

Shifting to the **Common Core**

Grades 2–3 English/Language Arts

Augustyn King Erickson Sebranek





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Steven J. Augustyn Robert King Chris Erickson Janae Sebranek

Thoughtful Learning

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Shifting to the Common Core

Course Objectives

This material helps students learn to sort, judge, and create information, developing the depth of knowledge that the Common Core State Standards require in all subjects.

In *Shifting to the Common Core*, students will . . .

- use close-reading strategies to capture the meaning of complex texts;
- quickly outline complex texts, summarizing main points;
- cite textual evidence in a variety of forms;
- use STRAP questions to fully understand writing prompts;
- weigh the effectiveness of support;
- judge the use of literary devices;
- judge explanatory, narrative, and persuasive writing;
- use information from a source to build meaning;
- create effective informational, narrative, and persuasive writing; and
- write effective responses to on-demand prompts.

By developing these deeper-thinking skills, students improve their comprehension across the curriculum, raise their grades, and increase their success on Common Core assessments.

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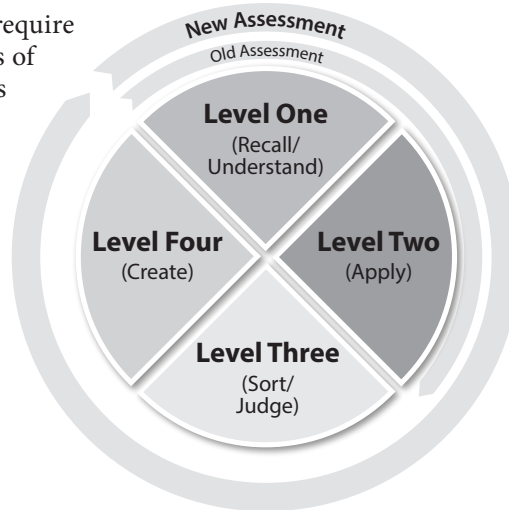
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Dear Educator:

You and your students are navigating a time of great change, brought about by the Common Core State Standards and the assessments that measure them. This book will help you and your students succeed.

The Common Core State Standards require students to demonstrate deeper levels of thinking, and as a result, assessments are shifting. Previous high-stakes assessments tested what students could recall, understand, and apply—the first levels of thinking on the chart to the right. The new assessments measure those levels but go much deeper. To succeed on the new assessments, students must demonstrate the ability to carefully sort through information, judge its value, and create effective responses.



This book teaches your students these three important skills:

1. Sorting out what they read, see, and hear
2. Judging information and testing it for reliability
3. Creating arguments by drawing evidence from texts and using it in new forms

In this way, *Shifting to the Common Core* goes far beyond other courses. Instead of just practicing sample test questions, students learn the specific strategies and skills they need to think more deeply. *Shifting to the Common Core* helps students succeed in school, score higher on Common Core assessments, and go farther in college and career.

Thank you for helping your students think more deeply, and thank you for using *Shifting to the Common Core*.

Sincerely,

Chris Erickson
Author

**Common Core
English/Language
Arts College and
Career Readiness
Anchor Standards**

R.1, R.2, R.3, R.4, R.5,
R.6, R.7, R.8, R.9, R.10

R.1, R.2, R.3, R.4, R.5,
R.6, R.7, R.8, R.9, R.10,
W.7, W.8, W.9

R.1, R.2, R.3, R.4, R.5,
R.6, R.7, R.8, R.9, R.10,
W.7, W.8, W.9

R.1, R.2, R.3, R.4, R.5,
R.6, R.7, R.8, R.9, R.10,
W.7, W.8, W.9, W.10

R.1, R.2, R.3, R.4, R.5,
R.6, R.7, R.8, R.9, R.10,
W.7, W.8, W.9, W.10

R.1, R.2, R.5, R.8, R.10,
W.7, W.8, W.9, W.10

R.1, R.2, R.3, R.4, R.5,
R.6, R.7, R.10, W.7, W.8,
W.9, W.10

R.1, R.2, R.3, R.4, R.5,
R.6, R.9, R.10, W.1, W.2,
W.3, W.4, W.5, W.6,
W.8, W.9

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Understanding the CCSS and the New Assessments

This page answers frequently asked questions about the Common Core State Standards (CCSS) and the new assessments created to test compliance with these standards.

What are the CCSS?

The Common Core State Standards (CCSS) are a set of standards for English/language arts and math that have been adopted by most states. In addition to focusing on knowledge content, these standards also emphasize skills required for college and career readiness: critical thinking, innovation, communication, problem solving, and using information and technology.

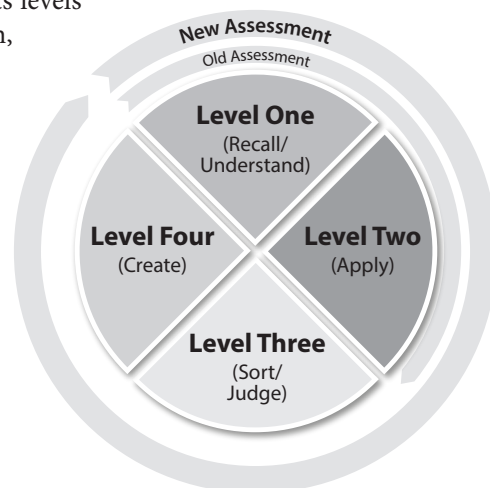


What are PARCC and Smarter Balanced?

Two organizations have received federal “Race to the Top” grants to develop assessments that measure the full range of skills required by the Common Core State Standards. One organization is called PARCC, which stands for the Partnership for Assessing Readiness for College and Careers. The other organization is called the Smarter Balanced Assessment Consortium. The tests developed by these organizations use a combination of traditional testing methods, innovative technology, and written responses to measure students’ abilities.

How do these tests differ from previous high-stakes tests?

The new assessments go beyond previous tests to assess greater depths of knowledge. Previous assessments tested depth of knowledge at levels 1 and 2: recalling information and applying it in straightforward ways. The new assessments test these levels as well as levels 3 and 4: sorting through information, judging its value, and creating something new with it. These assessments use innovative testing strategies, new technology, and human scoring to test these deeper levels of thinking.



30 Minutes to Success

In this book, you'll find spreads organized with instructional material on the left and activities on the right. Follow this simple plan to fit these modules into your lesson schedule:

- 10 minutes for presenting the instruction on the left
- 10 minutes for students to complete the activity on the right
- 10 more minutes for class discussion afterward

Instruction (10 minutes)

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**CCSS ELA/Literacy
CCSS Standards**
R.1, R.2, R.5, R.8, R.10,
W.1, W.8, W.9, W.10

**Speaking and
Listening**
You can identify a main point in a speech or video by listening closely to the beginning. If a main point isn't stated outright, use a formula like the one below to discover the main idea.

Finding Controlling Sentences
Nonfiction texts tell about real people, places, things, and events. In nonfiction writing, controlling sentences sum up the main points.

How can I recognize controlling sentences?
Watch for the following types of controlling sentences while you read:

- A **focus statement** gives the main point for an article. It usually appears near the beginning. In the example to the right, the focus statement is underlined.
- A **topic sentence** gives the main point for a paragraph. It often appears at the beginning of the paragraph. Sometimes it is implied (not stated outright).

What if there is no controlling sentence?
If an article or paragraph does not include a controlling sentence, you can write one of your own. For example, the following paragraph does not contain a topic sentence.

First, a large, flat disk of ice forms in the middle of a river. It happens to be sitting on top of a slowly spinning column of water—what scientists call a "rotational shear." The water causes the ice to turn slowly, bumping against other ice around it. The friction grinds the disk down until it is a nearly perfect circle. Then the disk rotates slowly in its ice socket. After the disk forms, observers have a hard time believing it is natural, but it is.

To write a topic sentence, ask (and answer) the following questions:

What is the topic?	What is said about it?	What controlling sentence can I write?
spinning ice circles	+ how they form naturally	= Spinning ice circles form naturally in a series of steps.

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Activity 2: Reading Science Articles

1. Use **SQ3R** to closely read the article that follows. Write down your observations.
2. Write the focus statement from the first paragraph and topic sentences from the second and third.
3. The fourth paragraph lacks a topic sentence. Write one of your own.

Supervolcano!
by Terri Hoffman

Everyone is familiar with regular volcanoes. They are cone-shaped mountains with smoke—and sometimes lava—coming out the top. So, what is a supervolcano? Are they volcanoes with capes? No. Supervolcanoes are super because they are so much bigger.

Yellowstone's Supervolcano
If you've ever been to Yellowstone National Park, you've stood inside a supervolcano! That's why Yellowstone has so many geysers and hot springs. The Yellowstone Caldera, or the crater where the lava erupts, is 34 miles by 45 miles wide. It could hold the city of Chicago six times over. Geologists say that Yellowstone last erupted 640,000 years ago. They also say that it could erupt again at any time. Still, the chances of an eruption during any given year are low: 1 in 720,000.

When They Blow
Scientists recently discovered that supervolcanoes can erupt without a trigger. Other volcanoes often erupt because of an earthquake, but supervolcanoes can erupt just because they have enough magma to do so. Computer models show that the magma would rise like an inflated ball in water and burst through the surface. A series of separate eruptions, each the size of a typical volcano, could join together until the whole caldera erupts.

Twenty Supervolcanoes
Just as the United States has Yellowstone, Indonesia has Lake Toba, New Zealand has Lake Taupo, and Italy has the Phlegrean Fields. Sixteen others exist elsewhere. Each can erupt over a thousand cubic kilometers of material. One theory holds that Lake Toba's last eruption 74,000 years ago wiped out 60 percent of the human population.

We can be glad that the chances of another eruption soon are so small. So, if you travel to Yellowstone, enjoy the geysers and the thrill of standing inside a supervolcano!

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Discussion (10 minutes)

Where will I find answers?

An answer key appears after the lessons. You'll also find model student responses to prompts and rubrics for scoring student writing.

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Answer Key

Activity 1: Reading Nonfiction

1. **Survey** (Sample answer) The title asks, "What Child Are You?" and the first three headings list three types. The fourth heading starts with "I," and the last heading says to celebrate differences. The picture shows a girl and her brother, and the caption talks about both order and personality.

2. **Question** (Sample answer) Clara Dunning wrote this piece. It is about how your birth order affects your personality. It is presented to show one reason why siblings can be so different from one another.

3. **Read, Reread, and Review** (Sample answer) I'm most surprised by how well the different personalities match me and my brother and sister. I should check with my friends to see if the article worked for them, too.

Activity 2: Reading Science Articles

1. **SQ3R** (Sample answer) The title reveals that the article is about supervolcanoes. The other headings reveal that Yellowstone is a supervolcano and that there are 20 throughout the world. The photo shows a hot pool that is part of the Yellowstone supervolcano. I wonder how supervolcanoes are different from regular ones.

2. **Focus statement from paragraph 1** Supervolcanoes are super because they are so much bigger.
Topic sentence from paragraph 2 If you've ever been to Yellowstone National Park, you've stood inside a supervolcano!
Topic sentence from paragraph 3 Scientists recently discovered that supervolcanoes can erupt without a trigger.

3. **Make-up topic sentence for paragraph 4** (Sample answer) Scientists have identified 20 supervolcanoes around the world.

Activity 3: Reading Historical Fiction

1. **Possible main point** (Sample answer) Francis Scott Key thought he had failed, but by writing poetically, he discovered he had succeeded.

2. **Possible facts** (Sample answer) "The young lawyer had been sent to negotiate an exchange of prisoners. Instead, he himself had become a prisoner. The British had had him and the others have too much. They had to stay around the HMS *Minden* until Baltimore fell." "Francis had ten other such letters from British prisoners, seeking an exchange of American prisoners." "It was battered and torn, with a hole through its center, but still it flew the star-spangled banner. Baltimore had not fallen! The British attack had failed."

Possible descriptions (Sample answer) "Rain poured down on Francis Scott Key. His coat was soaked. It hung heavily on his shoulders." "Francis reached into his coat pocket and pulled out a bundle of letters." "The rain was streaking the black ink down the pages. But then the rain slowed and stopped. Overhead, the storm clouds parted. The first light of morning poured down across the deck and the sea beyond."

Possible quotation (Sample answer) The letter and poem are quotations.

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Activity 4: Reading Poetry

1. **Possible theme** (Sample answer) If you hold on through the darkness, hope will come again.

2. **Possible support** (Sample answer) "And the rockets' red glare, the bombs bursting in air, Gave proof through the night that our flag was still there." "Now it catches the gleam of the morning's first beam, In full glory reflected now shines in the stream."

3. **Response to writing prompt** (Sample answer)

What So Proudly We Hailed

In "The Defence of Fort Mifflin," Francis Scott Key talks about the British attack on Baltimore. He is stuck on a British ship during the attack. He watches throughout the night to see if the American flag still waves over Fort Mifflin. Key uses the "star-spangled banner" to represent our country.

In the first part of the poem, the flag is under attack. When the sun sets the night before "or the twilight" last glimmering, the flag is waving. Then, all through the night, the flag is lit up by "The rockets' red glare, the bombs bursting in air." These lines show that the United States is in danger.

For a little bit, we don't know if the flag survives. Key asks, "O say does that star-spangled banner yet wave? O'er the land of the free and the home of the brave!" In the next part, he asks, "What is that which the breeze, o'er the towering steep? As it fitfully blows, half conceals, half discloses?" He answers his question by saying, "Now it catches the gleam of the morning's first beam. In full glory reflected now shines in the stream." / 'Tis the star-spangled banner." These lines show that the United States has survived the attack. Overall, the flag represents the courage, bravery, and determination of those protecting the United States and the country as a whole.

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Instructor's Note

The instructional strategies introduced on the left-hand pages in this book can be applied to any materials within your specific content area. If you wish, you can demonstrate these strategies using readings and examples from your own classroom in conjunction with, or as an alternative to, the examples provided in this book.

Sorting, Judging, and Creating

To comply with the Common Core and succeed on the new assessments, students need to develop three deep-thinking skills.

What thinking skills should my students learn?

Your students need to learn strategies for sorting, judging, and creating:



1. **Sorting** involves closely considering information, breaking it into its parts, exploring how each part works, and discovering how the parts connect to form a whole. This book teaches specific strategies for sorting out text, vocabulary, and writing prompts.



2. **Judging** involves deciding the value or worth of information, determining if it is true, desirable, logical, meaningful, and reliable. This book teaches specific strategies for judging writing, arguments, and counterarguments.



3. **Creating** involves connecting information in new ways, building arguments, and coming up with solutions to problems. This book teaches specific strategies for creating narratives, descriptions, explanations, and arguments.



“Learn as
much by
writing as
by reading.”
—Lord Acton

Shifting to the Common Core: English/Language Arts 2–3

The Common Core State Standards focus on deeper-thinking skills: sorting out information, judging its worth, and creating new information. This material helps elementary students develop these deeper-thinking skills through close reading and thoughtful writing.

Lesson Preview

- **CCSS ELA Anchor Standards**
- **Surveying Key Features**
- **Asking Questions**
- **Reading to Learn**
- **Reciting and Reviewing**
- **Using SQ3R**
- **Sorting Out the Main Point**
- **Sorting Out Details**
- **Sorting Out Themes**
- **Sorting Out Vocabulary**
- **Judging Writing**
- **Writing on Demand**
- **Working with Prompts**
- **Responding to Prompts**
- **Using Writing Patterns**
- **Using Sources**
- **Creating Narratives**
- **Writing Persuasively**

Common Core State Anchor Standards for Reading

Key Ideas and Details

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Common Core State Anchor Standards for Writing

Text Types and Purposes

CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core State Anchor Standards for Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Common Core State Anchor Standards for Language

Conventions of Standard English

CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Assessment of Common Core English/Language Arts

On the Common Core assessments, students will need to complete the following tasks:

- 1. Reading:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- 2. Writing:** Students can produce effective and well-grounded writing for a range of purposes and audiences.
- 3. Speaking and Listening:** Students can employ effective speaking and listening skills for a range of purposes and audiences.
- 4. Research/Inquiry:** Students can engage in research and inquiry to investigate topics, to analyze, integrate, and present information.

This assessment measures student progress on the Common Core State Anchor Standards for reading, writing, speaking and listening, and language.

**CCSS.ELA-Literacy
CCRA Standards**

R.1, R.2, R.3, R.4, R.5,
R.6, R.7, R.8, R.9, R.10

SQ3R
Survey

Question

Read

Recite

Review

Surveying Key Features

Reading closely or carefully will help you learn in all of your classes.

How can I read closely?

Use the **SQ3R** reading process—**S**urvey, **Q**uestion, **R**ead, **R**ecite, and **R**evue. This page covers the first step: *Survey the text*. It means to look at the text quickly to see what it's about.

What features will help me survey a text?

To *survey* a text, look for clues in these key features: **title**, **headings**, **pictures** (photos or drawings), and **captions**.

How Animals Communicate

by Bryce Hocking

Animals don't talk like we do. But they do communicate. Scientists say animals speak to each other using four senses: sound, sight, smell, and touch.

Sound

Some animals make noises. Wolves howl to call friends back to the pack. Birds chirp to attract mates and to warn of danger. Dolphins squeak and whistle.

Sight

Other animals change the way they look. Fireflies glow to attract mates. Puffer fish push out their bellies to tell scary fish to stay away.

Smell

Animals also use smells to communicate. Skunks spray stinky smells for protection. Ants leave a smelly trail so other ants can follow their path.

Touch

Lastly, animals communicate by touch. Elephants show love and anger by tangling their trunks. Monkeys touch hands to say hello.

- The **title** appears at the top and tells what the reading is about.
- **Headings** in the reading tell what ideas each part covers.
- **Pictures** show what the reading is about.
- **Captions** under pictures tell what the pictures show.

Activity 1: Surveying Nonfiction for Key Features

- **Label** the text features by filling in the blank boxes. **Note:** Do not read the article yet. You will do that later.

1.

Space Clouds: The Star Factories

by Jackie Henderson

Space is a strange place. Planets and stars and galaxies are far, far away. Did you know space has clouds, too? They are called nebulae (NEB-u-lie). These space clouds are much different from the clouds we have on Earth.

Space clouds don't make rain and thunder. Instead, scientists say they make stars! That's right. The huge balls of gas we see twinkling at night begin their lives in space clouds.

Traits of Space Clouds

4.

Space clouds live deep in space, far away from Earth. **3. Most can be seen only through a telescope.** Even then, they look small and fuzzy. In truth, space clouds are not small at all. They are giant clouds of dust and gas. They appear in the gaps between planets and stars.

Making Stars

So how does a space cloud make a new star? First, gravity pulls the gas and dust closer and closer to the cloud's center. Then the pieces begin to rub and get more dense (become more solid). As this happens, the mass gets hotter. When the temperature gets really hot, the gas starts a nuclear reaction. This reaction creates a new star.

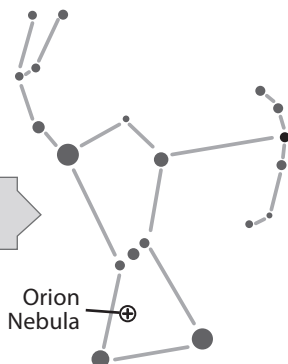
Spotting the Orion Nebula

Want to see a space cloud? On a clear night, scan the sky for the constellation Orion. Find the three straight bright stars that make up Orion's belt. Look for a fuzzy pink or greenish cloud halfway between the middle star on the belt and the lower left star of the constellation. That is the Orion Nebula—one of many amazing star factories!

2.



Nebulae are giant space clouds of gas and dust. This is a picture of the Carina Nebula.



**CCSS.ELA-Literacy
CCRA Standards**

R.1, R.2, R.3, R.4, R.5,
R.6, R.7, R.8, R.9, R.10,
W.7, W.8, W.9

SQ3R

Survey

Question

Read

Recite

Review

Asking Questions

Earlier you learned how to survey a text for reading clues. This page covers the next **SQ3R** step: *Question the text*.

What questions should I ask?

Ask questions that help you think about what you will find in the reading. The sample questions below are answered with details from “How Animals Communicate” on page 4.

Key Features

- **What did I learn from the key features?**

The title “How Animals Communicate” tells me the text will be about how animals speak. The headings list different senses. The text will probably tell more about how animals use those.

Topic

- **What is the topic of the text? What do I want to learn about it?**

The topic is animal communication. I want to know what my dogs are saying when they whine or growl.

Purpose

- **Why am I reading this text?**

I want to learn about how animals talk.

Author

- **Who wrote the text? What do I know about the author?**

The author is Bryce Hocking. This author is new to me.

Form

- **Is the text fiction or nonfiction? How can I tell?**

The text is nonfiction. It comes from my science textbook.

Activity 2: Asking Prereading Questions

- **Survey** “Space Clouds: The Star Factories” on page 5. Then **ask** the prereading questions below about the article. **Write** your answers on the lines provided.

Prereading Questions

1. Key features: What did I learn from the text’s key features?

2. Topic: What is the topic of the text? What do I want to learn about it?

3. Purpose: Why am I reading this text?

4. Author: Who wrote the text? What do I know about the author?

5. Form: Is the text fiction or nonfiction? How can I tell?

Shifting to the Common Core

Course Objectives

These materials help students gain the skills they need to comply with the Common Core and to succeed on its assessments. Students will learn to analyze the information they receive, evaluate it, and synthesize responses that demonstrate deep levels of knowledge.

In *Shifting to the Common Core: English/Language Arts*, students will . . .

- Use close-reading strategies to capture the meaning of complex texts.
- Quickly outline complex texts, summarizing main points.
- Cite textual evidence in a variety of forms.
- Use STRAP analysis to fully understand writing prompts in the assessment.
- Evaluate and critique logical arguments within texts.
- Weigh the effectiveness of support.
- Evaluate the use of literary devices.
- Construct logical arguments, drawing evidence from texts.
- Synthesize information from multiple sources to build meaning.
- Write effective responses to on-demand prompts.

In *Shifting to the Common Core: Mathematics*, students will . . .

- Understand the mathematical problem-solving process.
- Use known/unknown analysis to understand mathematical prompts in the assessment.
- Identify constants and variables in each situation.
- Analyze formulas to determine which apply.
- Recognize patterns and reasoning in mathematical expressions.
- Use mathematical modeling to predict calculated values.
- Evaluate and critique mathematical reasoning.
- Argue for specific problem-solving approaches.
- Create new mathematical expressions in order to solve problems.
- Model using mathematics.