

Choices

Standards

- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade appropriate topic or subject area.
- Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Overview

The close reading of this text focuses on determining the main idea, using context to determine word meaning, and analyzing how graphics contribute to the reader's understanding of a text. First, students identify the central idea of the text, which is explicitly stated in the third sentence. Next, students identify and circle important and repeated words in the text and analyze the impact of word choice on meaning. They dig even deeper into the text to analyze how the author employs examples to clarify the meaning of a key word. Finally, students examine visual elements to learn how pictures can help them better understand a text.

Areas of Focus

- main idea
- word meaning
- visual media
- illustrations as visual aids

Materials

- *Choices* (page 47)
- *Saving and Spending* (page 50)
- *Picture Detectives* (page 51)
- *Money Choices* (page 52)
- projector or document camera
- highlighters
- coloring supplies

Choices

When you buy things, you give up your money. You trade your money for something else.

Buying things is a choice, but sometimes it is a necessary choice. It is smart to buy the things you need.

Sometimes buying things is not necessary. You may buy things you want, but do not need. When you do this, you make a choice.

A doll is something you want.



Food is something you need.

Close Reading Activities

First Read (Overview/First Impressions)

1. Distribute copies of the *Choices* text (page 47) to students.
2. Use a projector or document camera to display the text. Demonstrate how to number each line of the passage on the left side of the text. Have students number their copies. Explain that they should refer to these numbers when quoting from the text.
3. Before reading the passage, remind students that the first read is to help them gather their initial impressions of the text. Ask them to note any of the following topics directly on the text during the reading using the suggested marks:
 - questions about the text (?) (write question in the margin)
 - words or phrases they want to learn more about (put box around)
 - words or phrases that seem important (*)
 - areas of interest or confusion (!)
4. Read the text chorally as a class.
5. Provide time for students to revisit their notes and make additional annotations.
6. Use a projector or document camera to display the text. Have students share their questions, thoughts, and areas of confusion. Demonstrate how to record these on the text.

Second Read (Main Idea)

1. Read the text aloud while students listen and follow along.
2. Have students reread the text independently. Ask them to circle important words that the author uses more than once (e.g., *choice*, *necessary*, *need*).
3. Discuss these repeated words with the class. Ask, “Why do you think the author chose to repeat these words? What effect does the repetition of these words have on the text?” Remind students to support their answers with evidence from the text.
4. Have students work in pairs to complete the questions on the *Saving and Spending* activity sheet (page 50). Remind them to use evidence from the text to support their statements.

Third Read (Word Meaning)

1. Have students reread the text. This time, ask them to underline the word *choice*.
2. Remind students that there are several ways to determine the meaning of an unknown word. You can use an external resource, like a dictionary, to find the definition. You can also use context clues within the text.
3. Have students search the text for details that could help readers determine the meaning of the word *choice*. Ask them to highlight the helpful phrases and sentences.
4. Point out that the sentence, “You may buy things you want, but do not need,” is an example of *choice*. Explain that examples help us to better understand words in context.

Fourth Read (Visual Media)

1. Ask students to examine the two pictures and read the captions. Discuss their observations.
2. Ask, “How do these images help readers understand the text better?” Remind students to use evidence from the text to support their answers.
3. Distribute copies of the *Picture Detectives* activity sheet (page 51). Have students complete the activity sheet independently. Remind them to use evidence from the text to support their answers.

Writing Connection

1. Review the aspects of informational text covered in the close reading activities (central idea, word meaning, and visual media).
2. Distribute copies of the *Money Choices* activity sheet (page 52) to students.
3. Read the directions aloud. Remind students to refer back to the text for evidence, examples, and specific words and phrases to support their ideas. Highlight the box on the activity sheet and explain that their illustration should support the ideas presented in their writing.
4. Have students work independently to complete the writing activity on the *Money Choices* activity sheet.
5. If time permits, allow students to share their writing with partners. Display the students’ paragraphs and illustrations on a classroom bulletin board.

Name: _____ Date: _____

Saving and Spending

Directions: Read the text. Answer the questions below in your own words.

1. What is the main idea of the text? How do you know?

2. What are two key details that tell you more about the main idea?

Name: _____ Date: _____

Picture Detectives

Directions: Read the text. Look at the pictures. Answer the questions below.

1. How does the first picture tell you more about the main idea of the text?

2. How does the second picture tell you more about the main idea of the text?

Name: _____ Date: _____

Money Choices

Directions: Write a paragraph to answer the questions below. Refer to the text for evidence to support your answers.

What is the main idea of the text passage? What text features communicate this idea to the reader?

Directions: Draw an illustration that also answers the questions. Like in the text you read, your illustration should provide more information to readers.



Ordering Whole Numbers

Overview

As students progress in school, they are expected to learn new information by reading informational texts. Reading to learn requires students to successfully decode text, extract key ideas, understand vocabulary, and connect new information to their schema. In this lesson, students apply several close reading strategies to a math text. They practice using text features and definitions of key words to connect concepts within the text. They also analyze the relationship between text structure and the purpose of the text and then apply information from multiple texts to solve a problem. In the writing connection, students reflect on the skills they learned in the close reading activities by describing the steps they took to complete the math task based on the text.

Areas of Focus

- word meaning
- text structure
- applying and analyzing sources
- using precise language and vocabulary

Materials

- *Ordering Whole Numbers* (page 54)
- *Ascending and Descending Order* (page 58)
- *Text Structure and Author's Purpose* (page 59)
- *Ranking Wealth* (page 60)
- *Task Analysis* (page 61)
- projector or document camera
- highlighters
- chart paper

Standards

- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade appropriate topic or subject area.
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.

Ordering Whole Numbers

To *ascend* means to go up. Putting numbers in **ascending order** means to list them from least to greatest. The numbers 1, 7, 12, 14, and 37 are listed in ascending order.

To *descend* means to go down. Putting numbers in **descending order** means to list them from greatest to least. The numbers 103, 75, 52, 14, and 7 are listed in descending order.

How to Order Numbers

Step 1: Line the numbers up by place values.

1,653,000,000

1,637,000,000

Step 2: Beginning with the greatest place (the one farthest left), compare the digits.

1,653,000,000

1,637,000,000

Step 3: If those digits are equal, continue to the right. Compare each place value until you find a difference. If you do not find a difference, the two numbers are equal.

1,6**5**3,000,000

1,6**3**7,000,000

Step 4: Write the numbers in whichever order is called for.

Ascending order:

1,637,000,000

1,653,000,000

Descending order:

1,653,000,000

1,637,000,000

Close Reading Activities

First Read (Overview/First Impressions)

1. Distribute copies of the *Ordering Whole Numbers* text (page 54) to students.
2. Use a projector or document camera to display the text. Demonstrate how to number each line of the passage on the left side of the text. Have students number their copies. Explain that they should refer to these numbers when quoting from the text.
3. Before reading, remind students that the first read is to help them gather their initial impressions of the text. Remind them to note the following on the text using the suggested marks:
 - questions about the text (?) (write question in the margin)
 - words or phrases they want to learn more about (put box around)
 - words or phrases that seem important (*)
 - areas of interest or confusion (!)
4. Place students in pairs to partner-read the text. Students can choose how they want to take turns.
5. After the initial reading is complete, provide time for students to revisit their notes and make additional annotations on the text.
6. Use a projector or document camera to display the text. Invite students to discuss their questions, thoughts, and areas of confusion. Demonstrate how to record these ideas on the text.

Second Read (Word Meaning)

1. Have students reread the text independently.
2. Ask students to highlight the sentences that give definitions of the words *ascend* and *descend*.
3. Ask, “Why do you think the author put the words *ascend* and *descend* in italics and the terms *ascending order* and *descending order* in bold?” Discuss how these text features help the reader determine the meanings of these words and phrases.
4. Distribute copies of the *Ascending and Descending Order* activity sheet (page 58) to students. Read the question aloud.
5. Give students 2–3 minutes to discuss the question with a partner.
6. Have students complete the *Ascending and Descending Order* activity sheet independently. Remind them to go back to the text to find supporting evidence for their answers.
7. Provide time for students to share their responses with the class. Discuss the importance of text features in informational texts.

Third Read (Text Structure)

1. Using a projector or document camera, demonstrate how to draw a horizontal line between the top portion of the written text and the chart containing the step-by-step instructions below it. Have students draw the same line on their copies.
2. Tell students that they will examine the structure of these two sections of text. Ask, “What can you tell about the text structure from a quick glance at this page?” Discuss how some of the text is presented in a chart format while some is presented in paragraph format.
3. Have students reread the top portion of text. Ask, “What was the author’s purpose for writing these paragraphs?” (*to define the concepts of ascending and descending order of numbers*) Remind students to cite text evidence for their ideas during the discussion.
4. Write the names of the following text structures on a sheet of chart paper: *description, compare/contrast, sequence/order, cause/effect, and problem/solution*. Briefly define and discuss these general text structures. (See *textstructure.pdf* on the Digital Resource CD.) Ask students which of these text structures best describes the top portion of the text.
5. After allowing students to respond, explain that it has a “description” text structure because it describes ascending and descending order and provides examples.
6. Direct students’ attention to the bottom portion of the text. Have them make observations about the structure of this portion. (*numbered steps, chart format, etc.*) Ask, “What was the author’s purpose for writing this section of text?” Discuss how the text structure supports the author’s purpose.
7. Distribute copies of the *Text Structure and Author’s Purpose* activity sheet (page 59) to students. Read the directions aloud. Have students complete the activity sheet independently or with partners.
8. Provide time for students to share their responses and discuss the relationship between the structure of a text and the author’s purpose.

Fourth Read (Applying and Analyzing Sources)

1. Distribute a copy of the *Ranking Wealth* activity sheet (page 60) to each student. Have students read the text at the top of the page independently.
2. Read the text aloud and answer students’ questions about the activity sheet. Tell students that they will need to use information from the *Ordering Whole Numbers* text (page 54) and the *Ranking Wealth* text to complete the task.
3. Place students in pairs. Give each pair a highlighter or yellow marker. Ask them to highlight the information on both texts that is necessary for completing the *Ranking Wealth* task.
4. Provide time for the students to complete the task on the *Ranking Wealth* activity sheet.

Writing Connection

1. Review the aspects of informational text covered in the close reading activities. (*word meaning, connecting concepts, text structure, and applying information from multiple sources*)
2. Tell students that they will use the information and skills they learned to explain how they completed the task on the *Ranking Wealth* activity sheet.
3. Display the *Task Analysis* activity sheet (page 61) using a projector or document camera. Model for students how to explain their work on the task by writing Step 1 together as a class. For example, you might write, “First, I learned the definitions of the terms *ascending order* and *descending order* from the *Ordering Whole Numbers* text.”
4. Tell students that their written descriptions should include at least five steps. For English language learners and below-level learners, make a T-chart on the board. Label the left column, *How I did it*. Label the right column, *Why I did it*. Have students explain their work step-by-step as you record their ideas on the T-chart.
5. Encourage students to refer back to the text as often as possible in their descriptions of their problem-solving processes. Remind them to use precise and appropriate vocabulary words from the text in their written descriptions.
6. Provide time for students to complete the *Task Analysis* activity sheet independently.
7. Provide time for students to read their explanations aloud with partners.

A large graphic featuring the numbers 2, 3, 5, 6, and 0 in a bold, 3D, metallic style. The numbers are arranged in a grid-like pattern, with 2 and 3 in the top row, 5 and 6 in the middle row, and 0 in the bottom row. The numbers are rendered with a gradient from light gray to dark gray, giving them a three-dimensional appearance. The background is white with faint horizontal lines.

Name: _____ Date: _____

Text Structure and Author's Purpose

Directions: Choose two of the topics listed below. For each topic, explain the type of text structure you would use and why this text structure fits the purpose.

Topics

- Items to pack on a camping trip
- Soccer vs. baseball
- The best type of pet
- Directions to get to a friend's house
- Gifts you hope to receive for your birthday

Types of Text Structures

- Description
- Compare/Contrast
- Sequence/Order
- Cause/Effect
- Problem/Solution

Topic #1: _____

Type of text structure: _____

Why this text structure fits the purpose of the topic:

Topic #2: _____

Type of text structure: _____

Why this text structure fits the purpose of the topic:

Name: _____

Date: _____

Ranking Wealth

Directions: Read the text below. Refer to the *Ordering Whole Numbers* text for more information. Then, complete the task.

In 2010, the five richest people in the world were thought to be:

- Carlos Slim Helú of Mexico with \$53,500,000,000
- Lakshmi Mittal of India with \$28,700,000,000
- Mukesh Ambani of India with \$29,000,000,000
- Warren Buffet of the United States with \$47,000,000,000
- William Gates III of the United States with \$53,000,000,000

Task

Put these billionaires in descending order based on their wealth.



Name: _____

Date: _____

Task Analysis

Directions: Write a step-by-step explanation of how you completed the *Ranking Wealth* task. Refer to the two texts you used for the task. Tell specifically how each text helped you complete the steps.

1.

2.

3.

4.

5.

Saving Our National Parks

Standards

- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Trace and evaluate the argument and specific claims in a text, assessing whether reasoning is sound and the evidence is relevant and sufficient to support the claims.
- Support claim(s) with clear reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Overview

In this lesson, students analyze an argument text to understand how the author uses word choice, claims, and reasons to formulate a convincing argument. As students gain a deeper understanding of argument texts, they are ready to explore the nuances that make arguments compelling and credible. In this lesson, they learn how to write objective summaries of a text without including personal thoughts or opinions. They analyze the author's choice of words and use of nonliteral language in the argument. They also identify the reasons and evidence that support each argument and consider the credibility of the sources. For the writing connection, students research an opposing viewpoint and write an argument in response to the text.

Areas of Focus

- summarizing
- word meaning
- arguments and claims
- evidence from sources

Materials

- *Saving Our National Parks* (page 115)
- *Objective and Subjective Summaries* (page 119)
- *Language Decoder* (page 120)
- *National Park Claims and Evidence* (page 121)
- *Response Research* (page 122)
- *National Parks Preservation Response* (page 123)
- projector or document camera
- one red marker and one blue marker (per student)



Saving Our National Parks

There is no more beautiful place in the world than Yellowstone National Park—except maybe Denali National Park in Alaska, or Grand Canyon National Park, or maybe the Fire Island National Seashore. The United States National Park System is a treasure that must be preserved. The United States is covered from sea to shining sea with cities and highways and factories. The amount of green area shrinks all the time.

National parks are among the few places where nature is protected. They are places where we can relax and view wildlife in its own element, which allows us to experience what the nation looked like hundreds of years ago, when it was pure and unspoiled. But the United States park system is in grave danger.

Too Many Tourists

A glut of tourists chokes the parks with cars that cause pollution and run over wildlife. For example, at the entrance to Yellowstone Park, rangers have air pumped into their booths because the pollution is so bad!

Many people camp in the parks, and their poorly tended campfires have turned into wildfires, burning thousands of precious acres. Around coastal parks, motorboats harm and scare wildlife, sometimes preventing them from mating. Oil and gas spilling from the boats' motors pollute the water. During the winter, loud snowmobiles destroy the quiet peace of the parks. In addition to noise pollution, they bring air pollution and terrify the animals.

Stop the Sellout

There is another problem that is even more dangerous than tourists. Our park system is being sold piece by piece to the private sector. Some parkland has already been used for development. Soon there may be private housing built on these preserves that were once untouchable. Another catastrophe is opening public lands to oil drilling. Oil drilling can easily damage delicate ecosystems.

Let's Take Action

The solution is clear. The park service must get tough with tourists. Drastically reduce the number of cars allowed into the parks. Cut the number of snowmobiles or disallow them altogether. Forbid motorboats near coastal parks. Sure, some people will be outraged. However, in the end, they will like the results.

We think the US government should keep the parks from being overused and run down. They should also make sure that public lands cannot be sold to private investors. After all, once the parks are gone, we can't get new ones.

Close Reading Activities

First Read (Overview/First Impressions)

1. Distribute copies of the *Saving Our National Parks* text (page 115) to students. Have students number each paragraph in the left margin. Encourage them to refer to these numbers as they reference the text throughout the close reading activities.
2. Before reading, remind students that the first read is to help them gather their initial impressions of the text. Remind them to note the following on the text using the suggested marks:
 - questions about the text (?) (write question in the margin)
 - words or phrases they want to learn more about (put box around)
 - words or phrases that seem important (*)
 - areas of interest or confusion (!)
 - related ideas or concepts (∞) (write connection in the margin)
 - areas of agreement or disagreement (\triangle = agree ∇ = disagree)
 - questions about credibility or sources (circle)
3. Have students read the text independently.
4. After the initial reading is complete, provide time for students to revisit their notes and make additional annotations on the text.
5. Use a projector or document camera to display the text. Invite students to discuss their questions, thoughts, and areas of confusion. Encourage students to record these ideas on their copies of the text.

Second Read (Summarizing)

1. Display the text using a projector or document camera. Read the first paragraph aloud.
2. Ask, "What is the central idea of this text?" Have students refer to specific words and sentences in the text to provide support for their responses. On the projected text, highlight the sentence, "The United States National Park System is a treasure that must be preserved."
3. Write *objective* and *subjective* on the board. Explain that objective means unbiased, impartial, and verifiable by facts. Explain that subjective means subject to personal opinions and not verifiable by facts. Argument texts, for example, are subjective because they present opinions.
4. Ask, "What would a subjective summary sound like? What would an objective summary sound like?" Explain that it is important to be able to summarize texts objectively without inserting opinions or judgments.
5. Distribute copies of the *Objective and Subjective Summaries* activity sheet (page 119) to students. Display the activity sheet using a projector or document camera and read the directions aloud.

6. Read the first two sentences in the subjective summary aloud. Then, model how to remove the subjective statements to make the summary objective.
7. Place students with partners. Provide time for pairs to complete the activity sheet.
8. Review students' revisions as a class. Have students make changes as needed.

Third Read (Word Meaning)

1. Display the text using a projector or document camera. Have students review their initial impression notes in the margins. Ask if anyone noted any words that were either confusing or interesting in the text. Highlight these words on the projected text.
2. Read the first paragraph aloud. Underline, "The United States is covered from sea to shining sea with cities and highways and factories." Ask the class to explain the literal interpretation of this sentence. Then, have students describe the figurative meaning of this sentence. Discuss the purpose of this sentence and why the author chose to use this example of figurative language.
3. Distribute copies of the *Language Decoder* activity sheet (page 120) to students. Have them record the sentence from Step 2, along with the literal and figurative meanings.
4. Place students in groups of 3 or 4 to complete the activity sheet.
5. Have a volunteer from each group share the group's responses with the class. On the projected text, underline the examples of nonliteral language and discuss their impact on the argument.

Fourth Read (Arguments and Claims)

1. Display the text passage using a projector or document camera. Give each student a clean copy of the text. Give each student one red marker and one blue marker.
2. Ask, "What are the qualities of a strong argument?" Discuss the importance of supporting arguments with reasons and evidence. Tell students that they are going to examine the text to see if the arguments are validated by reasons.
3. Read the first paragraph of the text aloud. Ask, "What is the author's argument?" With a red marker, underline the sentence, "The United States National Park System is a treasure that must be preserved." Have students identify the reasons that support this argument. Model how to underline the reasons with the blue marker on the projected text. Have students do the same on their copies of the text.
4. Place students with partners. Have them reread the rest of the text and continue underlining the argument in red and the reasons or evidence in blue.

5. Distribute copies of the *National Park Claims and Evidence* activity sheet (page 121) to students. Demonstrate how to record the arguments and the supporting reasons.
6. Provide time for students to complete their activity sheets independently.
7. Review students' responses as a class. Encourage students to make corrections as needed.

Writing Connection

1. Tell students that they will have a chance to respond to the text by writing an argument. Explain that they can choose to disagree with the main premise of the argument (national parks need to be preserved) or they can respond to one of the individual arguments in the text.
2. Remind students about the importance of supporting their claims with reasons and evidence. Provide examples of credible and not credible sources and discuss the importance of using credible sources to support arguments.
3. Distribute copies of the *Response Research* activity sheet (page 122) to students. Read the directions aloud. Provide time for students to complete the activity sheet in class or as homework.
4. Distribute copies of the *National Parks Preservation Response* activity sheet (page 123) to students. Provide time for them to write a response to the text. Remind them to include reasons and evidence from credible sources to support their claims.
5. If time permits, have each student switch papers with a partner. Instruct students to read their partner's work and give two compliments and one suggestion for improvement.

Date: _____

Objective and Subjective Summaries

Directions: Read the subjective summary below. Rewrite the paragraph to make it objective.

Subjective Summary

The national parks are beautiful places that need to be preserved. Tourists damage national parks by starting wildfires and polluting, but they should not be blamed for everything. Natural occurrences, such as lightning, also start wildfires. Furthermore, many tourists help the national parks by paying entrance fees and donating money to help preserve them. Snowmobiles create noise and scare animals in the national parks. However, it would be very unfair to ban them altogether. Some people enjoy snowmobiling as a form of recreation. The national parks are also in danger because some lands are being sold to private investors and oil drilling in national parks harms the environment. The government needs to do more to protect our national parks.

Objective Summary

[illegible]

Name: _____ Date: _____

Language Decoder

Directions: Record examples of figurative language on the chart. Explain the literal and figurative meanings of the phrases.

Sentence from Text	Literal Meaning	Figurative Meaning

How does the use of specific words and figurative language make the author's arguments more effective? Be sure to include examples from the text in your response.

Name: _____

Date: _____

National Park Claims and Evidence

Directions: Record the claims made in the text. Note the evidence provided to support these claims.

Claim	Evidence

Name: _____ Date: _____

Response Research

Directions: Write the central argument that will form the basis of your response to the text passage on the lines below. Record the reasons and evidence from your research that can be used to support your central argument. For each reason or piece of evidence, note the source.

Central Argument: _____

Reason #1: _____

Source: _____

Reason #2: _____

Source: _____

Reason #3: _____

Source: _____

Reason #4: _____

Source: _____

Additional reasons: _____

Sources: _____

Date: _____

National Parks Preservation Response

Directions: Use the notes from your *Response Research* activity sheet to write your argument on the lines below.

[illegible]