
 _____ and _____. I will try to _____.*

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

Writing Rubric

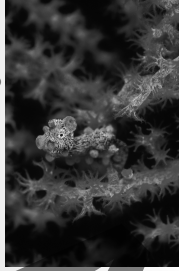
4	Writing has a clear main idea; contains Tier 1 and many Tier 2 and/or Tier 3 words and phrases; has many sufficiently detailed descriptions; includes supported and connected ideas; contains minimal or no errors in conventions; meaning is clear.
3	Writing has a main idea; contains Tier 1 and some Tier 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 2 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, "How the Seahorse Came to Be, A Seri Indian Legend"



- What was Armando doing?
- A. He was dodging rocks that were being thrown at him.
 - B. He was telling a story from the seahorse's point of view.
 - C. He was imagining what it was like to be the seahorse.
 - D. He was being chased by his enemies.
2. What is the purpose of telling "How the Seahorse Came to Be, A Seri Indian Legend"?

- A. To tell a story
- B. To give information
- C. To provide directions
- D. To teach a lesson

3. Read this sentence from "Amazing Sandcastles":

"Known as Master Sculptors, these sand artists compete to create amazing works of art out of two elements—sand and water."

Why does the author of "Amazing Sandcastles" use a dash?

- A. To indicate a change is coming
- B. To provide an example
- C. To give directions
- D. To compare two things

Copying is prohibited.

WRITE IT

Now read the directions below.

You have just read two passages about making sculptures. Imagine that you are learning to use clay to sculpt something. Write one paragraph providing details about the sculpture you will make and why you chose it. Use information from the passage 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.

Writing area with horizontal lines and a "Go On" arrow pointing right.

Writing, continued

Writing area with horizontal lines.

