

Tennessee Common Core Reading Unit for Grades 2-3:

Habitats

Learning Objective: The goal of this unit is to teach 2nd and 3rd grade students to read closely and critically in order to comprehend complex informational text. In this unit, the teacher uses a variety of strategies to actively engage students in analyzing vocabulary, answering text-dependent questions, and summarizing the text. Students learn to take notes using a graphic organizer and to use those notes to develop a deeper understanding of the text. Discussions and writing exercises help students to construct meaning of the texts in a way that “sticks.”

Reading Tasks: The first text, “Visit a Coral Reef: Learn About This Busy Ocean Habitat” will be read aloud in its entirety for the first read. The text is then read multiple times (in shorter specific sections) with guiding questions for teachers. The second text, “Animals of The Rain Forest: What Creatures Live in This Amazing Place?” will be read aloud in its entirety for the first read. The text is then read multiple times (in shorter specific sections). Both full texts are included in this unit. The Lexile Level for “Visit a Coral Reef: Learn About This Busy Ocean Habitat” is 610. The Lexile Level for “Animals of The Rain Forest: What Creatures Live in This Amazing Place?” is 620. These texts are located in the Tennessee Electronic Library (www.tntel.tnsos.org). The qualitative measure for both texts is moderately complex, as measured by the Informational Text Qualitative Measures Rubric as found at http://www.tncore.org/english_language_arts/curricular_resources/text_complexity.aspx.

Discussion/Language Tasks: The text is presented and explored orally. Group discussions about the content from the texts form the foundation of the lessons.

Writing Tasks: All the writing tasks created for this unit are highly guided and scaffolded. Students learn to take notes using a graphic organizer and to use those notes to develop a deeper understanding of the text. Students create a written summary of “Visit a Coral Reef: Learn About This Busy Ocean Habitat” and “Animals of The Rain Forest: What Creatures Live in This Amazing Place”. Then students write an opinion essay in which they discuss why it is important to protect endangered habitats, citing evidence and examples from both “Visit a Coral Reef: Learn About This Busy Ocean Habitat” and “Animals of The Rain Forest: What Creatures Live in This Amazing Place”.

Note: These units are peer-reviewed and have been vetted for content by experts. However, it is the responsibility of local school districts to review these units for social, ethnic, racial, and gender bias before use in local schools.

Common Core Standards:

Strand	2 nd Grade	3 rd Grade
<p>Reading: Informational Text</p>	<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI.3.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>
<p>Writing</p>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking</p>	<p>W.3.1 Write opinion pieces on topics or text, supporting a point of view with reasons. a. Introduce the topic or text they are writing about,</p>

	<p>words (e.g. because, and also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; including illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>
Speaking and Listening	<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
Language	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <p>L.2.2 Demonstrate command of the conventions of</p>	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

	<p>standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>
<p>Science (TN Science Standards 2009-10)</p>	<p>GLE.0207.2.2 Investigate living things found in different places.</p> <p>GLE.0207.2.3 Identify basic ways that plants and animals depend on each other.</p> <p>GLE.0207.3.1 Recognize that animals eat plants or other animals for food.</p>	<p>GLE.0307.2.2 Explain how organisms with similar needs compete with one another for resources.</p> <p>GLE.0307.3.1 Describe how animals use food to obtain energy and materials for growth and repair.</p> <p>GLE.0307.5.1 Explore the relationship between an organism’s characteristics and its ability to survive in a particular environment.</p> <p>GLE.0307.5.2 Classify organisms as thriving, threatened, endangered or extinct.</p>

A Note on the Standards: This unit is not designed to emphasize Foundational Skills Standards. Teachers are encouraged to address any Foundational Skills standards that they feel are needed or will enhance this unit.

First Full Text:

Visit A Coral Reef: Learn About This Busy Ocean Habitat

Under the sea many creatures live in coral reefs. A coral reef is a warm ocean habitat. It is built by thousands of tiny sea animals. They are called coral polyps. They build hard skeletons around themselves. When polyps die, their skeletons are left behind. Young polyps grow on top of the old skeletons. In time, those skeletons form coral reefs.

Coral reefs are home to many ocean animals. They rely on the reefs for shelter and food. Here are just a few of those animals.

Dugong

Dugongs live near some coral reefs. They are gentle ocean mammals. They move slowly and graze on sea grasses. That is why they are often known as sea cows.

Dugongs are endangered. That means they are at risk of dying out. People hunt dugongs for their meat. Sometimes the animals get caught in nets used for fishing. Pollution* also hurts dugongs.

Green Sea Turtle

Green sea turtles are often found near coral reefs. The turtles are named for the green color of their skin. They eat sea grasses.

Green sea turtles are endangered. People hunt them for their meat and eggs. The turtles also get trapped in fishing nets. Another threat is pollution.

Clown Fish

Clown fish are orange and white. They live near sea anemones. Sea anemones are animals that look like plants. They are poisonous to other fish. Clown fish have a slimy coating on their skin. That protects them from the poison.

Sea anemones keep clown fish safe. Other fish may get stung if they get caught in a sea anemone. Those fish become food for the sea anemone. Clown fish eat the leftovers.

Octopus

Some octopuses live near coral reefs. An octopus has eight arms. They are called tentacles. Each tentacle has suction cups. The suction cups help an octopus hold on to food, such as crab and shrimp.

An octopus is a master of disguise. It can change color and texture. That helps it blend in with its surroundings. It can also change shape and squeeze into very small spaces. How? An octopus has a soft body and no bones.

Many people are working to save dugongs and green sea turtles. Why might it be important to save those animals?

Protecting a Coral Reef

Coral reefs are in danger. They face threats from pollution and fishing. Ships that drop anchors on the reefs can damage them.

The Australian government wants to protect coral reefs. It recently announced plans to create the world's largest marine reserve. That is an area of ocean that is protected by law. It limits fishing in the area. Under the plan, people would not be allowed to explore the area for oil or gas.

The new marine reserve will protect animals and plants in the Coral Sea. That includes the Great Barrier Reef, which is the largest group of coral reefs in the world. It is located off the northeast coast of Australia.

Source Citation: (MLA 7th Edition)

"Visit a coral reef: learn about this busy ocean habitat." *Weekly Reader, Edition Pre-K* [including Science Spin] May-June 2012: SS1+. *General OneFile*. Web. 13 Sept. 2013.

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Second Full Text:

Animals of The Rain Forest: What Creatures Live In This Amazing Place?

Tropical rain forests are full of life! They are warm, rainy places with many tall trees. Many kinds of animals are hidden in the thick forests. Here are just a few of them.

Orangutan

Orangutans are mammals. A mammal is an animal that has hair on its body. Orangutans spend most of their time in trees. They use their long arms to swing from branch to branch. They eat fruit, insects, and birds' eggs. At night, orangutans build sleeping nests in the trees.

Toucan

Toucans are birds with huge beaks. Their beaks look heavy, but they are actually light. They are also very sharp. Toucans use their beaks to eat fruit. They also eat insects, lizards, and other birds' eggs. Toucans live in the leafy tops of trees. They sleep in holes in trees.

Green Iguana

Green iguanas are reptiles. A reptile is an animal that has hard, dry skin. Green iguanas are large. They are usually between 4 and 6 feet long. Their tails make up half the length of their bodies! They live and sleep in trees. Their sharp claws help them climb. They eat leaves, flowers, and fruit.

Golden Lion Tamarin

Golden lion tamarins are mammals. They are named for their orange manes*. Golden lion tamarins stay in family groups. They live in trees and sleep in tree holes. The animals use their long fingers to collect food. They share food with group members. They eat fruit, insects, and lizards.

Saving Rain Forests

Tropical rain forests are in danger. They are disappearing. For years, people have been cutting down trees to make room for farms and roads.

Many groups are working to save tropical rain forests. The World Wildlife Fund (WWF) is one of those groups. It works to protect animals and habitats around the world. A habitat is a place in nature where animals and plants live.

"Tropical rain forests are important. They have more plants and animals in them than any other habitat in the world," says Barney Long. He is a WWF rain forest expert. "We help the local people use the forest in a way that does not damage it. We also work to protect the forest from the people who are trying to cut down the trees illegally." Something that is illegal is against the law.

Source Citation: (MLA 7th Edition)

"Animals of the rain forest: what creatures live in this amazing place?" *Weekly Reader, Edition 2* [including Science Spin] Mar. 2012: 1+. *General OneFile*. Web. 13 Sept. 2013.

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Glossary:

Pollution---the action or process of making land, water, or air dirty and not safe

Mane---long, thick hair growing around the neck of a lion

Unit Overview

This is a suggested timeline in which to teach this unit. Times can be flexible to meet the needs of the students and schedules. Teachers are encouraged to support the learning of students by using pictures of a coral reef and a rain forest. Further, individual pictures of the animals may be used to support comprehension and understanding.

- Day 1:** Read the first text (“Visit a Coral Reef: Learn About This Busy Ocean Habitat”) aloud, in its entirety. Discuss what the text is mostly about.
- Day 2:** Re-read the first text in sections focusing on vocabulary and text dependent questions. Take notes using a graphic organizer.
- Day 3:** Students re-read the text silently. Write a brief summary.
- Day 4:** Students re-read the first text silently. Use a graphic organizer to record evidence.
- Day 5:** Read the second text (“Animals of The Rain Forest: What Creatures Live in This Amazing Place?”) aloud in its entirety. Discuss what the text is mostly about.
- Day 6:** Re-read the second text in sections focusing on vocabulary and text dependent questions. Take notes using a graphic organizer.
- Day 7:** Students re-read the second text silently. Write a brief summary.
- Day 8:** Students re-read the second text silently. Use a graphic organizer to record evidence.
- Day 9:** Students use the evidence gathered from both texts to write an opinion piece.
- Day 10:** Continue writing as needed.

The terms “protect” and “save” are used interchangeably throughout this unit. Likewise, the terms “evidence” and “reasons” are used interchangeably throughout this unit. Teachers can decide how much emphasis to place on these terms based on the needs of the students.

Directions for Teachers

Day 1: Read the first text “Visit a Coral Reef: Learn About This Busy Ocean Habitat” aloud in its entirety. Discuss what the text is mostly about.

The first read establishes a first familiarity with the text for students. Teachers should read the text prior to the lesson to become familiar with the text and the main idea. This lesson should take approximately 20 minutes.

1. Read the text “Visit a Coral Reef: Learn About This Busy Ocean Habitat” aloud in its entirety. Read the text straight through, with expression, using the tone and volume of your voice to help the students understand each line and to provide some context for inferring the meaning of unknown words.
2. When you have finished reading, discuss what the text is mostly about (main idea). While reading, students should pause and ask themselves, “What is this text mostly about?” Asking this question helps students to take a minute to check and see if they understand what they have read or what was read aloud.
3. The main idea needs to be supported with details. Have the students visualize a table. The table top is the main idea. The legs are the supporting details.
4. Have a discussion about the main idea. The teacher records what the text is mostly about (main idea) using the main idea graphic organizer on a piece of chart paper for later use.
5. Allow students to share the main idea with a partner.

Text Under Discussion	2 nd Grade Sample Teacher Dialogue & Guiding Questions	3 rd Grade Sample Teacher Dialogue & Guiding Questions
Read the first text, “Visit a Coral Reef: Learn About This Busy Ocean Habitat” in its entirety.	<p>After reading the text aloud, ask students, “What is this text mostly about?”</p> <p>Guide students to what this text is mostly about.</p>	<p>After reading the text aloud, ask the students, “What is the main idea?”</p> <p>Guide students to the main idea and include supporting details.</p>

	<p>Have students give evidence from the text to support their ideas. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p> <p>“Why?” “Where did you see that?” “What lines in the text support your ideas?” “Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>	<p>Have students give evidence from the text to support the main idea. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p> <p>“Why?” “Where did you see that?” “What lines in the text support your ideas?” “Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>
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Main Idea Graphic Organizer (Table with legs)

Main idea:			
Detail:	Detail:	Detail:	Detail:
Conclusion:			

Day 2: Re-read the first text in sections focusing on vocabulary and text dependent questions. Take notes using a graphic organizer.

In the second read, the teacher guides students slowly and carefully through the text, prodding their thinking with text-dependent questions. Sample text-dependent questions can be found in the table below. This lesson will take approximately 45 minutes.

1. Begin by re-reading the main idea from the chart paper. Take a few minutes to discuss the main idea of the text and the key details/support using evidence from the text.
2. Today, students will read to find the supporting details for the main idea. These will be the legs of the table.
3. Set the purpose for reading. Students need to know before they read that they are looking for details to support the main idea.
4. Read sections of the text and use the sample questions provided in the table below.
5. Use the main idea graphic organizer to take group notes after each section is read. The teacher may want to write each detail on the chart and then have students copy the chart to provide more support and modeling for students who need it. For students who are more advanced, the teacher may want to allow students to find the details and record them on individual papers independently.
6. Use the notes on the main idea graphic organizer to discuss with a partner.

Text Under Discussion	2 nd Grade Sample Teacher Dialogue & Guiding Questions	3 rd Grade Sample Teacher Dialogue & Guiding Questions
<p style="text-align: center;">Visit A Coral Reef: Learn About This Busy Ocean Habitat</p> <p>Under the sea many creatures live in coral reefs. A coral reef is a warm ocean habitat. It is built by thousands of tiny sea animals. They are called coral polyps. They build hard skeletons around themselves. When polyps die, their skeletons are left behind. Young polyps grow on top of the old skeletons. In</p>	<p>What is a coral reef? What is a habitat? What sea animals build coral reefs? What are skeletons?</p>	<p>What is a coral reef? How do coral polyps build coral reefs?</p>

<p>time, those skeletons form coral reefs.</p> <p>Coral reefs are home to many ocean animals. They rely on the reefs for shelter and food. Here are just a few of those animals.</p> <p>Dugong</p> <p>Dugongs live near some coral reefs. They are gentle ocean mammals. They move slowly and graze on sea grasses. That is why they are often known as sea cows.</p> <p>Dugongs are endangered. That means they are at risk of dying out. People hunt dugongs for their meat. Sometimes the animals get caught in nets used for fishing. Pollution also hurts dugongs.</p> <p>Green Sea Turtle</p> <p>Green sea turtles are often found near coral reefs. The turtles are named for the green color of their skin. They eat sea grasses.</p> <p>Green sea turtles are endangered. People hunt them for their meat and eggs. The turtles also get trapped in fishing nets. Another threat is pollution.</p> <p>Clown Fish</p> <p>Clown fish are orange and white. They live near sea</p>	<p>What does “rely” mean? How do animals rely on the reef?</p> <p>What are dugongs? What do they eat? What is another name for dugongs? How does the dugong depend on the reef?</p> <p>What does endangered mean? Why are dugongs endangered? What is pollution?</p> <p>Why are they called green sea turtles? What do green sea turtles eat?</p> <p>Why are green sea turtles endangered?</p>	<p>What does “rely” mean? How do animals rely on the reef?</p> <p>Why are dugongs called sea cows? How does sea grass help the dugong?</p> <p>What does endangered mean? Why are dugongs endangered? What is the relationship between dugongs and the reef?</p> <p>Dugongs and Green Sea Turtles have similar needs. What are they competing for?</p> <p>Why are green sea turtles endangered?</p>
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<p>anemones. Sea anemones are animals that look like plants. They are poisonous to other fish. Clown fish have a slimy coating on their skin. That protects them from the poison.</p> <p>Sea anemones keep clown fish safe. Other fish may get stung if they get caught in a sea anemone. Those fish become food for the sea anemone. Clown fish eat the leftovers.</p> <p>Octopus</p> <p>Some octopuses live near coral reefs. An octopus has eight arms. They are called tentacles. Each tentacle has suction cups. The suction cups help an octopus hold on to food, such as crab and shrimp.</p> <p>An octopus is a master of disguise. It can change color and texture. That helps it blend in with its surroundings. It can also change shape and squeeze into very small spaces. How? An octopus has a soft body and no bones.</p> <p>Many people are working to save dugongs and green sea turtles. Why might it be important to save those animals?</p> <p>Protecting a Coral Reef</p> <p>Coral reefs are in danger. They face threats from pollution and fishing. Ships that drop anchors on the</p>	<p>Describe sea anemones. Describe clown fish.</p> <p>What do sea anemones eat? What do clown fish eat? In what ways do clown fish depend on sea anemones?</p> <p>What are octopus arms called? What do the suction cups do? What does an octopus eat?</p> <p>What is a disguise? How does this help an octopus?</p> <p>Why are coral reefs in danger? Why is it important to save coral</p>	<p>Describe how clown fish and sea anemones help each other.</p> <p>What characteristic do clown fish have that help them survive?</p> <p>What are octopus arms called? What do the suction cups do? What does an octopus eat?</p> <p>What characteristic does octopuses have that helps them survive?</p> <p>Why are coral reefs in danger? Why is it important to save coral reefs?</p>
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<p>reefs can damage them.</p> <p>The Australian government wants to protect coral reefs. It recently announced plans to create the world's largest marine reserve. That is an area of ocean that is protected by law. It limits fishing in the area. Under the plan, people would not be allowed to explore the area for oil or gas.</p> <p>The new marine reserve will protect animals and plants in the Coral Sea. That includes the Great Barrier Reef, which is the largest group of coral reefs in the world. It is located off the northeast coast of Australia.</p>	<p>reefs?</p> <p>What is being done to help protect coral reefs?</p> <p>What is a marine reserve? Why are they important?</p>	<p>What is being done to help protect coral reefs?</p> <p>What is a marine reserve? Why are they important?</p>
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Day 3: Students re-read the text “Visit a Coral Reef: Learn About This Busy Ocean Habitat” silently. Write a brief summary in collaboration. This lesson will take approximately 45 minutes.

1. Students re-read the first text “Visit a Coral Reef: Learn About This Busy Ocean Habitat” silently. For students who need more practice, support, and scaffolding, the teacher may wish to read along with the students.
2. Before students write, they should “Talk the Writing”. Students will talk through what the text is mostly about (main idea) and the supporting details with a partner using the notes from the main idea graphic organizer. This gives students confidence and helps students to organize their thinking before writing.
3. The teacher will create a chart that details the key points in writing a summary. This chart can become an anchor chart for future summary writing. A sample of the chart is below. Teachers may elaborate on this chart as needed.

<p>Summary Writing</p> <ol style="list-style-type: none"> 1. State the main idea 2. Support with details 3. Sum it up with a conclusion

4. Using the notes from the main idea graphic organizer, students will work collaboratively to write a brief summary. For students who need more support, the teacher may want to talk through the writing steps below and then write the summary on chart paper. Students can then copy the summary. For more advanced students, the teacher may allow them to write the summary independently. Teachers may decide to do this part of the unit in a whole group setting or in small groups to better individualize the learning and support.

Text Under Discussion	2 nd Grade Sample Teacher Dialogue & Guiding Questions	3 rd Grade Sample Teacher Dialogue & Guiding Questions
<p>The teacher will use the “Summary Writing” chart and the main idea graphic organizer (table analogy).</p> <ul style="list-style-type: none"> • State the main idea • Support with details • Sum it up with a conclusion 	<p>Model taking the main idea from the graphic organizer and write it as the first sentence in the summary.</p> <p>Model taking the supporting details from the graphic organizer and write them as the next sentences.</p> <p>Model making a conclusion. Give a simple restatement of the main idea.</p>	<p style="text-align: center;">Same as second grade</p>

Day 4: Students re-read the first text “Visit a Coral Reef: Learn About This Busy Ocean Habitat” silently. Use the graphic organizer found below to record reasons/evidence. This lesson will take approximately 45 minutes.

1. Students will re-read the first text “Visit a Coral Reef: Learn About This Busy Ocean Habitat” silently. For students who need more practice, support, and scaffolding, the teacher may wish to read along with the students.
2. Students will use the graphic organizer below to record reasons/evidence for protecting coral reefs. The teacher can begin by asking students “Why is it important to protect (or save) coral reefs?” Go back into the text to find the evidence. Use the words from the text to record evidence/reasons on the graphic organizer. The graphic organizer below allows for three pieces of evidence. Teachers may add more if needed. Teachers can use complete sentences or just write brief notes as evidence. Teachers will need to gauge how much support and scaffolding is needed. Some students may need teachers to model going back into the text. Students may need to highlight or underline the evidence first and then write it on the graphic organizer. More advanced students may be able to find the evidence and record it independently. Teachers may decide to do this part of the unit in a whole group setting or in small groups to better individualize the learning and support.

Why is it important to protect (save) coral reefs?

Evidence (reason) #1: _____

Evidence (reason) #2: _____

Evidence (reason) #3: _____

Day 5: Read the second text “Animals of The Rain Forest: What Creatures Live in This Amazing Place?” aloud in its entirety. Discuss what the text is about.

The first read establishes a first familiarity with the text for students. Teachers should read the text prior to the lesson to become familiar with the text and the main idea. This lesson should take approximately 20 minutes.

1. Read the text “Animals of The Rain Forest: What Creatures Live in This Amazing Place?” aloud in its entirety. Read the text straight through, with expression, using the tone and volume of your voice to help the students understand each line and to provide some context for inferring the meaning of unknown words.
2. When you have finished reading, discuss what the text is mostly about (main idea). While reading, students should pause and ask themselves, “What is this text mostly about?” Asking this question helps students to take a minute to check and see if they understand what they have read or what was read aloud.
3. The main idea needs to be supported with details. Have the students visualize a table. The table top is the main idea. The legs are the supporting details.
4. Have a discussion about the main idea. The teacher records what the text is mostly about (main idea) using the graphic organizer on a piece of chart paper for later use.
5. Allow students to share the main idea with a partner.

Text Under Discussion	2 nd Grade Sample Teacher Dialogue & Guiding Questions	3 rd Grade Sample Teacher Dialogue & Guiding Questions
Read the second text, “Animals of The Rain Forest: What Creatures Live in This Amazing Place?” in its entirety.	<p>After reading the text aloud, ask the students, “What is this text mostly about?”</p> <p>Guide students to what this text is mostly about.</p>	<p>After reading the text aloud, ask the students, “What is the main idea?”</p> <p>Guide students to the main idea and include supporting details.</p>

	<p>Have students give evidence from the text to support their ideas. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p> <p>“Why?” “Where did you see that?” “What lines in the text support your ideas?” “Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>	<p>Have students give evidence from the text to support the main idea. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p> <p>“Why?” “Where did you see that?” “What lines in the text support your ideas?” “Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>
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Main Idea Graphic Organizer (Table with legs)

Main idea:			
Detail:	Detail:	Detail:	Detail:
Conclusion:			

<p>their time in trees. They use their long arms to swing from branch to branch. They eat fruit, insects, and birds' eggs. At night, orangutans build sleeping nests in the trees.</p> <p>Toucan</p> <p>Toucans are birds with huge beaks. Their beaks look heavy, but they are actually light. They are also very sharp. Toucans use their beaks to eat fruit. They also eat insects, lizards, and other birds' eggs. Toucans live in the leafy tops of trees. They sleep in holes in trees.</p> <p>Green Iguana</p> <p>Green iguanas are reptiles. A reptile is an animal that has hard, dry skin. Green iguanas are large. They are usually between 4 and 6 feet long. Their tails make up half the length of their bodies! They live and sleep in trees. Their sharp claws help them climb. They eat leaves, flowers, and fruit.</p> <p>Golden Lion Tamarin</p> <p>Golden lion tamarins are mammals. They are named for their orange manes*. Golden lion tamarins stay in family groups. They live in trees and sleep in tree holes. The animals use their long fingers to collect food. They share food with group members. They eat fruit, insects, and lizards.</p>	<p>forest?</p> <p>How does a toucan use its beak? What do they eat? How does the toucan depend on the rain forest?</p> <p>What is a reptile? What do green iguanas eat? How does the green iguana depend on the rain forest?</p> <p>What is a mane? What are family groups? What do they eat? How do they depend on the rain forest?</p>	<p>Do orangutans and toucans have similar needs? What are they? What characteristics do toucans have that help them survive?</p> <p>What food do orangutans, toucans and iguanas compete for? What characteristics do iguanas have that help them survive?</p> <p>Do tamarins compete with any of the other animals for food? If so, which animals? How do tamarins use their long fingers?</p>
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Day 7: Students re-read the second text silently. Write a brief summary in collaboration. This lesson will take approximately 45 minutes.

1. Students re-read the second text “Animals of The Rain Forest: What Creatures Live in This Amazing Place?” silently. For students who need more practice, support, and scaffolding, the teacher may wish to read along with the students.
2. Before students write, they should “Talk the Writing”. Students will talk through what the text is mostly about (main idea) and the supporting details with a partner using the notes from the main idea graphic organizer. This gives students confidence and helps students to organize their thinking before writing.
3. The teacher will create a chart that details the key points in writing a summary. This chart can become an anchor chart for future summary writing. A sample of the chart is below. Teachers may elaborate on this chart as needed.

Summary Writing
4. State the main idea
5. Support with details
6. Sum it up with a conclusion

4. Using the notes from the main idea graphic organizer, students will work collaboratively to write a brief summary. For students who need more support, the teacher may want to talk through the writing steps below and then write the summary on chart paper. Students can then copy the summary. For more advanced students, the teacher may allow them to write the summary independently. Teachers may decide to do this part of the unit in a whole group setting or in small groups to better individualize the learning and support.

Text Under Discussion	2 nd Grade Sample Teacher Dialogue & Guiding Questions	3 rd Grade Sample Teacher Dialogue & Guiding Questions
<p>The teacher will use the “Summary Writing” chart and the main idea graphic organizer (table analogy).</p> <ul style="list-style-type: none"> • State the main idea • Support with details • Sum it up with a conclusion 	<p>Model taking the main idea from the graphic organizer and write it as the first sentence in the summary.</p> <p>Model taking the supporting details from the graphic organizer and write them as the next sentences.</p> <p>Model making a conclusion. Give a simple restatement of the main idea.</p>	<p>Same as second grade</p>

Day 8: Students re-read the second text “Animals of The Rain Forest: What Creatures Live in This Amazing Place?” silently. Use the graphic organizer found below to record reasons/evidence. This lesson will take approximately 45 minutes.

1. Students will re-read the second text “Animals of The Rain Forest: What Creatures Live in This Amazing Place?” silently. For students who need more practice, support, and scaffolding, the teacher may wish to read along with the students.
2. Students will use the graphic organizer below to record reasons/evidence for protecting rain forests. The teacher can begin by asking students “Why is it important to protect (or save) rain forests?” Go back into the text to find the evidence. Use the words from the text to record evidence/reasons on the graphic organizer. The graphic organizer below allows for three pieces of evidence. Teachers may add more if needed. Teachers can use complete sentences or just write brief notes as evidence. Teachers will need to gauge how much support and scaffolding is needed. Some students may need teachers to model going back into the text. Students may need to highlight or underline the evidence first and then write it on the graphic organizer. More advanced students may be able to find the evidence and record it independently. Teachers may decide to do this part of the unit in a whole group setting or in small groups to better individualize the learning and support.

Why is it important to protect (save) rain forests?

Evidence (reason) #1: _____

Evidence (reason) #2: _____

Evidence (reason) #3: _____

Day 9: Students use the evidence to write an opinion piece. This may take one or two days to complete depending on the individual students and the amount of modeling and support provided by the teacher. Allow for approximately 30 minutes for students to write.

1. The teacher will present the writing prompt. This can be displayed on chart paper, projected or printed for students.

You have just read two articles about endangered habitats. Write an opinion essay about why it is important to protect (save) endangered habitats. Support your opinion with evidence (reasons) and key details from both texts. Remember to follow conventions of Standard English when writing.

2. First the students should think about their opinion. Teachers may need to provide examples of an opinion statement.
3. Next, students should read over the evidence gathered from each text. Read the reasons on the graphic organizers.
4. Before students write, they should “Talk the Writing”. Student will talk through their opinions and evidence (reasons) with a partner. This gives students confidence and helps students to organize their thinking before writing.
5. The teacher will lead students in creating a chart collaboratively with their students. This chart will detail the key points in writing an opinion. A sample of the chart is below.

Opinion Writing

1. State your opinion
2. Support with reasons
3. Sum it up with a conclusion

6. Using the reasons on the graphic organizers, write an opinion piece. If students wrote evidence in collaboration, they will all have the same evidence. If students wrote evidence on their own, they will most likely have different evidence.
 - Guided Writing for 2nd grade: (Looking for about a paragraph in length.)
 1. Introduce the topic. One way to do this is to take the prompt and restate it. An example: “It is important to save endangered habitats because animals and plants are in danger.”
 2. Support with reasons using linking words: write a sentence for each of the ways animals and plants are in danger (2 or 3 sentences)
 3. Sum it up with a conclusion. One way to do this is to restate the opinion. An example: “These are some of the reasons why we should save endangered habitats.”
 - Guided Writing for 3rd grade: (Looking for about 2 or 3 paragraphs in length.)
 1. Introduce the topic. One way to do this is to take the prompt and restate it. An example: “It is important to save endangered habitats because animals and plants are in danger.” Then, give brief examples of what reasons will be given.
 2. Create an organization structure around the reasons.
 3. Support with reasons. Use linking words and phrases to connect opinions and reasons.
 4. Sum it up with a conclusion. The conclusion could vary from a simple re-statement to an extension or reflection of some sort.

Day 10: Continue writing as needed. The teacher should monitor and give specific feedback to advance student’s writing. As students complete their writing, encourage them to re-read to check their writing for meaning and conventions.

Possible Writing Extensions:

1. Read writing with a partner and exchange feedback on meaning and conventions.
2. Students can edit and revise their papers on their own, in collaboration with their peers or based on teacher corrections.
3. Student papers can be scored using the rubrics found here: http://tncore.org/english_language_arts/assessment/scoring_resources/2013-14scoringresources.aspx
4. Papers can be published digitally and enhanced with graphics and/or photographs.
5. Students can create a two-column notes graphic organizer that lists the animals from the text and its characteristics. A sample graphic organizer is below.

Writing Extension #3:

Two-Column Notes

Animal	Characteristics

Possible Science Extensions for Second Grade:

1. List ways the plants and animals depend on each other.
2. Recognize animals eat plants or other animals for food. Create a diagram that shows what the animals eat. Use the details from the text. For example: The green sea turtle eats sea grasses.

Possible Science Extensions for Third Grade:

1. Create a list of which animals are competing in each habitat. For example: The dugong and the green sea turtle both eat sea grasses.
2. Describe the relationship between an organism’s characteristics and its ability to survive in the habitat. For example: The clown fish has a slimy coating that protects it from the sea anemone poison. The clown fish eats the fish that get stung by the sea anemone.

Ways to Support Struggling Readers and Writers:

This unit is designed to be taught in a whole group setting with many scaffolds and supports throughout. The reading and thinking are modeled through the asking of text dependent questions and repeated readings. The writing is to be modeled by the teacher so that students can co-create or copy the writing. Since students gather the same evidence (reasons) and come up with the same opinion, much of the writing is modeled.

Ways to Support Advanced Readers and Writers:

Throughout this unit, there are examples of places where more advanced students can read or write independently. If students find evidence independently, teachers will need to prepare for this on days 9 & 10 when writing begins. Instead of one opinion with the same evidence, students may have varied opinions and evidence. Advanced students may work through the revision process and publishing process at a more rapid pace.