

An Integrated Approach to Language Acquisition

LEVEL

A



Measuring Up[®]

FOR ENGLISH LANGUAGE LEARNERS

ENGLISH LANGUAGE ARTS



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

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Dear Student,

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

Each lesson is broken down into four parts.

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

Each unit concludes with two additional activities.

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

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

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

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

Lesson Review

FOCUS PASSAGE AND GUIDED THINKING

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

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

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

Colorful pictures are placed throughout to help you make connections.

MAIN IDEA AND DETAILS IN SCIENCE
Many science articles are divided into sections that explain important ideas. Each section has its own **main idea**. Usually, a heading tells the main idea of a section.

Lesson 2

WHAT I AM GOING TO LEARN

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

FOCUS ON INFORMATIONAL TEXT

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


GUIDED THINKING

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

▶ SPEAK IT
Read the title. What do you think this article will be about?
Tell a partner.

▶ SPEAK IT
Read the shaded sentences.
Tell the **main idea**.

All About Cats



Cats as Pets
Many people love cats. Most cats make **great pets** **because** they are **quiet**. They are clean animals. **They** can take care of **themselves**. Most cats do not like making messes.

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.


[6] masteryeducation.com

Sleepy Cats

Some people do not think cats are fun pets. This is because cats like to sleep a lot. Cats take "cat naps." They like to sleep for a few minutes at a time. They like to play at night.

The Big Cats

Cats may be great pets. But not all cats are pets. **Lions** and **tigers** are "big cats" that live in the **wild**. They are very fast and **strong** animals. These "big cats" can be mean, too. They would not be good pets!




Tigers live alone. They do not live in **groups**.

▶ SPEAK IT
What **detail** supports the heading "Sleepy Cats"?

▶ SPEAK IT
Read the shaded sentences.
Tell the **main idea**.

lions part of the "big cats" family; have no natural predators
tigers largest cats in the world
wild nature

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



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

for English Language Learners

TRY IT

Practice the skills you have learned.

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

TRY IT
Think about the article "All About Cats." Circle the letter next to the best answer.

1. Read these sentences from the passage.
"Some people do not think cats are fun pets. This is because cats like to sleep a lot."
Which word signals a reason?
A. This C. Because
B. Some D. Like

2. Read these sentences from the passage.
"Some cats have a lot of hair. Others have almost no hair."
Which word from the passage means the same as others?
A. Almost C. Cats
B. Hair D. Have

3. Read these sentences from the passage.
"Cats take 'cat naps.' They like to sleep for a few minutes at a time."
Which word means the same as they?
A. Cats C. Sleep
B. Few D. Naps

NOTEPAD

Copying is prohibited. Unit 1 | Main Ideas 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 web organizer below. Use it to list details that support the main idea.

EXIT TICKET
Imagine you wanted to keep a kitten. Tell one reason why cats make good pets.

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

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

EXIT TICKET

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

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

KNOW IT, SHOW IT

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

UNIT 1 REVIEW


KNOW IT, SHOW IT

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

1. Listen to these sentences from the passage. **Lara the Cat**

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

A. Neighborhood
B. Wooden toy
C. Stop up
D. Building



2. Read these sentences from "All About Cats."
"This is because cats like to sleep a lot. Cats take 'cat naps.' They like to sleep for a few minutes at a time."
Which word or phrase helps you to understand the meaning of **cat naps**?

A. Sleep a lot
B. Like to sleep
C. Few minutes
D. Take

3. Read these sentences from "Lara the Cat."
"Alisa found a kitten. Alisa took her **inside**."
Which phrase means the same as **inside**?

A. Into the yard
B. Into the house
C. Into school
D. To Grandma's house

Copying is prohibited. Unit 1 | Main Idea and Details | masteryeducation.com [11]

WRITE IT

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

WRITE IT

Now read the directions below.

You have just read two passages about pets. Write one paragraph that tells about a pet you would choose to have and why you would choose it. Use information from the passages and your own ideas to help you write.

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** →

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Unit 1 MAIN IDEA AND DETAILS

Lesson 1

WHAT I AM GOING TO LEARN

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

FOCUS ON LITERATURE

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

Lara the Cat



Alisa found a kitten. Alisa took her **inside**.
“Dad! Can I keep it?” Alisa asked.
“She may **belong** to someone,” **said** Dad.

MAIN IDEA AND DETAILS IN FICTION

The **main idea** is what a story is mostly about. **Details** in the story tell more about the main idea.

Sometimes the title of a story can give clues about the main idea. The title can tell what the story will be about before you start to read.

GUIDED THINKING

HEAR IT

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

SPEAK IT

Read the title. What do you think this story will be about?

Tell a partner.

SPEAK IT

Read the shaded sentences.

Tell the **main idea**.

HOW AM I DOING?

Check the color to show how you are doing.



SPEAK IT

Read the shaded sentences.

Tell the **main idea**.

“Come with me,” he said.

Dad took Alisa’s hand. They walked outside. They walked around the **block**. They could not find where the kitten lived.

“I can keep her, Dad?” Alisa asked again.

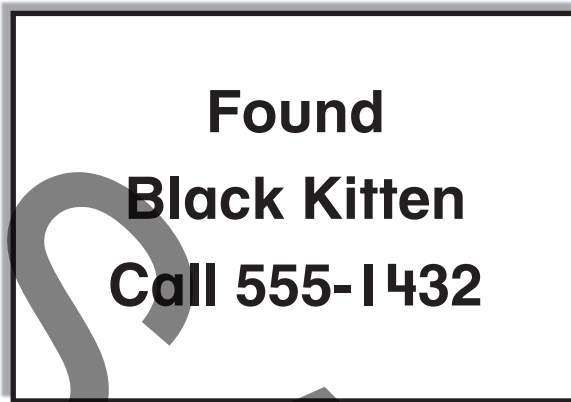


“I am sorry, Alisa,” Dad **explained**. “We **cannot**. The **hair** makes Mom sick. We can ask Grandma.”

“My! Alisa, that is a cute kitten!” Grandma **cried**.

“I found her **outside**,” Alisa said. “I want to keep her. But we cannot. She will make Mom sick.”

“We can put up a **sign**,” said Dad.



◀ CHECK YOUR UNDERSTANDING

Do you

- think about how the characters feel?
 - think about the important parts of the story?
-

◀ SPEAK IT

Read the shaded sentences.

Tell the **main idea**.

“If we find where she belongs,” said Grandma, “we will have to give her back.”

“Can we keep her if no one calls?” Alisa asked.

Grandma smiled, “Yes, we will keep her. She can be your cat. She will just **stay** with me. You can come play with her **anytime**.”

“Thank you, Grandma. You are the best! I will name her Lara.”

TRY IT

Think about the passage “Lara the Cat.” Circle the letter next to the best answer.

1. Read these sentences from the passage.

“Alisa found a kitten. Alisa took her inside.

“Dad! Can I keep it?” Alisa asked.”

Which word or phrase means the same as her?

- A. Alisa
- B. The kitten
- C. Grandma
- D. Mom

2. Read this sentence from the passage.

“You can come play with her anytime.”

Which word or phrase means the same as anytime?

- A. Just then
- B. Whenever
- C. At first
- D. Finally

3. Read this sentence from the passage.





“My! Alisa, that is a cute kitten!” Grandma cried.”

Which word best tells how Grandma was feeling?

- A. Sad
- B. Surprised
- C. Unhappy
- D. Angry

ORGANIZE IT

Complete the story map with details from “Lara the Cat.”

Beginning 	Somebody Wanted	Alisa <hr/> <hr/>	
Middle 	But So	Alisa can't keep the kitten because the hair makes Mom sick. <hr/>	
End 	Then	Grandma said she will keep the kitten for Alisa if they do not find where the kitten lives.	

EXIT TICKET

Imagine that you are Alisa. What would you tell your friends at school about finding a kitten?

TURN AND TALK

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

MAIN IDEA AND DETAILS IN SCIENCE

Many science articles are divided into sections that explain important ideas. Each section has its own **main idea**. Usually, a heading tells the main idea of a section.

Lesson 2

WHAT I AM GOING TO LEARN

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FOCUS ON INFORMATIONAL TEXT

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

GUIDED THINKING

▶ HEAR IT

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

▶ SPEAK IT

Read the title. What do you think this article will be about?

Tell a partner.

▶ SPEAK IT

Read the shaded sentences.

Tell the **main idea**.

All About Cats



Cats as Pets

Many people love cats. Most cats make **great** pets **because** they are **quiet**. They are clean animals. **They** can take care of **themselves**. Most cats do not like making messes.

Sleepy Cats

Some people do not think cats are fun pets. This is because cats like to sleep a lot. Cats take “cat naps.” They like to sleep for a few minutes at a time. They like to play at night.

The Big Cats

Cats may be great pets. But not all cats are pets. Lions and tigers are “big cats” that live in the wild. They are very fast and strong animals. These “big cats” can be mean, too. They would not be good pets!



Tigers live alone. They do not live in groups.

◀ SPEAK IT

What **detail** supports the heading “Sleepy Cats”?

◀ SPEAK IT

Read the shaded sentences.

Tell the **main idea**.

lions part of the “big cats” family; have no natural predators

tigers largest cats in the world

wild nature

HOW AM I DOING?

Check the color to show how you are doing.



► CHECK YOUR UNDERSTANDING

Do you

- use headings to find the main idea of each part?
- look for details to find the main idea?

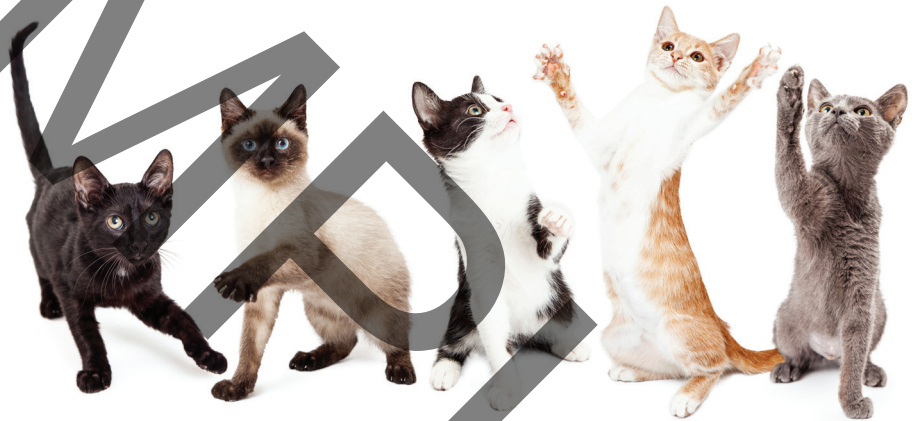
► SPEAK IT

Tell the **main idea** of "Other Cats."

Other Cats



There are many other kinds of cats. They have many **different** colors. **Some** cats have a lot of hair. **Others** have almost no hair. Some do not even have tails! If you ever get a pet cat, you may have many kinds from which to choose.



TRY IT

Think about the article “All About Cats.” Circle the letter next to the best answer.

NOTEPAD

1. Read these sentences from the passage.

“Some people do not think cats are fun pets. This is because cats like to sleep a lot.”

Which word signals a reason?

- A. This C. Because
B. Some D. Like

2. Read these sentences from the passage.

“Some cats have a lot of hair. Others have almost no hair.”

Which word from the passage means the same as others?

- A. Almost C. Cats
B. Hair D. Have

3. Read these sentences from the passage.

“Cats take ‘cat naps.’ They like to sleep for a few minutes at a time.”

Which word means the same as they?

- A. Cats C. Sleep
B. Few D. Naps

ORGANIZE IT

Complete the web organizer below. Use it to list details that support the main idea.

Detail:

Detail:

Detail:

Main Idea:
Cats make good pets.

EXIT TICKET

TURN AND TALK

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

Imagine you wanted to keep a kitten. Tell one reason why cats make good pets.

UNIT 1 REVIEW

KNOW IT, SHOW IT

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

1. Listen to these sentences from the passage.

Which word or phrase means the same as block?

- A. Neighborhood
- B. Wooden toy
- C. Stop up
- D. Building

Lara the Cat



2. Read these sentences from “All About Cats.”

“This is because cats like to sleep a lot. Cats take ‘cat naps.’ They like to sleep for a few minutes at a time.”

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

- A. Sleep a lot
- B. Like to sleep
- C. Few minutes
- D. Take

3. Read these sentences from “Lara the Cat.”

“Alisa found a kitten. Alisa took her inside.”

Which phrase means the same as inside?

- A. Into the yard
- B. Into the house
- C. Into school
- D. To Grandma’s house

WRITE IT

Now read the directions below.

You have just read two passages about pets. Write one paragraph that tells about a pet you would choose to have and why you would choose it. Use information from the passages and your own ideas to help you write.

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.

Handwriting practice lines for writing the answer. The page contains ten sets of lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line. A large, diagonal watermark reading "SAMPLE" is overlaid across the page. At the bottom right of the writing area, the text "Go On" is followed by a right-pointing arrow.

Writing, continued

SAMPLE



SAMPLE

UNIT 1 MAIN IDEA AND DETAILS

Lesson 1

Real-World Goal for Students

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

Lara the Cat

AT-A-GLANCE

Literature Passage Summary

Alisa finds a kitten. She wants to keep it but her mom is allergic to pet hair. After she and her dad try to find the owner, Grandma promises to keep the kitten for Alisa.

Vocabulary

- Tier 1 Word: said
- Tier 2 Words: explained, cried
- Inside, cannot, outside, anytime [compound words]
- Belong
- Block [homonym] [Spanish cognate – bloque]
- Hair
- Sign [Spanish cognate – signo]
- Stay

Text Features

- Title, Dialogue

Special Features

- The main character faces two problems in this story.

Support for Entering and Emerging PLD Students

- Supply main idea language frames such as, *This is about* _____.
- Emphasize illustrations during passage preview, allowing students to explore commonality of their language to English. Use language frames such as, *I think this is* _____, or *I see* _____.

Explicit Instruction



Listen

Main Idea and Details

- Tell students that the main idea in a story is what the story is mainly about. Sometimes the title of the story is a good clue to what the whole story is about.
- Explain that the details tell what the characters see, how they feel, and what they do.

Before Reading



Speak

Activate Prior Knowledge

Ask students if they have ever had a pet. Have students tell how they would feel if their pet was lost. Incorporate lesson vocabulary into your oral conversation as appropriate. Review cognates.

Preview

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



Listen

Model Say to the students:

The title, "Lara the Cat," makes me think that this story will be about a special cat named Lara. I wonder if the picture at the beginning of the story is Lara. I wonder if something happened to the kitten or why this kitten is special.

As I skim the passage, I notice a sign that says, "Found Black Kitten." I wonder if anyone will call the phone number. I am looking forward to reading this to find out.



Speak

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

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

Present the Passage

Read the Passage Aloud

First Read



Read Aloud Together

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

Second Read

Using the choral reading approach, reread the passage aloud. Have students follow along, reading in unison as they are able. Allow students to use a marker or card to track the text if needed.

Review



Speak

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

I predicted _____ and I was right. [confirm prediction]

I thought that _____ but _____. [modify prediction]

- Discuss Tier 1 and 2 words: said – explained, cried. Discuss the difference in meaning for each.
- Point out the homonym *block*. Ask students for definitions of *block*. They may include explanations such as wooden toy blocks or a neighborhood like a city block. Read the sentence again, “They walked around the block.” Tell students that *block* has different meanings. They should select the meaning that makes sense in the passage.
- Highlight the pronouns *it, she, her, they*. Tell students that pronouns stand for a noun (something or someone) that is mentioned in the story. Review each. Read the sentences aloud and have students identify the references as they are used in this passage.
- Point to the compound words *inside, cannot, outside, anytime*. Explain that these words are made from two smaller words. Review the meaning of each and identify each component. If time allows, discuss the opposite meaning of inside–outside.
- Tell students the main character faces two problems in this story. Read aloud the paragraph on the first page. Ask students to identify the first problem. [The cat may belong to someone.] Then ask, What was another reason Alisa could not keep the cat? [Cat hair made Alisa’s mom sick.] Direct students to read the paragraphs under the picture on the second page.
- Discuss the answers orally to the Guided Thinking questions, locating the words and phrases in the passage that lead to the main idea.
- Review Check Your Understanding and How Am I Doing? self-assessments.

Understand Text Features



Listen

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

- Title—This usually gives the reader an idea of what the story is all about.
- Dialogue—Words spoken by a character are placed inside quotation marks. The way a character talks gives the reader an idea of what the character is like. Review how different punctuation marks reveal how the dialogue is spoken. [question marks, periods, exclamation marks]
 - “Dad! Can I keep it?” Alisa asked.
 - “It may belong to someone,” said Dad.
 - “My! Alisa, that is a cute kitten!” Grandma cried.

- Group Developing, Expanding, Bridging, and Reaching students into triads. Assign roles as Alisa, Dad, and Grandma and have them read the dialogue aloud. Remind them to pay attention to the punctuation marks.



Read on
Your Own

Read the Passage on Your Own

Direct Developing, Expanding, Bridging, and Reaching PLD students to reread the passage. Alternatively, you may wish to pair students, taking turns reading the passage. Remind them to pay attention to the details that tell what the characters say and do. If appropriate, 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 story map.

Point out that the story map is divided into three sections, beginning, middle, and end. Explain that the story parts are listed in the middle column. Direct students to complete the remaining boxes, filling in the information for “Wanted” and “So.” Some of the details have already been filled in. 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 map using alternative ways such as drawing or dramatizing.

Exit Ticket



Write

Remind students that when they summarize, they should try to include all the important ideas from the story in as few of their own words as possible. Help them to summarize the story using the story map from Organize It as a guide.

Scaffold responses with a language frame such as, *(Somebody)* _____ *(wanted)* _____.
But, _____. *So,* _____. *Then,* _____.



Turn and
Talk

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

Notes

Unit 1 MAIN IDEA AND DETAILS

Lesson 1

WHAT I AM GOING TO LEARN

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

FOCUS ON LITERATURE

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

Lara the Cat



Alisa found a kitten. Alisa took her **inside**.
“Dad! Can I keep it?” Alisa asked.
“She may **belong** to someone,” **said** Dad.

MAIN IDEA AND DETAILS IN FICTION

The **main idea** is what a story is mostly about. **Details** in the story tell more about the main idea.

Sometimes the title of a story can give clues about the main idea. The title can tell what the story will be about before you start to read.

GUIDED THINKING

HEAR IT

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

SPEAK IT

Read the title. What do you think this story will be about?

Tell a partner.

"Come with me," he said.

Dad took Alisa's hand. They walked outside. They walked around the **block**. They could not find where the kitten lived.

"I can keep her, Dad?" Alisa asked again.



"I am sorry, Alisa," Dad **explained**. "We **cannot**. The **hair** makes Mom sick. We can ask Grandma."

"My! Alisa, that is a cute kitten!" Grandma **cried**.

"I found her **outside**," Alisa said. "I want to keep her. But we cannot. She will make Mom sick."

► SPEAK IT

Read the shaded sentences.

Tell the **main idea**.

They could not

find where the

kitten lived.

HOW AM I DOING?

Check the color to show how you are doing.



► SPEAK IT

Read the shaded sentences.

Tell the **main idea**.

Alisa can't keep

the kitten because

the hair makes her

mom sick.

"We can put up a sign," said Dad.

Found
Black Kitten
Call 555-1432

"If we find where she belongs," said Grandma, "we will have to give her back."

"Can we keep her if no one calls?" Alisa asked.

Grandma smiled, "Yes, we will keep her. She can be your cat. She will just **stay** with me. You can come play with her **anytime**."

"Thank you, Grandma. You are the best! I will name her Lara."

◀ CHECK YOUR UNDERSTANDING

Do you

think about how the characters feel?

think about the important parts of the story?

◀ SPEAK IT

Read the shaded sentences.

Tell the **main idea**.

Grandma will keep

the kitten for Alisa

if they cannot find

her owner.

NOTEPAD

TRY IT

Think about the passage "Lara the Cat." Circle the letter next to the best answer.

1. Read these sentences from the passage.

"Alisa found a kitten. Alisa took her inside.

"Dad! Can I keep it?" Alisa asked."

Which word or phrase means the same as her?

- A. Alisa
- B. The kitten
- C. Grandma
- D. Mom

2. Read this sentence from the passage.

"You can come play with her anytime."

Which word or phrase means the same as anytime?

- A. Just then
- B. Whenever
- C. At first
- D. Finally

3. Read this sentence from the passage.





"My! Alisa, that is a cute kitten!" Grandma cried."

Which word best tells how Grandma was feeling?

- A. Sad
- B. Surprised
- C. Unhappy
- D. Angry

ORGANIZE IT

Complete the story map with details from "Lara the Cat."

Beginning 	Somebody 	Alisa
Middle 	Wanted	Alisa wanted to keep the kitten she found.
End 	But	Alisa can't keep the kitten because the hair makes Mom sick.
	So	They tried to find where the kitten lives.
	Then	Grandma said she will keep the kitten for Alisa if they do not find where the kitten lives.

EXIT TICKET

Imagine that you are Alisa. What would you tell your friends at school about finding a kitten?

Possible response: I found a kitten. I could not keep the kitten because the hair makes Mom sick. So, Dad and I tried to find where the kitten lived. Then Grandma said she would keep the kitten for me.

TURN AND TALK

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

Lesson 2

Real-World Goal for Students

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

All About Cats **AT-A-GLANCE**

Informational Passage Summary

This article discusses why most cats make good pets. It tells about different kinds of cats, including those that are not suitable as pets.

Vocabulary

- Tier 1 Word: unlike
- Tier 2 Word: different [Spanish cognate – diferente]
- Quiet [Spanish cognate – quieto]
- Because
- They, themselves [pronouns]
- Lions [Spanish cognate – leonas/es]
- Tigers [Spanish cognate – tigres]
- Wild
- Strong
- Groups [Spanish cognate – grupos]
- Some
- Others [Spanish cognate – otras/os]

Text Features

- Section headings, Photos and captions

Special Features

- This article introduces the Glossary feature.

Support for Entering and Emerging PLD Students

- Supply main idea language frames such as, *This is mostly about _____.*
- Emphasize illustrations during passage preview, allowing students to explore commonality of their language to English. Use language frames such as, *I think this is _____, or I see _____.*
- Segment the article into sections by subheading. Have students identify the main idea under each heading.

Explicit Instruction



Listen

Main Idea and Details

- Explain that the main idea in a science article is what the entire article is about. It is often stated in the title. Each paragraph also has a main idea, which is often found in the opening sentence.
- Many science articles have headings that divide the article into parts. These headings identify the information included in that section. For example, the heading “Sleepy Cats” tells how cats sleep.

Before Reading

Activate Prior Knowledge

Ask students what they think makes a good pet. Ask them to tell what kind of pet they have and why they think it makes a good pet. Incorporate vocabulary appropriately into your oral conversation. Review cognates.

Preview

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

Model Say to the students:

The title “All About Cats” tells me that this article is going to tell me everything I need to know about cats. I have had dogs and cats as pets before, so I know that you have to pay attention to them. I think that cats are easier to take care of because they don’t seem to need as much attention.

When I page through the article, I notice that the pictures show different kinds of cats. I hope this article tells me more about these animals, too. I’m looking forward to reading this to find out more about cats.

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 _____.*



Listen



Speak

Present the Passage

Read the Passage Aloud



Read Aloud
Together

First Read

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

Second Read

Using the echo reading approach, reread the passage aloud. Have students follow along echoing you as you read. Allow students to use a marker or card to track the text if needed.

Review



Speak

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

I predicted _____ and I was right. [confirm prediction]

I thought that _____ but _____. [modify prediction]

- Discuss Tier 1 and 2 words: unlike – different. Have students provide examples of each orally.
- Read the sentence, “This is because cats like to sleep a lot.” Review that the word *because* is used to signal a reason. Provide additional examples and have students provide examples using a language frame such as, _____ *because* _____.
- Review the function of pronouns. Direct students’ attention to several places where *they* or *themselves* is used in the passage. Ask students to identify the noun that *they* or *themselves* refers to.
- Discuss the answers orally to the Guided Thinking questions, locating the words and phrases in the passage that lead to the main idea.
- Review Check Your Understanding and How Am I Doing? self-assessments.

Understand Text Features



Listen

Have students identify the main features of the text that help them understand the article. Tell 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 science passage.

- Section headings—In most science articles, the writer uses section headings to divide the article into parts. Have students choose one of the sections and analyze how effectively the heading summarizes the contents of that part of the article.

- Photos and captions—Explain that photos and captions can show what something is like, give new information, or provide an explanation. Have students examine the photo and caption on the second page and explain that this caption provides new information. [Tigers live alone. They do not live in groups.]
- Glossary—Subject-area vocabulary is highlighted in the text and in the margins. The glossary provides definitions that are appropriate for the selection.



Read on
Your Own

Read the Passage on Your Own

Direct Developing, Expanding, Bridging, and Reaching PLD students to reread the passage. Alternatively, you may wish to pair students, taking turns reading the passage. Remind them to pay attention to the details that support the main idea. 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 web organizer.

Begin by pointing out that one of the article's main ideas is written in the bottom oval. Explain that the lines joining the three other ovals to the bottom oval show that the information should be related to the main idea. Have students look through the article to find three details about why some people think cats make good pets. Ask them to tell where in the article they found each detail. Have them record their responses.

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

Tell students to think of a reason why a cat is a good pet. Review the answers to the web organizer in Organize It to identify some reasons. Scaffold responses with a language frame such as, *A cat is a good pet because _____.*



Turn and
Talk

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

MAIN IDEA AND DETAILS IN SCIENCE

Many science articles are divided into sections that explain important ideas. Each section has its own **main idea**. Usually, a heading tells the main idea of a section.

Lesson 2

WHAT I AM GOING TO LEARN

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

FOCUS ON INFORMATIONAL TEXT

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

All About Cats



Cats as Pets

Many people love cats. Most cats make **great pets because they are quiet**. They are clean animals. **They can take care of themselves**. Most cats do not like making messes.

GUIDED THINKING

- ▶ **HEAR IT**
Listen and follow along as your teacher reads the passage aloud.
- ▶ **SPEAK IT**
Read the title. What do you think this article will be about?
Tell a partner.
- ▶ **SPEAK IT**
Read the shaded sentences.
Tell the **main idea**.
Cats are _____
good pets.

Sleepy Cats

Some people do not think cats are fun pets. This is because cats like to sleep a lot. Cats take “cat naps.” They like to sleep for a few minutes at a time. They like to play at night.

The Big Cats

Cats may be great pets. But not all cats are pets. Lions and tigers are “big cats” that live in the wild. They are very fast and **strong** animals. These “big cats” can be mean, too. They would not be good pets!



Tigers live alone. They do not live in groups.

◀ **SPEAK IT**

What **detail** supports the heading “Sleepy Cats”?

Cats like to sleep _____
a lot. _____

◀ **SPEAK IT**

Read the shaded sentences.

Tell the **main idea**.

Big cats are not _____
good pets. _____

lions part of the “big cats” family; have no natural predators
tigers largest cats in the world
wild nature

HOW AM I DOING?

Check the color to show how you are doing.



► CHECK YOUR UNDERSTANDING

- Do you
 - use headings to find the main idea of each part?
 - look for details to find the main idea?

► SPEAK IT

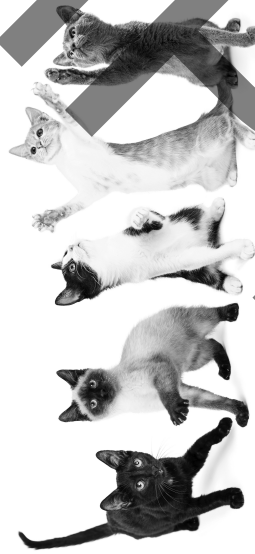
Tell the **main idea** of "Other Cats."

There are many
different kinds
of cats.

Other Cats



There are many other kinds of cats. They have many **different** colors. **Some** cats have a lot of hair. **Others** have almost no hair. Some do not even have tails! If you ever get a pet cat, you may have many kinds from which to choose.



NOTEPAD

TRY IT

Think about the article "All About Cats." Circle the letter next to the best answer.

1. Read these sentences from the passage.

"Some people do not think cats are fun pets. This is because cats like to sleep a lot."

Which word signals a reason?

A. This C. Because
B. Some D. Like

2. Read these sentences from the passage.

"Some cats have a lot of hair. Others have almost no hair."

Which word from the passage means the same as others?

A. Almost C. Cats
B. Hair D. Have

3. Read these sentences from the passage.

"Cats take 'cat naps.' They like to sleep for a few minutes at a time."

Which word means the same as they?

A. Cats C. Sleep
B. Few D. Naps

ORGANIZE IT
 Complete the web organizer below. Use it to list details that support the main idea.

Detail: They are clean. _____

Detail: They take care of themselves. _____

Detail: They are quiet. _____

Main Idea: Cats make good pets. _____

EXIT TICKET
 Imagine you wanted to keep a kitten. Tell one reason why cats make good pets.

Possible responses:
 It is easy to take care of a cat.
 Cats are clean.
 Cats don't make messes.
 Cats clean themselves.
 Cats sleep a lot.

Notes

SAMPLE

Review It

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

Know It, Show It

Say to the students:

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

Look at Question 1. Listen to these sentences from the passage. Then I will ask, "Which word or phrase means the same as block?" Then circle the correct answer to Question 1.

Now listen carefully. The title of the passage is "Lara the Cat."

"Dad took Alisa's hand. They walked outside. They walked around the block."

Pause for about 5 seconds.

Look at Question 1.

Which word or phrase means the same as block?

- A. Neighborhood
- B. Wooden toy
- C. Stop up
- D. Building

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 pets. Write one paragraph that tells about a pet you would choose to have and why you would choose it. Use information from the passages and your own ideas to help you write.



Write

Writer's Checklist

Checklist

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

Support Entering and Emerging PLD students by helping them identify potential pets along with the reasons why they make good pets. Scaffold their response with a frame such as, *I would choose a _____ for a pet. A _____ is a good pet because _____.*

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

Writing Rubric

4	Contains a variety of simple, expanded, and compound (or complex) sentences; contains many grade-level words and phrases; includes words and sentences that sufficiently introduce and complete thoughts/ideas; includes many sufficiently detailed descriptions; contains minimal or no errors that obscure meaning; may include inventive spelling.
3	Contains simple, expanded, and compound sentences; contains some grade-level words and phrases; includes introductory and concluding words and sentences that provide partial organization of thoughts/ideas; includes many detailed descriptions; contains few errors that rarely obscure meaning; may include inventive spelling.
2	Contains mostly simple sentences; includes at least one expanded or compound sentence; contains a few grade-level words and phrases; includes introductory and/or concluding words and sentences that provide limited organization of thoughts/ideas; includes some minimally detailed descriptions; contains some errors that occasionally obscure meaning; may include inventive spelling.
1	Contains some words, short phrases, and occasionally simple sentences; includes at least one sentence; may include adapted text in a well-constructed sentence; contains common words and short phrases; includes at least one sentence in an attempt to introduce or complete a thought/idea; includes at least one description; contains many errors that often obscure meaning; contains words that may be unclear, but meaning is evident; may include inventive spelling.
0	Contains zero or few words or short phrases; is blank; is completely in a language other than English; is illegible or unintelligible; is completely copied text; is isolated words or a list of words or short phrases; contains at most frequently used words; lacks a clear introduction or completion of a thought/idea due to brevity; lacks descriptions; contains numerous errors that totally obscure meaning; contains words that are unclear.

Notes

UNIT 1 REVIEW

KNOW IT, SHOW IT

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

1. Listen to these sentences from the passage:

Which word or phrase means the same as block?

- A. Neighborhood
- B. Wooden toy
- C. Stop up
- D. Building

2. Read these sentences from "All About Cats."

"This is because cats like to sleep a lot. Cats take 'cat naps.' They like to sleep for a few minutes at a time."

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

- A. Sleep a lot
- B. Like to sleep
- C. Few minutes
- D. Take

3. Read these sentences from "Lara the Cat."

"Alisa found a kitten. Alisa took her inside."

Which phrase means the same as inside?

- A. Into the yard
- B. Into the house
- C. Into school
- D. To Grandma's house



Lara the Cat

WRITE IT

Now read the directions below.

You have just read two passages about pets. Write one paragraph that tells about a pet you would choose to have and why you would choose it. Use information from the passages and your own ideas to help you write.

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.

Handwriting practice lines with a large 'S' watermark. An arrow points to the right with the text "Go On".

Writing, continued

Handwriting practice lines with a large 'S' watermark.

