

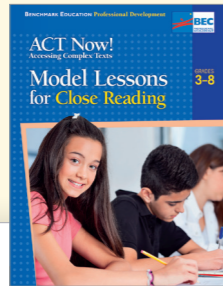
Model Lessons Book helps you teach close reading skills and the use of text evidence in responses.

Grades
3-8



Tools by Two of the Nation's
Leading Literacy Experts!

Sample Pages:
Model Lessons for Close Reading Professional Development Book



Annotation skills and symbols are taught, modeled, and practiced.

Mini-Lesson 2
Introduction to Annotation

Objectives

In this mini-lesson, students will:

- Understand the basic symbols used for annotation
- Practice taking notes in the margin

Introduce

Remind students that annotation, or marking the text as they read, can help them closely read a text.

Display for students the annotation guide and review each of the symbols they can use when annotating.

Tell students that today they will be trying one type of annotation. Explain that writing notes in the margins is a way to record thoughts, questions, and answers to questions. Readers can return to those notes when they are rereading and when they are discussing the text.

Analysis of prompts helps students respond effectively.

Mini-Lesson 6
Understanding Opinion/Argument Prompts

Objective

In this mini-lesson, students will:

- Read and analyze an opinion/argument prompt

Introduce

Explain to students that a prompt is just another way to ask a question. An opinion/argument prompt requires students to formulate their own opinions about a text, which they must then explain and defend in an essay. Tell students that one of the most important things about answering a prompt is to first read it carefully. As writers, students need to analyze the prompt to make sure they understand what it is asking so they can respond thoroughly and thoughtfully.

Materials

- M-2-1-Text 6

Model

Mini-lessons on selecting and using text evidence improve responses.

Mini-Lesson 8
Identifying Text Evidence to Use in Writing

Objective

In this mini-lesson, students will:

- Understand how to introduce source evidence in written response text
- Use different approaches to introduce text

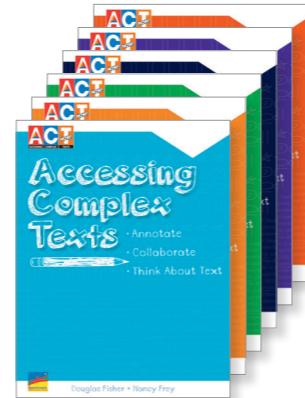
Introduce

Explain to students that when they are writing either an opinion/argument piece or an informative/explanatory piece, there are two ways in which they can introduce the text evidence from a source text. Writers can quote directly from the source, using quotation marks. Writers can also introduce evidence by paraphrasing—or restating in their own words—either specific examples from a source text or general information gathered from one or more sources.

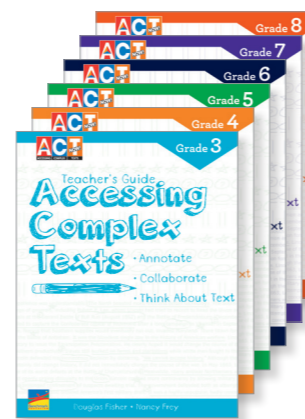
Model

ACT Now! Includes:

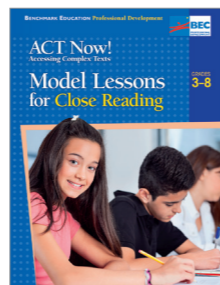
Consumable Student Books
176 pages



Teacher's Guides
128 pages



Model Lessons for Close Reading Professional Development Book
MZ-Y14751



GRADE-LEVEL CLASSROOM SETS	GRADE-LEVEL STUDENT BOOK SETS
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GRADE 6 SET MZ-Y14742	GRADE 6 SET MZ-Y14748
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GRADE 8 SET MZ-Y14744	GRADE 8 SET MZ-Y14750

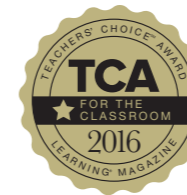
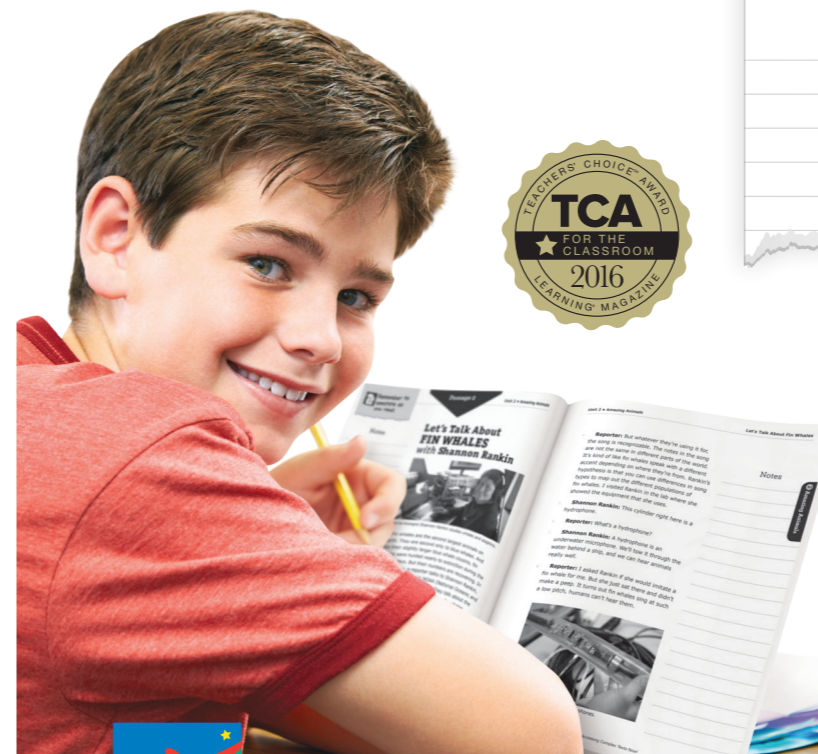
Now in English or Spanish!

Close Reading Resources Guide Students to Success

Innovative books and instructional support help students develop key skills.

- Annotating complex text is explicitly taught and effectively practiced.
- Collaborative conversations develop understanding and clarify thinking.
- Writing to sources enables students to create evidence-based answers.

Great independent learning activities while you're working with a small group



Dr. Doug Fisher Dr. Nancy Frey

ACT Now! Consumable Student Book with 6 Units

GRADES 3-8

Sample Unit: Grade 3, Amazing Animals

Remember to annotate as you read.

Notes

groups can work together as teams.

Passage 1 Unit 2 • Amazing Animals

Life in a Pack

Remember to annotate as you read.

Notes

Passage 2 Unit 2 • Amazing Animals

Let's Talk About FIN WHALES with Shannon Rankin

Remember to annotate as you read.

Notes

Passage 3 Unit 2 • Amazing Animals

The Snow Monkey

Units include authentic texts, primary sources, and exemplar passages, all of which students learn to return to for deeper, closer reading and analysis.



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Student Books guide collaborative practice that builds close reading skills and text-based responses.

Teacher's Guides provide detailed support for the close reading of diverse genres.

Grades
3-8

Sample Pages: Student Book

Students read, annotate, and discuss the passages using text-based questions.

Remember to annotate as you read.

Passage 1

Unit 2 • Amazing Animals

Life in a Pack

Some animals are social. They live together in groups and know each other by scent or sight. These animals cooperate with each other. Which animals are social butterflies? Wolves, orcas, and dolphins. Just to name a few. Wolves use their

Unit 2 • Amazing Animals

So what is the drawback to group life? Chances are not everyone in the group will be able to find a mate. Also, food fights are common.

Look at the meerkat. This energetic mongoose lives in the desert in Southern Africa. It has a keen sense of smell, vision, and hearing. Meerkats live in groups that usually include between 20 and 25 other meerkats. A meerkat group is also called a mob, gang, or clan. Meerkats live in burrows. These underground tunnels stay cool despite the strong desert sun. Every morning, the meerkats come out of the family burrow. They often participate in a grooming session. Then it's time to forage, or search for food. Some members search. Others act as a sentry, or guard. Standing on its hind legs, the sentry can remain on post for hours. He lets out a bark or whistle if he spots an enemy. That's how meerkats practice cooperation.

Unit 2 • Amazing Animals

AC Accessing Complex Texts • Annotate • Collaborate • Think About Text

Douglas Fisher • Nancy Frey

Students write either an opinion/argument or an informative/explanatory text based on the passages.

Life in a Pack

Unit 2 • Amazing Animals

Write About the Text

Plan your response using this graphic organizer. Use your notes on pages 32-35 to find text evidence.

Informative/Explanatory Writing Prompt

After reading "Life in a Pack," write one or two paragraphs about what you might observe if you studied a meerkat mob for one day. Give examples from the passage to support your ideas.

Writer's Checklist

Introduction:

Text Evidence:

Text Evidence:

Unit 2 • Amazing Animals

Wrap Up

Check Your Understanding

- What is the central idea of paragraph 5?
 - Only the dominant female meerkat has children.
 - Meerkats pay rent.
 - Some females nurse the dominant female's offspring.
 - Living within a group is important to meerkats.
- This question has two parts. Answer Part A first. Then answer Part B.

Part A What does the phrase safety in numbers in paragraph 2 mean?

 - Some animals are safer than others.
 - Animals living in groups offer protection.
 - Animals are safer when they live alone.
 - Predators hunt for animals that live in groups.

Unit 2 • Amazing Animals

Students compare the 3 passages on the topic and write across texts.

Unit 2 • Amazing Animals

Read and Write Across Texts

Read and Write Across Texts

Plan your response using this graphic organizer. Use the notes you've taken on each passage to identify supporting evidence for your report.

Informative/Explanatory Writing Prompt

After reading the passages, write a report explaining what scientists have learned about animal behavior. Give three examples from the passages to support your discussion.

Writer's Checklist

Evidence from "Life in a Pack":

Evidence from "Let's Talk About Fin Whales":

Evidence from "The Snow Monkey":

Unit 2 • Amazing Animals

Sample Pages: Teacher's Guide

Information about the texts and the close reading process helps you guide students.

Accessing Complex Text

Unit 2 • Amazing Animals

Quantitative Measures	Life in a Pack	Let's Talk About Fin Whales	The Snow Monkey
Word Count	389	516	553
Lexic	676	705	654

Read and Find Text

Have students read the passage independently. Remind them as they read, underlining the central idea, writing questions, circling any unknown words.

Observe students as they read and take notes to identify to focus on during close reading. Use the Error Analysis Observations.

Option 1: Peer Conversations

Option 2: Guided Conversations

Unit 2 • Amazing Animals

Suggested answers and scaffolding make the teaching process faster and more effective.

Life in a Pack

Unit 2 • Amazing Animals

What Does the Text Say?

Reading Objectives

In this close reading, students will:

- determine the main idea of "Life in a Pack," and recount the key details and explain how they support the main idea
- discuss the causes and effects of living in a group
- refer explicitly to "Life in a Pack" to explain how meerkats cooperate with each other

Answers and Supporting Text Evidence

- What is the text mostly about? Turn to a partner and summarize the text.

Some animals live in groups in order to help each other stay safe, find food, share work, care for young, stay warm, and have more opportunities to mate. In paragraphs 4 and 5, the text explains how meerkat groups help each other guard, find food, watch for enemies, and care for babies.
- How does living in groups help animals survive more easily?

Animals living in groups can share the work needed for survival, such as finding food, avoiding enemies, and keeping babies safe. Text Evidence: In paragraph 1, the text states that meerkats work as a team to share and rotate jobs. In paragraph 2, the text states that meerkats living alone only have one pair of eyes to look for food or predators, but animals living in groups offer protection.

How Does the Text Work?

Reading Objectives

In this close reading, students will:

- analyze the structure of paragraphs 1 and 2
- analyze the structure of paragraphs 4 and 5

Answers and Supporting Text Evidence

- What is the text mostly about? Turn to a partner and summarize the text.

Some animals live in groups in order to help each other stay safe, find food, share work, care for young, stay warm, and have more opportunities to mate. In paragraphs 4 and 5, the text explains how meerkat groups help each other guard, find food, watch for enemies, and care for babies.

Unit 2 • Amazing Animals

Text-dependent questions and helpful suggestions develop student responses.

Life in a Pack

Unit 2 • Amazing Animals

Write About the Text: Informative/Explanatory

Read aloud the writing prompt on page 36 of the student book and tell students that the prompt is asking them to do. Tell students that the deep understanding of the text to respond to this prompt.

Informative/Explanatory Writing Prompt

After reading "Life in a Pack," write one or two paragraphs about what you might observe if you studied a meerkat mob for one day. Give examples from the passage to support your ideas.

Wrap Up: Check Your Understanding

Unit 2 • Amazing Animals

