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Language Power Grades 3–5, Level C

This sample includes the following:

Management Guide (10 pages)

Sample Text Card

Sample Lesson Plan (7 pages)

Sample Student Guided Practice Book pages (4 pages)

Sample Digital Pages (4 pages)

Sample Unit Assessment (6 pages)

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LANGUAGE POWER

Management Guide

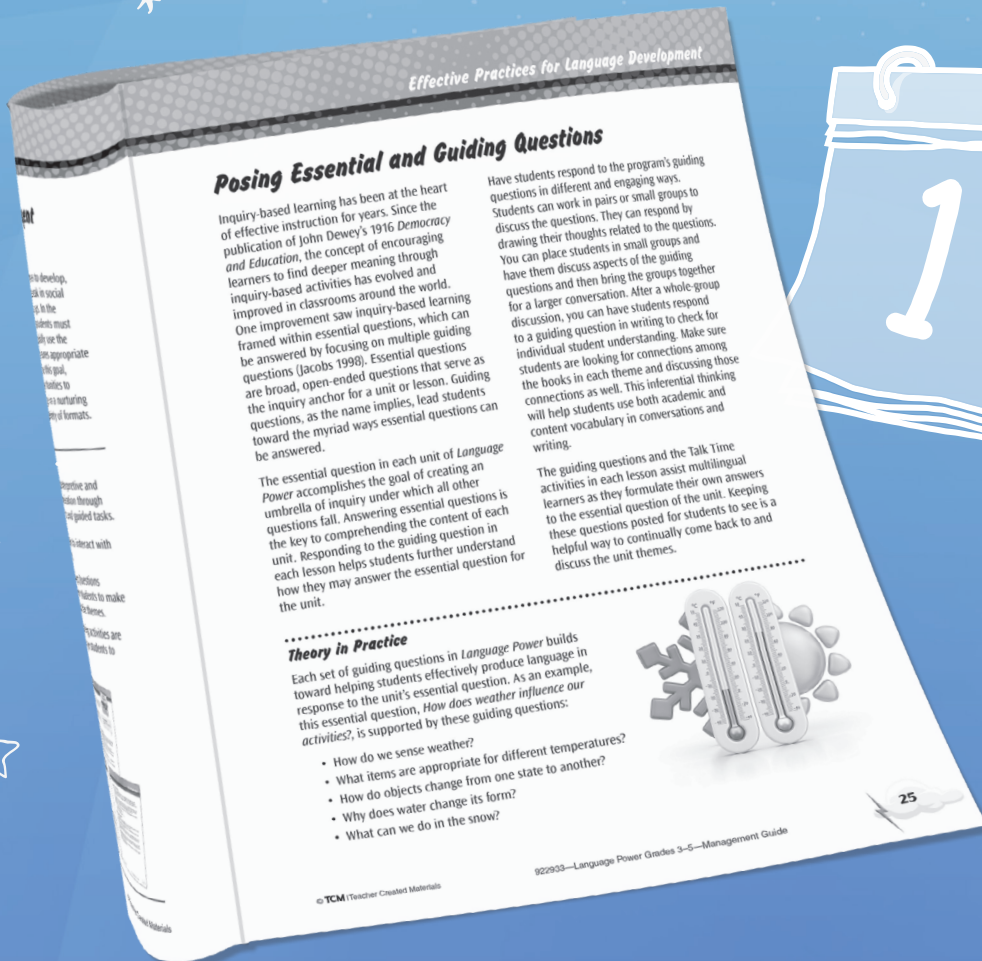
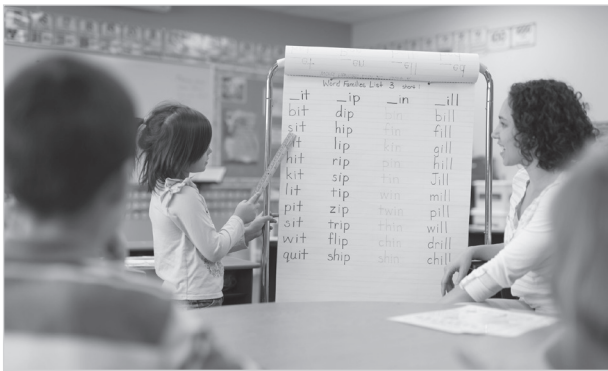


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Integrating the Four Language Domains

Language development is a complex process—one that requires students to develop language in four domains: listening, speaking, reading, and writing. And for students to become proficient in a language, these skills cannot be discreetly learned. The WIDA ELD Standards Framework Language Expectations (2020) incorporate the four language domains in a broader framework consisting of two modes of communication: interpretive and expressive. The interpretive mode includes listening, reading, and viewing. The expressive mode includes speaking, writing, and representing.



Through the act of listening, students work to understand and interpret what is heard, whether in a social conversation or an academic setting. In both settings, students observe body language and other clues that add context to the language. For example, when a teacher explains the life cycle of a plant, they may point to a graphic representation, which provides context for students to understand the language. Students need many opportunities, rich with verbal and nonverbal language, to learn and practice these active listening skills.



As language continues to develop, students begin to speak in social and academic settings. In academic contexts, students must learn to accurately and successfully use the vocabulary and language structures appropriate for all content areas. To achieve this goal, students need consistent opportunities to experiment with new language in a nurturing environment and in a wide variety of formats.

Theory in Practice

Language Power builds both interpretive and expressive modes of communication through varied instructional materials and guided tasks.

- Talk Time allows students to interact with peers during the lesson.
- The essential and guiding questions provide opportunities for students to make connections and discuss the themes.
- The Speaking and Listening activities are interactive and encourage students to produce language or represent it in creative ways.

During Reading

1. **Talk Time:** Read the text *Wild Animals* to students, pausing to clarify and check for understanding. Discuss sorting with students, and write *size*, *color*, *legs*, and *speed* on the board as you encounter those categories in the text.

How can we sort animals? W

Essential Question

What do animals teach us?

Talk About It!

How can we show kindness to animals?

Speaking and Listening

1. Show students an image of wild animals, or point out a wild animal toward the end of the reader. Ask students to point to four or five wild animals they want to know the names of. Describe one characteristic of each animal they mention. "This is a cheetah. Cheetahs are fast runners."
2. Write *Wild Animals* in the center of a word web for all to see. In smaller circles off of the center, write the names of the wild animals. Write one or two characteristics for each animal, using complete sentences. Have students repeat the names and sentences after you.
3. Have partners discuss which animals are their favorites, using the following sentence frames:

My favorite wild animals are _____.

I like them because they are _____.

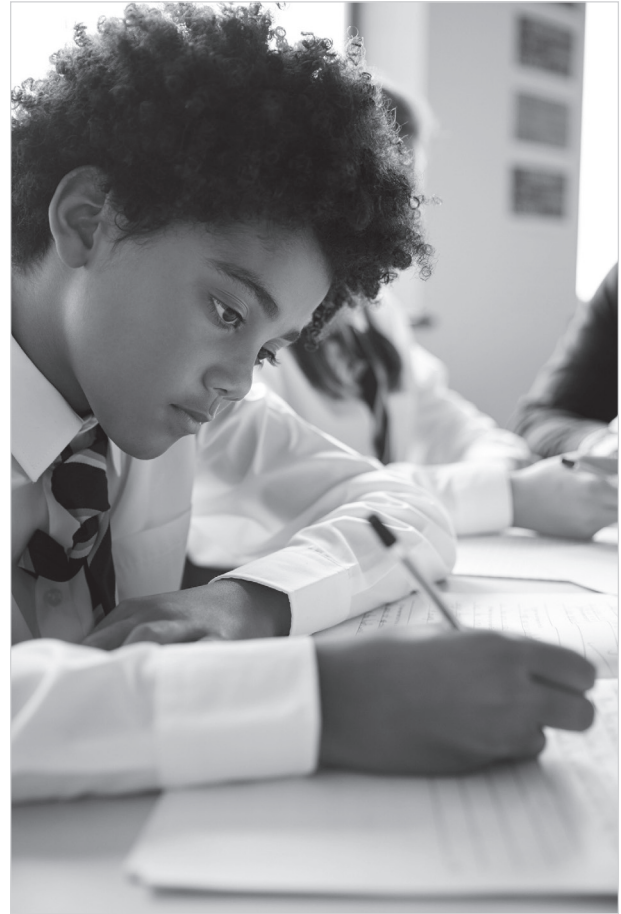
I like them because they have _____.



For students to become fluent readers, they must move beyond decoding to understand and interpret a range of texts. With this goal in mind, students need access to texts and purposeful instruction on an assortment of topics and genres across all content areas. Students should be encouraged to read a text multiple times and to interact with a wide variety of language structures. And instructional sequences should provide guided practice of reading strategies and skills.



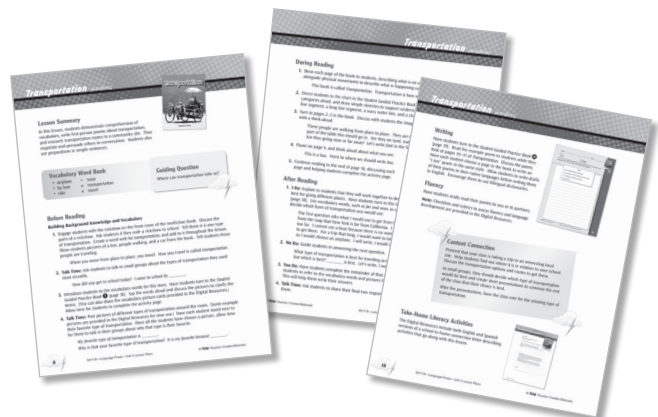
Writing skills must be developed for diverse purposes (e.g., to inform, to persuade, to entertain), for a variety of audiences and a range of forms. Students should be allowed to write about topics they find relevant and engaging. Of benefit are sentence starters, paragraph frames, and graphic organizers to plan and organize their writing, as well as modeled instruction in revising and editing their written work (Kongsvik 2016). Students need thoughtful support to intertwine these elements to become proficient writers.



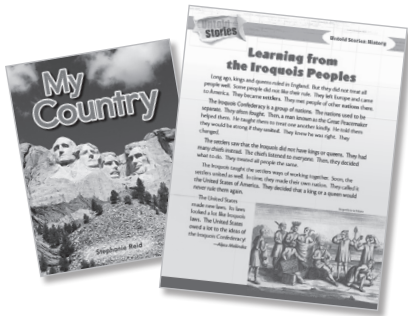
Theory in Practice

Language Power builds both interpretive and expressive modes of communication through varied instructional materials and guided tasks.

- The Before, During, and After Reading sections focus on important reading comprehension skills. Visual literacy is a big part of *Language Power* texts and lessons.
- The Writing activity provides opportunities for students to write for different purposes and share and display their work in creative ways.

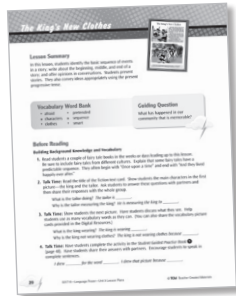


What's Included?



Themed Text Sets

The themed text sets include both books and text cards. There are 30 texts total.



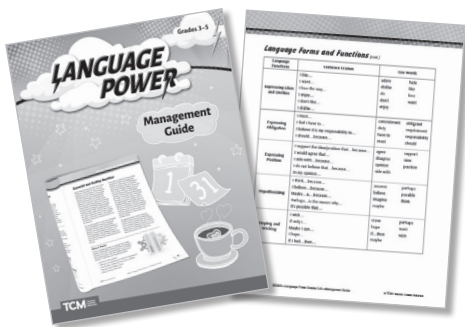
Lesson Plans

The lesson plans are provided in unit booklets to make thematic planning convenient and easy for teachers.



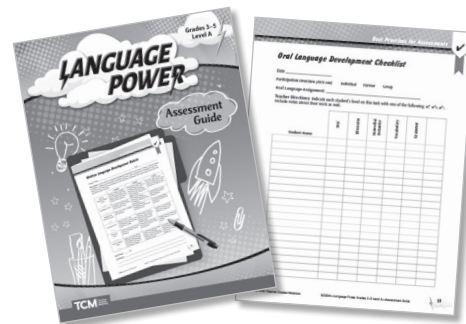
Student Guided Practice Book

Student activity pages help students interact with and produce language related to the thematic units.



Management Guide

This book provides important information about planning and the research base for the program.



Assessment Guide

Important information, checklists, rubrics, and teacher directions for the assessments are provided in this book.

Digital Resources

All components of the program are provided digitally along with read-along ebooks. Students can use the digital tools to navigate the ebooks independently. The interactive features can be used to increase rigor and support students in extending their own knowledge. Videos and audio recordings allow students to approach texts through different modalities.



Planning

Pacing Plans

The following pacing plans show two options for using this resource. Customize these according to your students' needs or the time you have available to work with students.

Five-Day Plan

Instructional Time: 30 weeks, 5 days per week, 30 minutes per day

Notes: *Student Guided Practice Book* activities can be incorporated into instructional time or completed for independent practice. Adjust time spent on Before, During, and After Reading activities to accommodate text complexity and student needs.

Day 1	<ul style="list-style-type: none"> • Complete Before Reading activity • Begin During Reading activity
Day 2	<ul style="list-style-type: none"> • Finish During Reading activity • Complete After Reading activity
Day 3	<ul style="list-style-type: none"> • Complete Writing activity • Complete Fluency activity
Day 4	<ul style="list-style-type: none"> • Complete Content Connection activity • Begin Speaking and Listening activity
Day 5	<ul style="list-style-type: none"> • Finish Speaking and Listening activity • Complete Language Development activity

Three-Day Plan

Instructional Time: 30 weeks, 3 days per week, 45–60 minutes per day

Notes: Adjust the instructional time for each book, focusing more or less time on skills to meet the needs of students. Extend learning activities where most meaningful and/or have students complete assignments for independent practice.

Day 1	<ul style="list-style-type: none"> • Complete Before Reading activity • Complete During Reading activity
Day 2	<ul style="list-style-type: none"> • Complete After Reading activity • Complete Writing activity
Day 3	<ul style="list-style-type: none"> • Complete Speaking and Listening activity • Complete Language Development activity

Planning (cont.)

Program Scope and Sequence

READING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Analyze author’s craft and purpose.		X	X	X	X	X	X	X	X
Apply word analysis skills to decode.	X	X	X						
Ask and answer questions about a text.	X	X	X	X	X	X	X	X	X
Demonstrate understanding of vocabulary.	X	X	X	X	X	X	X	X	X
Determine the main idea and supporting details of a text.	X	X	X	X	X	X	X	X	X
Making connections within and across texts.	X	X	X	X	X	X	X	X	X
Retell and/or summarize a text.	X	X	X	X	X	X	X	X	X
Understand narrative story features.	X	X	X	X	X	X	X	X	X
Understand text structure.		X	X	X	X	X	X	X	
Use text features.	X	X	X	X	X	X	X	X	X
Use textual evidence to support opinions about a text.	X	X	X	X	X	X	X	X	X

Program Scope and Sequence *(cont.)*

WRITING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Explain and describe ideas about a topic.	X	X	X	X	X				
Produce clear and coherent writing.							X	X	X
Summarize and paraphrase information in texts.			X	X	X	X			
Use precise vocabulary to convey key ideas in writing.	X	X	X	X	X	X			
Write a narrative.	X	X	X	X	X	X	X	X	X
Write for different purposes.	X	X	X	X	X	X			
Write informational text.		X	X	X	X	X	X	X	X
Write opinions with supporting reasons.	X	X	X	X	X	X	X	X	X

Planning *(cont.)*

Program Scope and Sequence *(cont.)*

SPEAKING AND LISTENING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Demonstrate active listening.	X	X	X	X	X	X	X	X	X
Describe language used to present an idea.	X	X	X	X	X	X	X	X	X
Distinguish how different words affect an audience.	X	X	X	X	X	X	X	X	X
Express ideas clearly, and support ideas.	X	X	X	X	X	X	X	X	X
Plan and deliver oral presentations.	X	X	X	X	X	X	X	X	X
Retell texts and recount experiences.	X	X	X						
Use general academic and domain-specific words appropriately.	X	X	X	X	X	X	X	X	X
Use language to persuade.	X	X	X	X	X	X	X	X	X

Program Scope and Sequence *(cont.)*

LANGUAGE DEVELOPMENT									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Demonstrate understanding of parts of speech.	X	X	X	X	X	X	X	X	X
Connect and combine ideas (discourse).	X	X	X	X	X	X	X	X	X
Use connecting words and phrases.	X	X	X	X	X	X	X	X	X
Use morphology to determine the meanings of words.	X	X	X	X	X	X	X	X	X
Use verbs or verb tenses to convey ideas appropriately.	X	X	X	X	X	X	X	X	X

Note: The Grades 3–5 standards correlations are available in the Digital Resources. These charts include specific grade-level standards and the lessons that meet the standards within the three language proficiency levels. See page 64 for more information.

The Tortoise and the Hare

One day, the **hare** began to make fun of his neighbor, the **tortoise**.

“Your feet are so small,” he laughed. “You’re so slow, even the snails pass you.”

The tortoise looked at the hare. “You may be fast,” the tortoise said, “but I can beat you in a race.”

The hare laughed. “You, beat me? Impossible!”

The tortoise **insisted** he could win. The hare, still laughing, said, “Okay, let’s have a race. The fox can choose the racecourse.”

On the morning of the race, the tortoise and the hare stood at the starting line. The other animals looked on as the fox said, “On your mark, get set, go!”

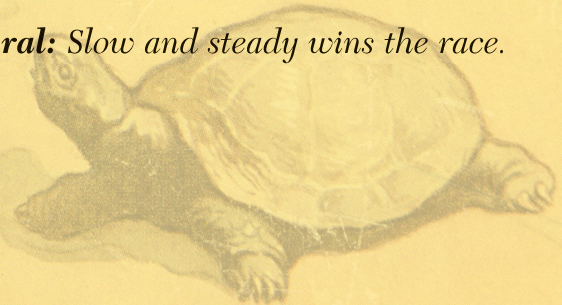
The hare laughed loudly. “See you later!” he said to the tortoise. Then he took off running at full speed. The hare was so fast he was quickly out of sight. Meanwhile, the tortoise began **plodding** along slowly, one foot in front of the other.

The hare ran along, and soon he was almost at the finish line. He looked back down the course and there was no sign of the tortoise. “He’s so slow,” the hare thought. “I’ll just lie down here and rest for a while since I’ve got some extra time. That tortoise will never be able to catch up to me.”

So the hare lay down to rest, and without meaning to, fell fast asleep. He was still sleeping soundly when the tortoise came plodding by. The tortoise never stopped crawling as he inched step by step **steadily** toward the goal.

When the hare finally woke up, he looked down the racecourse. There was the tortoise, about to step across the finish line! The hare leaped up in surprise and **dashed** for the finish, but it was no use. The tortoise crossed the line and won the race!

Moral: *Slow and steady wins the race.*



Words to Know

dashed hare insisted
moral plodding steadily
tortoise

Reader's Response

- 1 Which character are you more like? Explain your answer.
- 2 Think of another moral for this story. How does your moral fit?

Writer's Response

- 1 Why does Aesop use a hare, a tortoise, and a fox as the characters in this fable? What other animals could he have used for his characters?
- 2 What clues does the author give about the personality of the hare? What clues does he give about the personality of the tortoise?

Be the Writer

Imagine you have a friend who has no patience. She always rushes through her homework to move on to things that are more fun. But her grades have not been so good. Now her mom says she must spend an extra hour studying every day. Write a letter to your friend explaining this fable and explaining how it relates to her.

From the Writer

Sticking a moral onto the end of a story doesn't make it a fable. Fables are meant to be so clear that the reader would know the moral even if the writer didn't write it. This means the writer needs to be very focused on the moral. The writer must have the story build up to it.

Character development and lots of details make for a good story. But the writers of fables want to avoid using these too much. They can distract the reader from the main point. In *The Tortoise and the Hare*, the author could have told more about the hare's daily exercises. The author could have added details about the route of the race. But the story is about the value of taking your time and doing things right. So the author focused on what to do—keep going, like the tortoise. The author also focused on what not to do—be lazy, like the hare. This helps to get the moral of the story across. Notice that there is still rising action in the challenge to race. There is a climax in the race itself. Last, there is resolution when the tortoise wins. All parts of the plot are aimed at teaching the lesson.

Keep your moral in mind as you write a fable. When you are planning your fable, ask yourself, "Does this help get my point across? Will it be distracting?" These questions will help you weed out details that could clutter your fable.

LANGUAGE POWER

Grades 3-5
Level C

Unit 1

Animals

- *Animal Investigations*
- *Amazing Animals: Sharks*
- *Wildlife Scientists*
- *The Tortoise and the Hare*



Essential Question

What can research lead us to discover about animals?

Talk About It!

What can animals teach us about ourselves?

TCM Teacher Created Materials

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Unit Introduction Video



To introduce your students to the theme, scan the QR code or visit this link:
tcmpub.digital/lp/3-5/animals

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Objectives

Unit 1: Animals

Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning content—developing the skills and confidence in listening, speaking, reading, and writing. The learning objectives listed here describe the skills and strategies presented throughout the lessons.

Animal Investigations Objectives

Reading: Students will use text features, such as diagrams, charts, and glossaries to locate and draw information from the text.

Writing: Students will clearly convey ideas and information about themselves.

Content Area—Mathematics: Students will administer surveys, record the information, and discuss how information can be presented in different ways as data.

Speaking and Listening: Students will demonstrate active listening by asking and answering detailed questions about a video with minimal prompting and light support.

Language Development: Students will use nouns in simple sentence patterns (noun phrase, linking verb, noun phrase) before expanding the sentences in a variety of ways.



Amazing Animals: Sharks Objectives

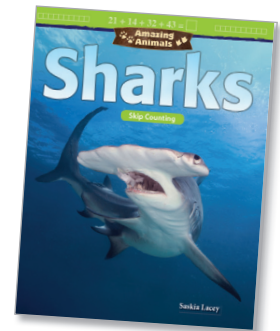
Reading: Students will determine the main idea of a text and explain how it is supported by key details.

Writing: Students will use precise language and domain-specific vocabulary when describing one kind of shark.

Content Area—Science: Students will demonstrate understanding of the distinct structures and body systems of sharks by researching and describing facts in brochures.

Speaking and Listening: Students will contribute to class discussions by asking relevant questions, affirming others, adding relevant information, and building on responses.

Language Development: Students will use adjectives in simple sentence patterns (noun phrase, linking verb, adjective) before expanding the sentences with details.



Wildlife Scientists Objectives

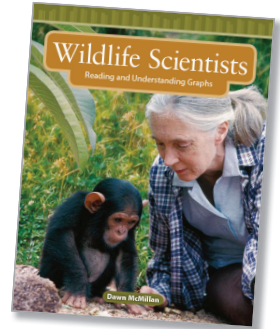
Reading: Students will identify the function of text features.

Writing: Students will write clear, well-organized riddles about three text features in the book.

Content Area—Mathematics: Students will demonstrate that they know how to represent and interpret data in graphs.

Speaking and Listening: Students will plan and deliver oral presentations on Dr. Stirling or Dr. Goodall to small groups.

Language Development: Students will use knowledge of frequently-used suffixes (*-ed*, *-est*, *-er*, *-ly*) to determine the meaning of unknown words on familiar topics.



The Tortoise and the Hare Objectives

Reading: Students will examine the characters' traits and motivations in a well-known fable and explain how the moral is conveyed through key details in the text.

Writing: Students will write fables that develop the characters' traits and motivations and the sequence of events that lead to the moral.

Content Area—Language Arts: Students will read and recount fables, folktales, or myths from diverse cultures.

Speaking and Listening: Students will distinguish how different words with similar meanings produce shades of meaning and different effects on the audience.

Language Development: Students will identify and explain figurative language.



The Tortoise and the Hare



Lesson Summary

In this lesson, students identify key elements of a fable, write fables that include a setting, a moral, characters, and plot, and read and recount fables from diverse cultures. They learn how synonyms produce shades of meaning, and they identify and explain similes and metaphors.

Vocabulary Word Bank

- arrogant
- ★ characteristic
- fable
- ★ insist
- moral
- ★ steady
- stereotype
- traits

Guiding Question

What can we learn from different animals?



Before Reading

Building Background Knowledge and Vocabulary

1. Tell students they will be reading a short story called a *fable*. Explain that a fable has a beginning, middle, and end like other stories, but it also has a moral, or lesson. Explain that most fables have animals as the main characters. The animal characters are chosen because of their *character traits* (qualities, personalities, or behaviors that make them who they are), or stereotypes. Explain that a *stereotype* is an oversimplified portrayal of someone or something.

2. **Talk Time:** Have partners discuss animal character traits.

What character traits does an owl have? *An owl is* _____.

What character traits does a lion have? *A lion is* _____.

3. Introduce the vocabulary words. (Vocabulary picture cards are provided in the Digital Resources.) Present different contexts in which the academic vocabulary can be used (e.g., *insist* can mean “demand, persist, or assert”; *characteristic* can be “a distinguishing feature,” or it can mean “typical”; and *steady* can mean “continuous, calm, or loyal”).
4. Introduce the activity in the *Student Guided Practice Book* 1 (page 16). Explain that there are well-known stereotypes of certain animals based on their traits. Students can use them or create their own.
5. **Talk Time:** Display the title of the fictional fable. Point out the homophone *hare* and the silent letters in *tortoise*. Have partners discuss these questions:

What type of character do you think the tortoise/hare will be? Why? *I think the tortoise/hare will be* _____ *because* _____.

The Tortoise and the Hare

During Reading

- 1. Talk Time:** Review the boldface words and how to read dialogue effectively. Then, have volunteers read “The Tortoise and the Hare” aloud for the class. (An online version of this card is provided in the Digital Resources.) Discuss the elements of plot (e.g., conflict, rising action, climax, and resolution). Next, ask partners to discuss the following questions:

What is the moral? *The moral is* _____. How do you know? What evidence in the text supports the moral?

Who are the characters? *The characters are* _____.

Which animal was slow and steady? Which animal was fast and arrogant?

What is the conflict, the rising action, the climax, and the resolution?

Are there other animals that could have been used to tell this fable? Which ones? *The author could have used a* _____ *because* _____.

2. Have students complete the activity in the *Student Guided Practice Book* ❷ (page 17).


After Reading

- 1. I Do:** Tell students they will be planning fables of their own. Brainstorm possible morals, characters, and character traits on the board. Think aloud about each of the choices.

Possible Morals: Look both ways before crossing the street. Wash your hands before eating. Treat others the way you would like to be treated.

Possible Characters and Traits: brave lion, forgetful elephant, sly fox, lazy rabbit

2. **We Do:** Have students choose a moral for their fables and the animals that have the character traits that could teach the moral. Remind students that the animal stereotypes should help to tell the story. Have students write these ideas in the first half of the *Student Guided Practice Book* ❸ (page 18).

Progress Check: During Step 2, watch for students identifying the key elements of a fable. 

3. **You Do:** Have students complete the planning page, writing their ideas for the conflict, rising action, climax, and resolution of the fable.
4. **Talk Time:** Have students share their fable ideas with partners.

What is the title of your fable? What is the setting?

How does your story tell about a conflict and lead to a resolution?

How does the ending resolve the conflict in a way that teaches a lesson or offers a moral?

How will your animal characters talk and act to reveal their stereotypes?

How do your animal stereotypes help tell the story?

The Tortoise and the Hare

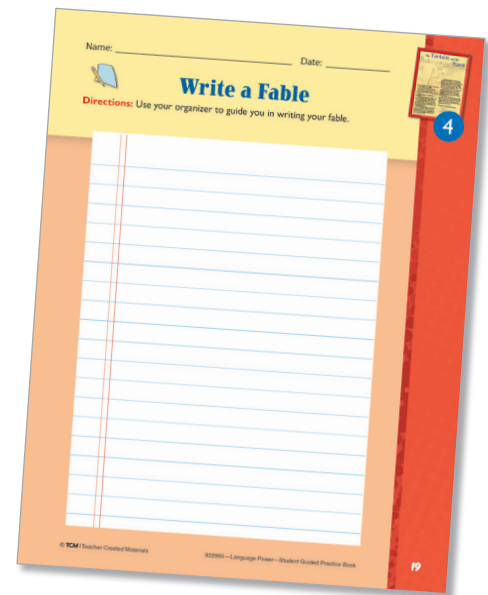
Writing

Have students reference the text card and their planning organizers to write fables in the *Student Guided Practice Book* 4 (page 19).

Fluency

Have students read a section of the text. Have them focus on dropping their voices when reading speaker tags (e.g., *he laughed*) and read animatedly when a character is speaking.

Note: Checklists and rubrics to assess fluency and language development are provided in the Digital Resources.

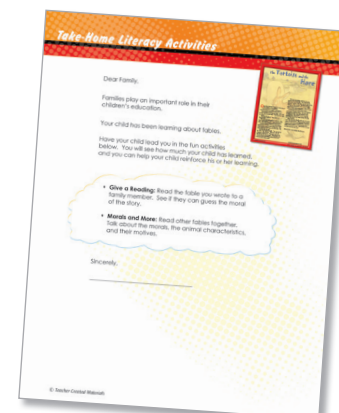


Content Connection

Read other fables to students. Ask students to guess the morals of the stories. Talk about the animal characters and their characteristics. Encourage students to share other fables with the class.

Take-Home Literacy Activities

The Digital Resources include both English and Spanish versions of a school-to-home connection letter describing activities that go along with this lesson.



The Tortoise and the Hare

Speaking and Listening

- 1. Talk Time:** Display the following sentence: *The cat was sleeping in front of the warm fire.* Tell students there is nothing wrong with the sentence, but it could use some pizzazz. Have partners substitute ordinary words with more descriptive words (e.g., *The kitten was sleeping soundly in front of the roaring fire.*). Bring students together to share the new sentences and compare the shades of meaning and images that different words produce in the readers' minds.
2. From "The Tortoise and the Hare," point out the following sentence: *Meanwhile, the tortoise began plodding along slowly, one foot in front of the other.* Demonstrate what *plodding* looks like. Ask students whether the word *walking* or *plodding* helps them create a clearer picture of how the tortoise is moving along. Tell students that experienced writers choose words that are more descriptive to more effectively transmit a picture of each scene to readers and to evoke emotions about the characters.
- 3. Talk Time:** Pick other sentences from the story, such as *The hare ran along,* and ask partners to replace the ordinary words, such as the word *ran,* with synonyms. Have students discuss with their partners which words are more descriptive and what images they evoke.

Language Development

1. Have students help prepare simile/metaphor cards for the activity (i.e., cards with an *S* or *M* or cards with colored dots, such as a green dot for similes and red dot for metaphors). Explain that similes use the words *like* or *as* to compare two unlike things (*His eyes were like daggers.*), whereas metaphors compare two different things without using the words *like* or *as* (*His eyes were daggers.*). Both forms of figurative language help create images in the readers' or listeners' minds.
2. Tell students you will read aloud sentences with similes or metaphors. Tell students to raise the correct cards when they hear similes or metaphors read aloud. Each student should confer with a partner before raising either the simile or the metaphor card. And, they should be prepared to justify their answers.
- 3. Talk Time:** Read each sentence aloud, have partners confer, and then ask them to raise their cards. Post the sentences and highlight the parts that make each phrase either a simile or a metaphor so students have a visual connection.

The hare said to the tortoise, "You're as slow as a snail."

The hare was a flash of lightning, seen briefly before disappearing from sight.

The tortoise, as steady as a heart beat, crawled toward the finish line.

The hare took off like lightning.

The tortoise was a shadow, slow, yet steadily moving toward his objective.

4. Have students share similes or metaphors that they themselves think of or that they find in fictional texts.



Name: _____ Date: _____

Animal Stereotypes

Directions: Complete each simile with the name of an animal.

1. as quiet as a _____

2. as quick as a _____

3. as clever as a _____

4. as slow as a _____

5. as wise as an _____

6. as strong as an _____

7. as brave as a _____

8. as gentle as a _____

Name: _____ Date: _____



2

Parts of a Fable

Directions: Write about the parts of the fable “The Tortoise and the Hare.”

Title:

Moral:

Animal Characters and Characteristics:

Conflict:

Rising Action:

Climax and Resolution:



Name: _____

Date: _____

3

Plan a Fable

Directions: Use this organizer to plan your fable.

Title:

Moral:

Animal Characters and Characteristics:

Conflict:

Rising Action:

Climax and Resolution:

Name: _____ Date: _____



Write a Fable

Directions: Use your organizer to guide you in writing your fable.

4

A large writing area with a vertical red margin line on the left and horizontal blue lines for writing.

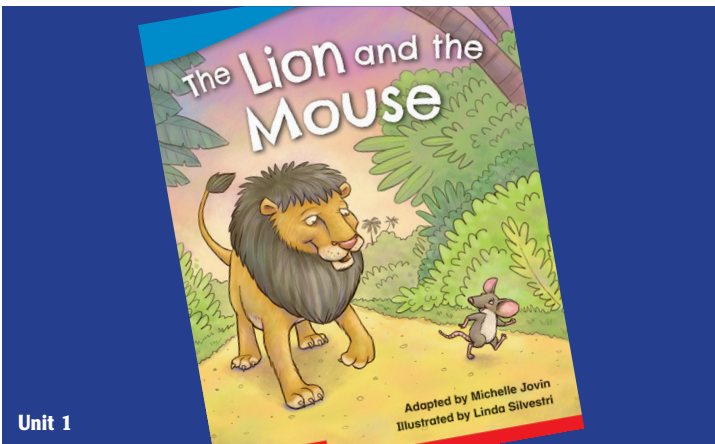
Unit 1: The Tortoise and the Hare



arrogant



characteristic



fable



insist

Unit 1: The Tortoise and the Hare



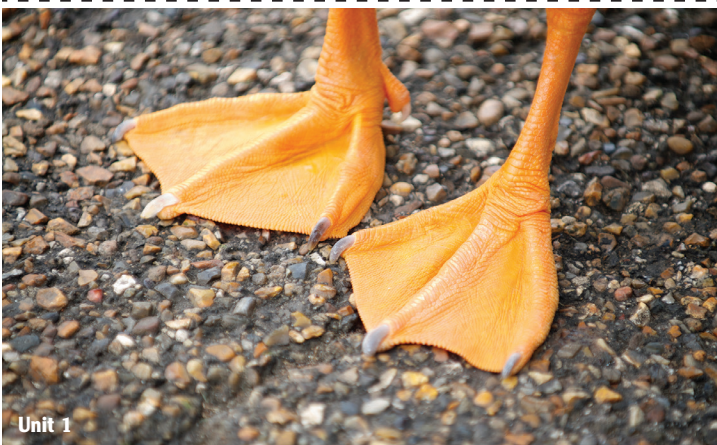
moral



steady



stereotype



traits

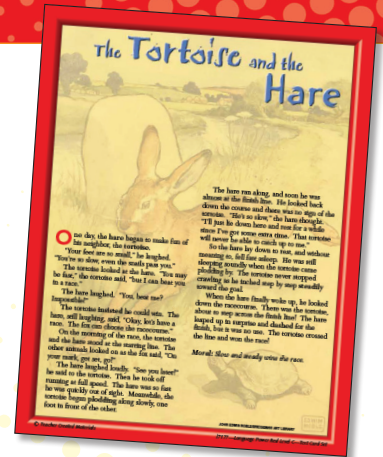
Take-Home Literacy Activities

Dear Family,

Families play an important role in their children's education.

Your child has been learning about fables.

Have your child lead you in the fun activities below. You will see how much your child has learned, and you can help your child reinforce his or her learning.



- **Give a Reading:** Read the fable you wrote to a family member. See if they can guess the moral of the story.
- **Morals and More:** Read other fables together. Talk about the morals, the animal characteristics, and their motives.

Sincerely,

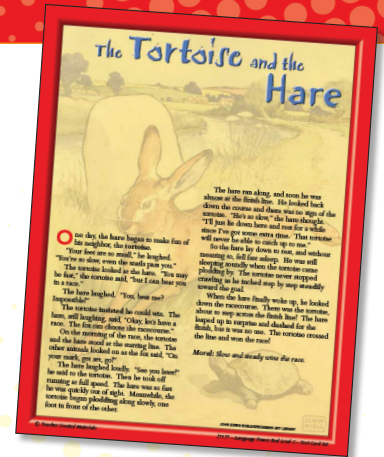
Actividades de lectoescritura para el hogar

Estimada familia:

La familia desempeña un papel importante en la educación de sus hijos.

Su hijo ha estado aprendiendo sobre las fábulas.

Pídale a su hijo que lo guíe para realizar las siguientes divertidas actividades. Verá cuánto ha aprendido y podrá ayudarlo a consolidar su aprendizaje.



- **Lee:** Lee la fábula que escribiste a un miembro de tu familia. Observa si puede descubrir la moraleja de la historia.
- **Moralejas y algo más:** Lean juntos otras fábulas. Conversen sobre las moralejas, la caracterización de los animales y los motivos.

Atentamente,



Unit 1 Assessment: Animals

Digital Assessments
 Google™ version: tcmpub.digital/lp/3-5c/unit1-g
 Microsoft® version: tcmpub.digital/lp/3-5c/unit1-m

Reflection

To activate student learning before completing the assessments, help students reflect on their learning. Hold up the books and cards, or point to any anchor charts or artifacts from the unit. Then, hold a group discussion using the following prompts:

- What was your favorite part of the unit?
- Talk to a partner about something new you learned about animals.
- How do you think this unit helped you learn English?



Speaking and Listening

Read the directions, “Let’s talk about this picture.” Then, read each of the prompts to student(s), leaving time for responses.

	Question/Prompt	2 points	1 point	0 points
1	Some scientists study animals and how they live. The scientist in the picture studies polar bears. Describe five things you see in the picture.	Student names at least five things they see or describes the picture in complete sentences.	Student names only a few items or gives a response that partially answers the question.	Student’s response is not relevant, not understandable, or communicates “I don’t know.”
2	How do scientists track polar bears?	Student gives a complete response related to the image. <i>(Example answer: They put the bears to sleep and put special collars on them to learn how long they live.)</i>	Student gives a response that partially answers the question. <i>(Example answer: They put collars on them.)</i>	Student’s response is relevant, not understandable, or communicates “I don’t know.”
3	What kinds of information can scientists learn about polar bears by tracking them?	Student gives a complete response that fully answers the question. <i>(Example answer: They can learn how many cubs are born and how far polar bears travel for food.)</i>	Student gives a response that partially answers the question. <i>(Example answer: They learn where they go.)</i>	Student’s response is not relevant, not understandable, or communicates “I don’t know.”



Reading

Questions 1–2

1. The question is, “How many years after Dr. Goodall arrived in Africa did she start the Gombe Stream Research Center?” (*Answer: B. 8 years*)
2. The question is, “Why did Dr. Goodall have to do research before she could achieve other goals?” (*Answer: B. She needed to gather data before she could help the endangered chimpanzees.*)

Question 3–4

3. The question is, “What the text mostly about?” (*Answer: D. facts about whale sharks*)
4. The question is, “Why is it easiest to find polar bears in summer?” (*Answer: A. Their coats stand out against land.*)



Writing

Encourage students to use the word bank as they write.

	Question/Prompt	2 points	1 point	0 points
1	Write two things you see in the picture.	Student writes at least two things in the picture. (<i>Example answer: scuba diver, coral</i>)	Student writes only one thing in the picture.	Errors impede meaning.
2	Why is it important for scientists to research marine life? Use precise words, facts, and supporting details in your writing.	Student writes a paragraph and consistently uses grade-appropriate conventions. Student uses precise words, facts, and details.	Student writes two or three strong sentences. Student generally uses grade-appropriate conventions.	Student writes one or two sentences that are strong, or they write more but errors impede meaning.

Name: _____ Date: _____

Speaking and Listening

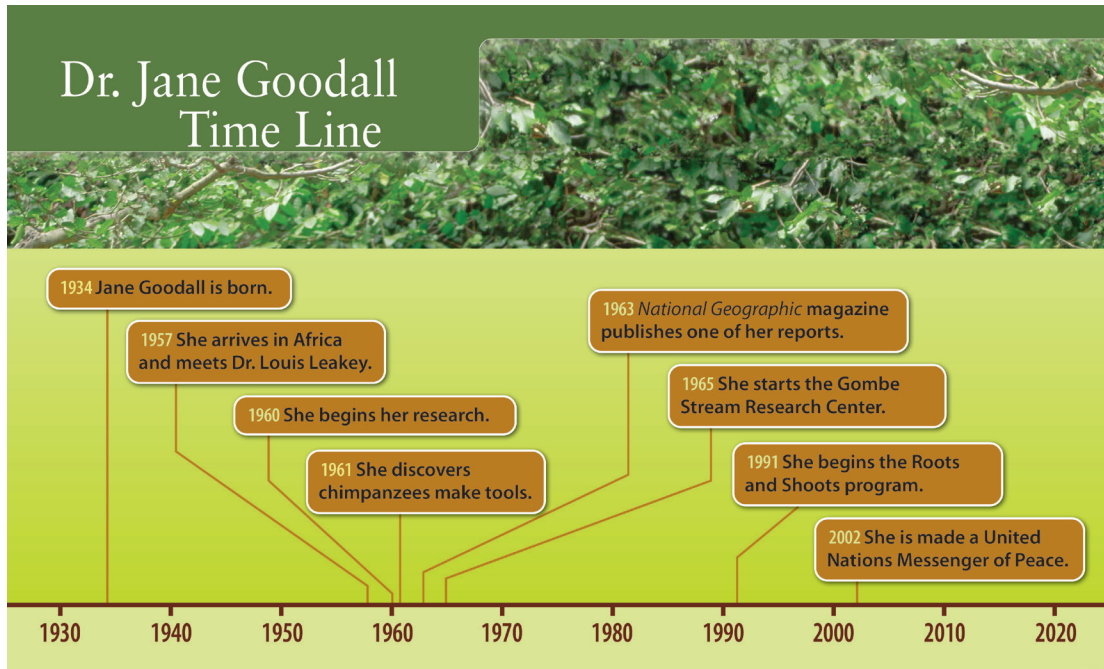
Let's talk about this picture.



Name: _____ Date: _____

Reading

Look at the time line. Then, answer the questions.



- How many years after Dr. Goodall arrived in Africa did she start the Gombe Stream Research Center?

(A) 6 years
 (B) 8 years
 (C) 34 years
- Why did Dr. Goodall have to do research before she could achieve other goals?

(A) She needed to start a research center to study endangered chimpanzees.
 (B) She needed to gather data before she could help the endangered chimpanzees.
 (C) She needed to protect chimpanzees and their environment through conservation.

Name: _____ Date: _____

Reading *(cont.)***3.** Read the text, and answer the question.

The biggest fish in the world is the whale shark. Whale sharks can be up to 59 feet (18 meters) long. That is longer than a school bus! They hunt by swimming with their mouths open. As they swim, they catch tiny prey and plants. Water flows through their gills while food stays in their mouths.

What the text mostly about?

- (A) the length of school buses
 - (B) different kinds of sharks
 - (C) tiny prey and plants that whales eat
 - (D) facts about whale sharks
-

4. Read the text, and answer the question.

Polar bears can be hard to find. Sometimes the bears are on sea ice and can only be reached by helicopter. It is also hard to see them in the winter snow. Sometimes it is easier to spot their tracks. Dr. Stirling gets his data between late March and mid-May. This is when the bears are on land ice or are close to the shore. Dr. Stirling may also get his data in summer. Polar bears are easiest to see in summer.

Why is it easiest to find polar bears in summer?

- (A) Their coats stand out against land.
- (B) They are easy to find close to the shore.
- (C) Their tracks are easier to spot.
- (D) Their coats stand out against the snow.

Name: _____ Date: _____

Writing

Look at the picture. Then, it's time to write!



1. Write two things you see in the picture.

2. Why is it important for scientists to research marine life? Use precise words, facts, and supporting details in your writing.

Word Bank

balance
benefit
information
interrelated
learn
ocean
protect
species
