

# Erosion: The Causes and Effects



## Overview:

- Students will research the topic on erosion. Students will complete four lessons that will review and or teach main idea, cause and effect and the writing process. These lessons will prepare students for the performance task.

## Performance Task:

- Part 1: Before writing an essay, students will read and reread two articles and watch a brief video that gives information about erosion. Students will record notes, from all three sources, on a cause and effect graphic organizer.
- Part 2: Students will work independently to compose an essay that explains the causes and effects of erosion, and how people have an impact on this process.

**Milton Elementary School**

**Fourth Grade**

Catina Bright - 4<sup>th</sup> Grade

Maria Drumheller - 4<sup>th</sup> Grade

Mandy Ciabattoni - Special Education

Stefanie Stratton - Librarian

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## PLANNING CHARTS

### School: Milton Elementary

<p>Standard: 4RI3 – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>		
Targets	Learning Progressions	Formative Assessment Strategies
Explain ideas from a scientific text	-Identify the events, key ideas, steps in informational texts	<b><u>Lesson 2 Assess. Prompt 3:</u></b> Think-pair-share, students will agree or disagree using evidence from the text
Explain what happened and why based on scientific information in the text	-Use specific information to explain why events happened  -Identify words/phrases that signal explanation	<b><u>Lesson 1 Assess. Prompt 1:</u></b> Think-pair-share, students will tell what the main idea is and why
<p>Standard: * Prerequisite standard 4RI 4- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>		
<p>Standard: 4RI5 - Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p>		
Targets	Learning Progression	Formative Assessment Strategies
Describe the overall concepts or information in a text	-Know that information is written to tell the causes and effects -Know that organizational structures are used to convey information	<b><u>Lesson 3 Assess. Prompt 1:</u></b> Students will create a cause and effect flow chart
<p>Standard: 4RI2 – Determine the main idea of the text and explain how it is supported by key details; summarize the text.</p>		

Targets	Learning Progressions	Formative Assessment Strategies
Determine the main idea of the text	-Determine the main idea of informational text	<b><u>Lesson 1 Assess. Prompt 1:</u></b> Think-pair-share, students will tell what the main idea is and why
Explain how the main idea is supported by details	-Describe the relationship between main idea and details	<b><u>Lesson 1 Assess. Prompt 1:</u></b> Think-pair-share, students will tell what the main idea is and why
Summarize the text	-Summarize the main idea in an informational text, including the most important parts of the piece	<b><u>Lesson 2 Assignment</u></b> Students will write a summary statement
<p>Standard: 4.W.2- Write informative/explanatory text to examine a topic and convey ideas and information clearly</p> <p>a. Introduce a topic and group related information in paragraphs or sections: including formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>		
Targets	Learning Progressions	Formative Assessment Strategies
Introduce a topic and group related information in paragraphs or sections: including formatting, illustrations, and multimedia, when useful in aiding comprehension.	-Identify a topic -List information related to the topic and organize information	<b><u>Lesson 4 Assignment</u></b> Students will write a summary paragraph
Develop the topic with facts, definitions, concrete details, quotations or other information, and examples related to the topic.	-Differentiating between relevant and irrelevant reasons	<b><u>Lesson 4 Assignment</u></b> Students will write a summary paragraph
Link ideas within categories of information using words and phrases.	-Use linking words and phrases to connect topics and ideas	<b><u>Lesson 4 Assignment</u></b> Students will write a summary paragraph

Use precise language and domain-specific vocabulary to inform about or explain the topic.	-Use specific relevant vocabulary to inform or explain topic	<b><u>Lesson 4 Assignment</u></b> Students will write a summary paragraph
Provide a concluding statement or section related to the information or explanation presented.	-Recognize closure techniques for creating a concluding statement or section	<b><u>Lesson 4 Assignment</u></b> Students will write a summary paragraph
<p>Standard: 4.W.8- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>		
Targets	Learning Progression	Formative Assessment Strategies
Interpret information visually	n/a	<b><u>Lesson 4 Learning Act. 2:</u></b> Students will read article and complete cause and effect graphic organizer
Explain how the information contributes to an understanding of the text	n/a	<b><u>Lesson 4 Assess. Prompt 2:</u></b> Students will discuss how to identify the event, choose signal words and ask what happened and why

SCOPE AND SEQUENCE

School: Milton Elementary Grade Level: 4

Lesson/Description	Duration/ # of days	Standards/Learning Progressions
<p>Lesson 1: Determining the Main Idea</p> <p>Students will learn how to determine the main idea of a text by first finding the important versus unimportant information. Students will learn how to use the 5-W's (who, what, when, where, why) to help them find the main idea. They will summarize by finding the main idea of an article and explaining their findings.</p>	<p>3 days</p>	<p>*Prerequisite Standard 4RI4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <ul style="list-style-type: none"> <li>• Use context clues to help unlock the meaning of unknown words/phrases</li> </ul> <p>4RI2 Determine the main idea of the text and explain how it is supported by key details; summarize the text.</p> <ul style="list-style-type: none"> <li>• Determine the main idea of informational text</li> <li>• Summarize the main idea in an informational text, including the most important parts of the piece</li> </ul> <p>4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <ul style="list-style-type: none"> <li>• Identify the events, key ideas/concepts, steps in informational texts</li> <li>• Identify words/phrases that signal explanations</li> </ul> <p>Use specific information to explain what and why key events, ideas, procedures, events happened.</p>
<p>Lesson 2 : Finding the Main Idea</p>		<p>4RI2</p>

<p>Students will be able to find the main idea and support it with text evidence. They will learn how to annotate text. They will use text annotation to find key words, important information and to question the text. They will use their notes to determine the main idea.</p>	<p>3 days</p>	<p>Determine the main idea of the text and explain how it is supported by key details; summarize the text.</p> <ul style="list-style-type: none"> <li>• Determine the main idea of informational text</li> <li>• Summarize the main idea in an informational text, including the most important parts of the piece</li> </ul> <p>4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <ul style="list-style-type: none"> <li>• Identify the events, key ideas/concepts, steps in informational texts</li> <li>• Identify words/phrases that signal explanations</li> </ul>
<p>Lesson 3: Cause and Effect</p> <p>Students are learning how to identify cause and effect in a story. They will gather information from the story to create a cause and effect flow chart. Students will read an article and identify cause and effect. They will also view a video concentrating on cause and effect and use their findings to write a paragraph explaining the reasons for erosion.</p>	<p>3 days</p>	<p>4RI5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <ul style="list-style-type: none"> <li>• Know that information is written telling causes and effects</li> <li>• Know that organizational structures are used to convey information</li> </ul>
<p>Lesson 4: Writing an Informational Piece</p> <p>Students learn the signal words for cause and effect writing, which helps them identify the cause and effect relationship when reading an article. Students learn how to complete a cause and effect graphic organizer. The class is instructed on how to use a Hamburger graphic organizer to</p>	<p>3 days</p>	<p>4.W.2- Write informative/explanatory text to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information in paragraphs or sections: including formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details,</p>

<p>learn the parts of a paragraph. Teacher then instructs students on how to fit the information from the cause and effect organizer into the Hamburger graphic organizer in order to write a summary paragraph.</p>		<p>quotations, or other information and examples related to the topic.</p> <ul style="list-style-type: none"><li>c. Link ideas within categories of information using words and phrases.</li><li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>e. Provide a concluding statement or section related to the information or explanation presented.</li></ul> <p>4.W.8- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
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<p><b>Lesson 1</b>  <b>Lesson Topic: Determining the Main Idea</b></p>	
<p><b>Standards Addressed in this Lesson:</b></p> <p>*Prerequisite Standard 4RI4  Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <ul style="list-style-type: none"> <li>• Use context clues to help unlock the meaning of unknown words/phrases</li> </ul> <p>4RI2  Determine the main idea of the text and explain how it is supported by key details; summarize the text.</p> <ul style="list-style-type: none"> <li>• Determine the main idea of informational text</li> <li>• Summarize the main idea in an informational text, including the most important parts of the piece</li> <li>• Describe the relationship between main idea and details</li> </ul> <p>4RI3  Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <ul style="list-style-type: none"> <li>• Identify the events, key ideas/concepts, steps in informational texts</li> <li>• Identify words/phrases that signal explanations</li> <li>• Use specific information to explain what and why key events, ideas, procedures, events happened</li> </ul>	
<p><b>Learning Goals/Target for this Lesson</b></p>	
<p>Students will know</p> <ul style="list-style-type: none"> <li>• Domain specific vocabulary plays a role in understanding the text</li> <li>• There is an event the cause and effect revolve around</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Determine the main idea of informational text</li> <li>• Summarize the main idea in an informational text, including the most important parts of the piece</li> <li>• Identify the events, key ideas/concepts, steps in informational texts</li> <li>• Identify words/phrases that signal explanations</li> <li>• Use specific information to explain what and why key events, ideas, procedures, events happened</li> </ul>
<p><b>Lesson Essential Question:</b>  What is the main idea and how do you know?</p>	
<p><b>Activating Strategy:</b></p> <p>Review of determining relevant and irrelevant information (important/unimportant information). Teacher will use a non-fiction paragraph from current curriculum to review relevant versus irrelevant information. An example to use is “Energy Makes Things Happen” from the Imagine It curriculum.</p>	

<p>Example-</p> <p>“Energy is transferred from one thing to another. When a boy throws a baseball, he transfers energy from his arm to the ball. Then the ball can move through the air. (The more energy he gives the ball, the faster it goes!)</p> <p>When a girl swings a bat, she transfers energy from her arms to the bat. When the bat hits the ball, the energy in the bat goes into the ball and sends it flying.”</p> <p>Class discussion –</p> <p>The teacher asks the students what is relevant/important information from the text?</p> <p>Ex. Student responses –</p> <p>Relevant information: Energy is transferred from one thing to another. It can also be transferred more than one time.</p> <p>Irrelevant information: It doesn’t matter if it was a boy/girl or that the sport was baseball. Energy can be transferred through many different activities.</p> <p>Students will complete a word map to introduce Main Idea.</p> <p>Instructor will provide the included word map with main idea as the word and definition (main idea – what the text is about).</p> <p>Word map outline-</p> <p>What is it like? Answers: key idea, important ideas, focus</p> <p>What are some examples? Answers: What are the important ideas of this text? What is this story mostly about? What is the focus?</p> <p>Teacher discusses with student that determining the relevant information on a text will directly relate to the main idea.</p> <p>The relevant details will coincide with the 5 W’s and How questions.</p>	
<p><b>Key vocabulary</b> to preview and vocabulary strategy:</p> <p>Tier 2: possession, complex, evacuate, crumbling, accumulate, deposit, pledge, abandon, assistance</p> <p>Tier 3: paragliding, El Nina, Pacifica, Calif., geologist, watersheds, sediment, dredging, subsidized</p>	
<p><b>Lesson Instruction:</b></p>	
<p>Learning Activity 1 - Students will begin by reading Newsela.com <u><a href="#">Deal with danger: Californians trade beautiful view for crumbling cliffs.</a></u> Read the introduction, sections one and two (Watching The Coast Wash Away, Less Sediment and Higher Sea Levels) together.</p>	<p>Graphic Organizer: Word Map TOD</p> <p>Assignment: Read Extreme Erosion. Highlight important details. Strike through unimportant details and then write a main idea statement. <a href="http://images.carsondellosa.com/media/cd/pdfs/Activities/Samplers/104183_sb.pdf">http://images.carsondellosa.com/media/cd/pdfs/Activities/Samplers/104183_sb.pdf</a> Page 11</p> <p>Have students work with partners or small group with teacher depending on needs.</p>

<p>Teacher will read the following statements from the text and take a thumbs up/down poll as to whether it is important or unimportant information.</p> <p>Statements:</p> <ol style="list-style-type: none"><li>1. “When paragliders fly by you can almost high five them.” – thumbs down</li><li>2. “The area is also great for nature lovers.” – thumbs down</li><li>3. “People who live on the cliffs of Pacifica were treated to more than 200 dolphin sightings.” – thumbs down</li><li>4. “The Pacifica cliffs have been crumbling for many years.” – thumbs up</li><li>5. “The area is one of two stretches of California’s coastline that is wearing away the most.” – thumbs up</li></ol> <p>*Teacher note – Pacifica means</p>	<p>Graphic organizers can be partially filled in and/or modified for struggling students.</p>
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<p>peaceful in Spanish and sediment is accumulated sand and stones. Teacher ask students “How did I know the meaning of those words?” Teacher will take this opportunity to reinforce context clues.</p> <p>Assessment Prompt for LA 1: 1’s tell 2’s what the main idea is and why. 2’s agree or disagree and tell why. Pairs will share out. Teacher will reinforce how important information links to the main idea.</p>	
<p>Learning Activity 2 - Students will read sections 3 and 4 (Force to Find Shelter, “I Have No Job, Nowhere to Go”) together. Teacher will ask “What are the five question words we ask ourselves when we read an informative text?” (Who, What, When, Where, Why) Teacher will explain that when we answer the 5-W questions we use the important information (important details)</p>	

<p>and this becomes the main idea.</p> <p>Assessment Prompt for LA 2: 1's will tell 2's who and what the article is about. 2's will tell 1's where and when the article takes place.</p>	
<p>Learning activity 3 - Students will reread the article with a partner and discuss why people are being forced to move from their homes. While students are reading, the teacher is monitoring the group discussions. Teacher will ask groups specific questions such as where is the story taking place, when did the story take place, who is involved? Teacher will also ask students to support their answer with text evidence.</p> <p>Assessment Prompt for LA 3: Students will write the main idea of the article and explain why. *For struggling students - Sentence starter – “The main idea of the passage is _____ because _____.”</p>	

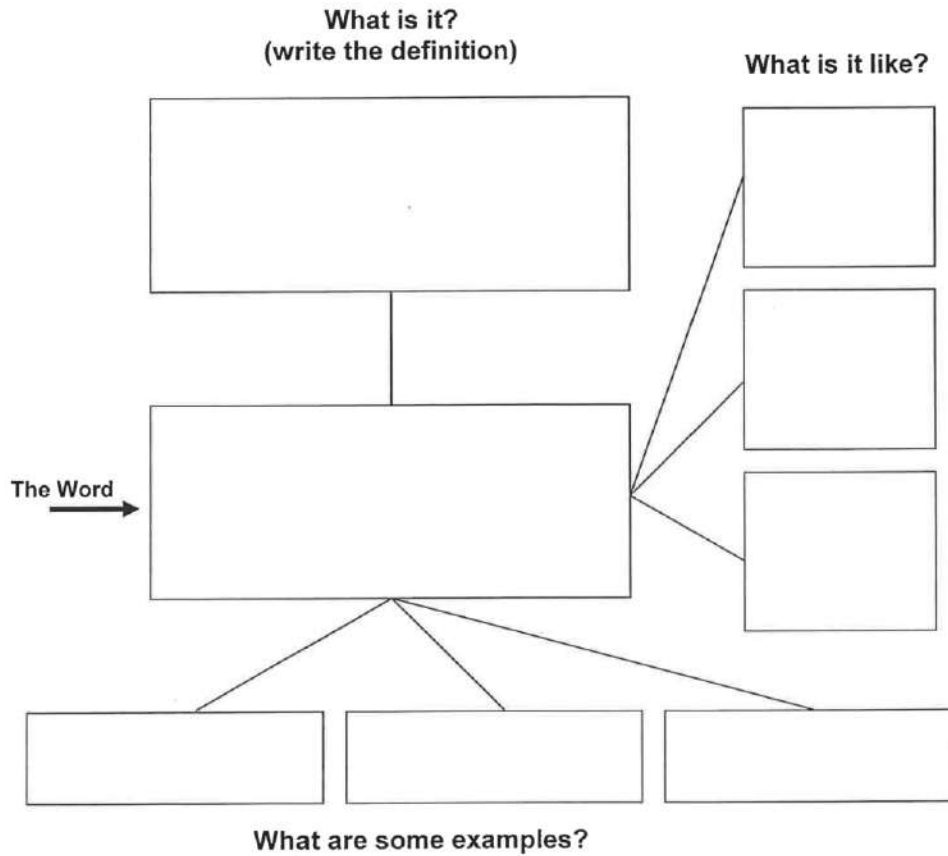
**Student examples will be added after lesson is taught.	
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**Summarizing Strategy:**

Students will do a Ticket out the Door. Question- How do you find the main idea of a passage?

Answer – I can use the 5 W’s and How questions to help find details in the text. These details will help lead me to the main idea.

## Word Map Outline 1



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## Deal with danger: Californians trade beautiful view for crumbling cliffs

By Associated Press, adapted by Newsela staff on 02.24.16

Word Count **731**



Boulders shore up an eroding cliff below an apartment complex that residents were recently forced to evacuate in Pacifica, California. Living with the Pacific Ocean as your back yard has its benefits, but the crumbling ocean cliffs have forced dozens to move out quickly and at a high cost. Photo: AP/Jeff Chiu

PACIFICA, Calif. — Sonja Thompson lives close to the edge of an 80-foot cliff above the Pacific Ocean. She says that when paragliders fly by "you can almost high-five them."

Having the Pacific as your back yard has its benefits, and its dangers. Crumbling cliffs have forced dozens to leave their homes. Others like Thompson may have to join them as El Nino-fueled storms batter the coast.

The area is popular with people who enjoy the sport of paragliding. They jump from a high place attached to a wing and glide through the air.

The area is also great for nature lovers. Last summer, whale watching was at its height, and people who live on the cliffs of Pacifica were treated to more than 200 dolphin sightings. The moon and sun rises are beautiful and the air is very clean.

"All the nature and wildlife I read about in New York I get to see up close and personal here," said Druth McClure, who moved from the East Coast to a waterfront apartment 20 years ago.



### **Watching The Coast Wash Away**

However, last month some people who live there came home from work to find yellow "restricted use" tags on their front doors. The tags said they had to move out immediately.

Pacifica means peaceful in Spanish. It is not very peaceful, though, when heavy rains and loud breaking waves hit this city about 10 miles south of San Francisco. About 40,000 people live in Pacifica.

The area is one of two stretches of California's coastline that is wearing away the most, according to Patrick Barnard. He is a coastal geologist for the U.S. Geological Survey. The other stretch of land eroding quickly is the Monterey Bay area.

Sediment, or an accumulation of stones and sand, has long been deposited in this area by nearby watersheds. The sediment built up these beaches and protected the cliffs. Watersheds, low areas between mountains, catch rain and drain it to a larger body of water.

### **Less Sediment And Higher Sea Levels**

Barnard says that the sediment in the area has been greatly reduced by things people have done. Building dams, establishing flood control and moving sediment through dredging have all worn away at sediment levels.

The rising sea level has also increased the problem. Barnard says the sea level will increase even more over the next 100 years.

The Pacifica cliffs have been crumbling for many years. The California Coastal Records Projects have photographs taken from planes that show this.

In 2010, two apartment buildings weakened by previous storms had to be torn down. Last month, during El Nino storms, the people who lived in another apartment building and two homes were forced to move out.

"We're not fearful of falling off," said Thompson, who lives in an oceanfront apartment with her wife, Karlie Thompson. She believes government officials will tell them to leave in time before the building falls. For her, living in this beautiful spot is worth the danger.

### **Forced To Find Shelter**

California Representative Jackie Speier and city officials have pledged to seek assistance from the state and federal government.

Still, many neighbors who have been forced out of their homes say they feel abandoned. They must quickly find money to pay for moving and new housing. The San Francisco Bay Area is an expensive place to live.

Pacificca with his wife Lana. He said he and some neighbors tried staying overnight in their apartments and almost got arrested. The people who lived there are only allowed inside the apartments during the day to pack.

"We've been fighting time," he said while packing their possessions.

The Red Cross gave them \$250 but local hotels cost nearly \$200 a night. They will have to stay with friends until they can find a new place to live.

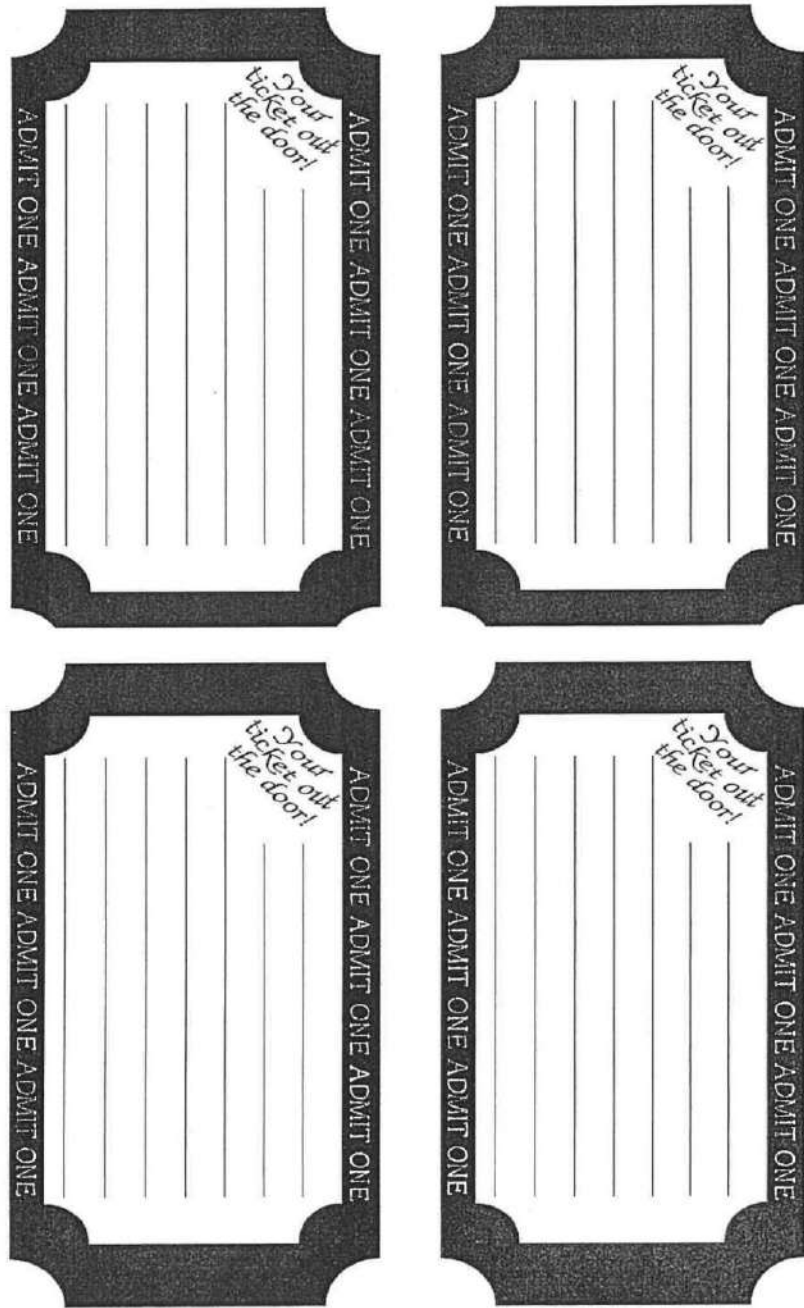
### **"I Have No Job, Nowhere To Go"**

Jeff Bowman is in a similar situation.

"I have no job, nowhere to go," he said. Now 55, he is unemployed after being laid off from a job at a supermarket.

Bowman was paying \$1,200 a month to rent his apartment. It was cheaper than other places in the area because it was subsidized, or partly paid for, by the government.

"It should be my choice (to stay) rather than being told, "You gotta go," he said.



[www.thecurriculumcorner456.com](http://www.thecurriculumcorner456.com)

<p><b>Lesson 2</b>  <b>Lesson Topic: Finding Main Idea</b></p>	
<p><b>Standards Addressed in this Lesson:</b>  <b>4RI2</b>                  Determine the main idea of the text and explain how it is supported by key details; summarize the text.</p> <ul style="list-style-type: none"> <li>• Determine the main idea of informational text</li> <li>• Summarize the main idea in an informational text, including the most important parts of the piece</li> <li>• Describe the relationship between main idea and details</li> </ul> <p><b>4RI3</b>                  Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <ul style="list-style-type: none"> <li>• Identify the events, key ideas/concepts, steps in informational texts</li> <li>• Identify words/phrases that signal explanations</li> </ul>	
<p><b>Learning Goals/Target for this Lesson</b></p>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Main idea is what the article is mostly about</li> <li>• Details are the parts of the text that support the main idea</li> <li>• Details make the text interesting to read</li> <li>• There is an event that cause and effect revolves around</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Determine the main idea of informational text</li> <li>• Summarize the main idea in an informational text, including the most important parts of the piece</li> <li>• Identify the events, key ideas/concepts, steps in informational texts</li> </ul>
<p><b>Lesson Essential Question:</b>                  How do I find the main idea of a text and support it with evidence?</p>	
<p><b>Activating Strategy:</b></p> <p>Word Splash- the following words will be displayed on the smart board for the students: detail, caption, topic, purpose, mostly about, another title, most likely, lesson learned. The teacher will ask students how the words connect to determine the main idea.</p>	
<p><b>Key vocabulary:</b></p> <p>Academic Vocabulary: topic, main idea, annotate                  Tier 2: discovery, plateau, organism                  Tier 3: tributaries, geologist, erosion, sandstone, limestone, shale</p>	
<p><b>Lesson Instruction:</b></p>	
<p>Learning Activity 1- Close Read                  * Students can read the following article on I-pads or laptops.</p>	<p>Graphic Organizer:                  5W and How Model</p>

<p>Read the introductory paragraph of the article The Three R's of Folding Time. (Go to Parentschoice.org and search: Three R's of folding time). While reading, model for students how to annotate a text. Teacher will distribute the attached bookmark with annotation symbols. Use the included annotation guide for students to annotate.</p> <p>Annotation Guide Teacher Notes:</p> <ol style="list-style-type: none"><li>Questions - Teacher begins by reading the first sentence of paragraph one and stops at the word 'itself'. Teacher records in annotation chart in the 'question' box "when time folds in on itself".</li><li>Words I don't know – (paragraph 3) <b>Geologist</b> Teacher will explain words in bold type are often defined somewhere within the text.</li><li>Key Words – (paragraph 3) Rocks, river and erosion</li><li>Important information – the story of the Grand Canyons formation is a mystery.</li></ol> <p>Assessment Prompt for LA 1: Ticket out the door- How does annotation help you better understand the text?</p>	<p>Assignment: Students will reread the article The three R's of Folding Time and complete a 5W (who, what, when, where, why) and How Model including a summary statement to reflect the main idea of the article.</p> <p>Have students work with partners or small group with teacher depending on needs. Graphic organizers can be partially filled in and/or modified for struggling students.</p>
<p>Learning Activity 2</p> <p>1. As a class read the section titled Rocks from the article The Three R's of Folding Time. Students will work with a partner to annotate the section.</p> <p>Assessment Prompt for LA 2: A pair of students will begin an academic conversation by stating what annotation marks they used, where and why. Other students will then join in the conversation by agreeing or disagreeing and explaining why they used the marks.</p>	
<p>Learning Activity 3</p> <p>1. Students will work with a partner on sections 3 and 4 of the article The Three R's of Folding Time. Students will annotate this section by: identifying unfamiliar words, asking questions and identifying key ideas.</p> <p>Assessment Prompt for LA 3: 1's tell 2's the main idea of the article and how you know. 2's tell 1's if they agree or disagree using evidence from the text.</p>	

**Summarizing Strategy:**

Dear Absent Student: Students will write a letter to an absent student telling them how to find the main idea of the article they read in class and how they knew it was the main idea.

Answer: Student responses should include using the 5-W questions (who, what, when, where, why) and annotating text.

# THE THREE 'R'S OF FOLDING TIME GRAND CANYON STYLE

by Leigh Anderson



There is a place—like no other in the world—where time seems to fold in on itself. Where the past meets the here-and-now, mountains meet oceans, beauty meets danger, and discovery meets mystery. This place is the Grand Canyon. The Grand Canyon is 277 river miles long. At certain points, it's more than a mile deep and as much as 18 miles wide. Going 60 miles per hour, it would take over five hours to drive its entire length! At such speed, you'd hardly see any of what makes the canyon truly grand: dazzling, glittering colors; fossils and wildlife; a great river snaking through ancient rock; and many-layered canyon walls giving glimpses of Earth's history.

Geologists have many different theories about how and when the Grand Canyon was formed. The story of the canyon's beginnings is like a jigsaw puzzle with many pieces missing. There are a few things geologists do agree on. We'll call them the three "R's": Rocks, River, and Rostion (actually, Erosion, but we're going to cheat a bit!).

A geologist is someone who studies rocks, minerals, and soils of the earth or a particular area.



## ROCKS

The Grand Canyon's walls are made up mainly of three types of rock: limestone, sandstone, and shale. Over millions of years, the rock built up layer by layer. Each new layer of rock pressed down on the layers beneath it. Then the Colorado River began to cut through these layers like a knife, exposing them for us to see. At the Grand Canyon today, 18 or more layers of Earth's history are laid out for us to see. We can see backward in time! The rocks near the top of the canyon are about 270 million years old, but those toward the bottom of the canyon are more than 1.8 billion years old. What an amazing place for scientists to study the history of Earth.

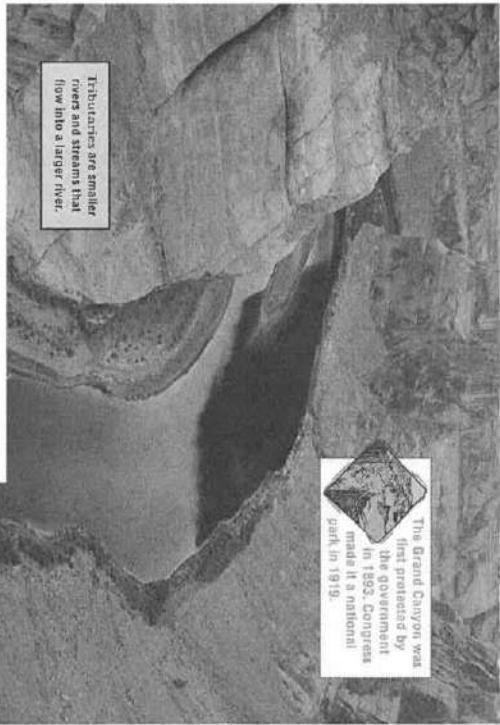
Limestone, sandstone, and shale: Each of these types of rock was formed in a different way. Limestone is made from the fossilized skeletons of tiny organisms that lived in ancient seas. (Fossils

Find out more about the rock layers by checking out [www.bobsphysics.com/kaibab.org/geology/gec\\_layer.htm](http://www.bobsphysics.com/kaibab.org/geology/gec_layer.htm)

The Grand Canyon is one of the Seven Natural Wonders of the world.

- 1 Mount Everest in Nepal
- 2 Victoria Falls in Zambia/Zimbabwe
- 3 Grand Canyon in Arizona, USA
- 4 Great Barrier Reef in Australia
- 5 Northern Lights in the sky
- 6 Parícutin Volcano in Mexico
- 7 Harbor of Rio de Janeiro in Brazil

3



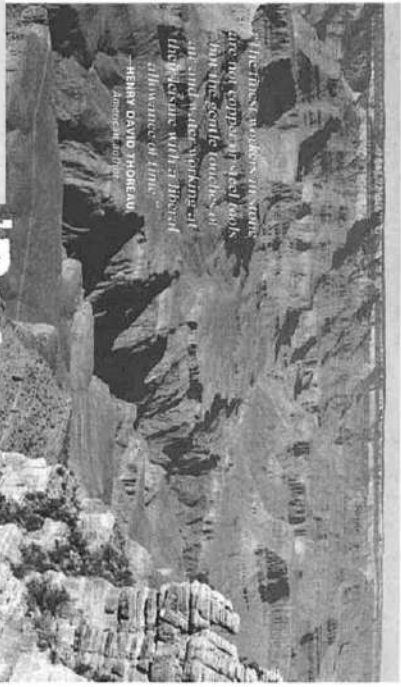
Tributaries are smaller rivers and streams that flow into a larger river.

The Grand Canyon was first protected by the government in 1909. Congress made it a national park in 1919.

But the Colorado River didn't carve the canyon by itself. As ancient glaciers melted, the river and its tributaries flooded again and again. The floods cleared away the sand, gravel, and other sediment at the bottom of the river. Then, rocks and boulders, which had tumbled into the river, were able to grind and scrape the bedrock at the river's bottom, further deepening the canyon.

As water moves through the canyon, it flows "downhill," dropping in elevation. This makes the water flow faster, with more power to carve out the rock. Also, long ago, the land around the Colorado River began to rise bit by bit, bubbling upward like a giant blister. Known as uplift, this process continued over millions of years. Uplift helped form the canyon we know today.

**6** **APPRENTICES**™  
www.cricklms.com/apprentices from APPRENTICES magazine, May/August 2008, © Paul M. De



*The finest workers in nature are the carpenter and the builder. They are the gentle forces of the wind and water working at the pleasure with a blessed indifference of time.*

—HENRY DAVID THOREAU  
*Walden, 1854*

**As of March 2007** you can take walk right out into the sky for a breathtaking view of the Grand Canyon. Beantowning is a dirt on the Grand Canyon Sprink. You stand 70 feet out from a rocky canyon rim. The other side is 3 miles ahead of you. And you are 2,000 feet from the bottom of the canyon below you! You stand higher than the world's tallest skyscrapers.

The Skywalk is on the Hualapai Indian Reservation (see the map on pages 8-9). Among the Hualapai, there is some disagreement about the Skywalk. Some hope it will bring income to the tribe. Others think that it disturbs a place that is holy to the Hualapai people.

**7** **APPRENTICES**™  
www.cricklms.com/apprentices from APPRENTICES magazine, May/August 2008, © Paul M. De

**'ROSION**

Erosion is a process by which rock, soil, or sand is gradually worn away by water, wind, or ice. Human action can also cause erosion.

When rain falls on rocks, water seeps into the cracks in the rock. When the weather gets cold and that water freezes, it expands, or gets bigger. Over and over, water freezes and expands in the cracks. And slowly, the rock splits apart. Pieces of broken rock (from tiny to huge) fall into the canyon below. As they fall, they might hit another rock and send it tumbling, too. When they finally reach bottom, some rocks are carried away by the Colorado. Others remain where they landed.

Heavy rains send great slabs of sediment, mud, and rock crashing down cliff faces, widening the canyon and carving new shapes into the giant red walls. The Colorado's tributaries are busy, too, carving smaller side canyons. Sometimes these side canyons erode into each other, further widening the canyon. This is all part of the process of rocks, river, and "rosion that makes this canyon so GRAND!





**WHAT DO YOU THINK?**

**THE COLORADO RIVER TODAY**

Today, the Glen Canyon and Hoover dams (and them on the map on pages 8-9) tightly control the Colorado River. The river now runs more slowly, floods no longer sweep away the sediment at the bottom of the river. The river-bottom sediment is 7/5 feet deep in some places because of the slower water and the thick "blanket" of sediment. The clogging of the canyon has slowed down.

The river water temperature has changed, too. It was once quite warm, but now it stays chilly. Several herds of fish can't live in cooler water; they no longer live in this part of the canyon.

are the superhard remains of plants or animals that lived long, long ago.) Sandstone is actually sand, pressed so hard over millions of years that it stuck together into rock. And shale is basically mud, left over from the bottoms of ancient lakes and marshes. Some rock is softer, some is harder, and they erode at different rates. When a layer of hard rock is on top of a layer of softer rock, amazing cliffs are created. Throughout the canyon rock shapes make this mystical canyon seem even more magical—no easy trick in a place as enchanted as the Grand Canyon.

So why do people build dams? Dams allow people to control the water and energy of the Colorado River. The water has been used to irrigate farmland, generate electricity, and produce electricity for millions of people. These are good things. They point out that the Colorado has stopped flooding and storming the canyon many times over the past few million years. They say that animals have left the canyon and then returned. Long after the dams have crumbled away, they say, the Colorado will carry on its job of eroding the canyon.

**Who is right? What do YOU think?**

**APPS SEEDS**  
www.cesarscience.com/appsseeds from APPS SEEDS magazine, July/August 2008. © 2008, M. de la

**4**

Inside the Grand Canyon, it's 30 degrees warmer than it is on the rim.

**RIVER**

Without the Colorado River, there would be no Grand Canyon. The river flows southwest from the Rocky Mountains to the Gulf of California, crossing through an area called the Colorado Plateau. As it flows, the river crosses Colorado, Utah, Arizona, and Nevada before flowing into Mexico and the Gulf. But the ancient Colorado was not the same river we know today. In fact, long ago it was probably more than one river. When those ancient rivers joined, the newly formed Colorado began flowing southwest. It bucked over dangerous rapids and foamed like chocolate milk in a blender as it carried mountains of dirt downstream. Like sandpaper repeatedly rubbing the same piece of wood, the fast-moving, sand-filled water slowly carved a groove in the rock beneath it.

**5**

<http://blog.parents-choice.org/wp-content/uploads/2013/07/Three-Rs-of-Folding-Time-Spreads.pdf>






Name \_\_\_\_\_

## Annotation Guide

<b>Important Detail/Fact</b>	<b>Important Words</b>
<b>Questions?</b>	<b>Interesting or Surprising</b>
<b>Connections</b>	<b>My Favorite Part</b>

### Close Read Bookmark

### Close Read Bookmark

 <p>Questions – What questions do I have?</p>	 <p>Questions – What questions do I have?</p>
<p>Words I don't know – what words aren't familiar to me?</p>	 <p>Words I don't know – what words aren't familiar to me?</p>
<p>Key Words - Which words are important to understanding this text?</p>	 <p>Key Words - Which words are important to understanding this text?</p>
<p>Important information – what information in this text is important to the overall understanding?</p>	 <p>Important information – what information in this text is important to the overall understanding?</p>

The 5 W's Chart

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?

<p><b>Lesson 3</b>  <b>Lesson Topic: Cause and Effect</b></p>	
<p><b>Standards Addressed in this Lesson:</b></p> <p>4RI5  Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <ul style="list-style-type: none"> <li>• Know that information is written telling causes and effects.</li> <li>• Know that organizational structures are used to convey information.</li> </ul>	
<p align="center"><b>Learning Goals/Target for this Lesson</b></p>	
<p>Students will know</p> <ul style="list-style-type: none"> <li>• the definitions of cause and effect</li> <li>• the difference between cause and effect</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• identify the causes and effects of what is read</li> <li>• write a cause and effect statement</li> <li>• apply the understanding of cause and effect to text</li> </ul>
<p><b>Lesson Essential Question:</b>  How can I use the relationship, cause and effect, to better understand what I have read?</p>	
<p><b>Activating Strategy:</b></p> <p>Start the lesson with a visual situation of something happening where students can describe what happened. From this, lead into the vocab of cause and effect. Example - Stage a situation where you accidentally knock something over that causes something else to fall and break. Maybe it is a small glass of water onto some papers, or a cup of sharpened pencils falls to the floor causing several of them to break.</p> <p>List Vocabulary  Cause – ‘why’ something happens  Effect – ‘what’ happens</p> <p>Cause and Effect Activity – Have students complete included practice sheet. See if students understand cause and effect.</p>	
<p><b>Key vocabulary</b> to preview and vocabulary strategy:  Academic vocabulary: Cause, Effect, T-chart, Flow Chart  Tier 2: region, habitat  Tier 3: global, impact, environment, pollution, toxic, atmosphere, carbon dioxide, Celsius, Fahrenheit, greenhouse</p>	
<p><b>Lesson Instruction:</b></p>	
<p>Learning Activity 1:  Read <u>Click, Clack, Moo – Cows That Type</u> : Read aloud one time to the entire class. While reading aloud, teacher will model finding cause and effect.</p>	<p>Graphic Organizer:  -Cause and Effect Flow Chart  Labels  -T-chart</p>

<p>When finished, separate the students into small groups. Students will reread the story and record Cause and Effect information they gather from the story to clouds (cause) and squares (effect). In their groups, they will create a cause and effect flow chart using the clouds, squares and arrows provided.</p> <p>Assessment Prompt for LA 1: In groups, students will share their cause and effect flow charts with the class.</p>	<p>Assignment:</p> <p>Students will view the following video. They will use a T-chart to record cause and effect. Following the video, students will discuss their findings with a partner. Partners will then share out their partner's findings with the class.</p> <p><a href="http://www.youtube.com">www.youtube.com</a> - Bill Nye Erosion</p> <p>Students will write a paragraph answering the following question.</p> <p>How would you explain the reasons for erosion?</p> <p>Provide sentences starters and paragraph framing for students who may need additional support.</p>
<p>Learning Activity 2: Students will independently read <u>Climates Global Warming</u> (ReadWorks.org) and complete the T-chart with cause on the left and effect on the right.</p> <p>Assessment Prompt for LA 2: Students will partner share their graphic organizers.</p>	
<p>Learning Activity 3 – Classroom Discussion: The teacher will guide the students to make a connection between the previous two lessons of main idea and the current lessons focus of cause and effect. How does understanding the authors' use of the text structure cause and effect help readers determine important details, which then leads to main idea?</p> <p>Assessment Prompt for LA 3: 1's tell 2's how the text is structured. (answer: cause and effect) 2's will give 1's evidence to support the structure. (answer: they will share the causes and effects they found in the story)</p>	
<p><b>Summarizing Strategy:</b> Students will use the T-chart from Learning Activity 2 to write a cause and effect paragraph that includes 2 causes of global warming and the effect it has on our planet.</p>	

Name \_\_\_\_\_

Date

Cause and Effect

Read each sentence. Underline the cause with red and the effect with blue.

1. Bobby hurt his leg, so he was unable to play in the soccer game.
2. Since the car was making a strange noise, my dad took it to the mechanic.
3. The cookies were burnt because Mom forgot to take them out of the oven.
4. The weather man said there is 100% chance of rain showers, so the picnic was canceled.

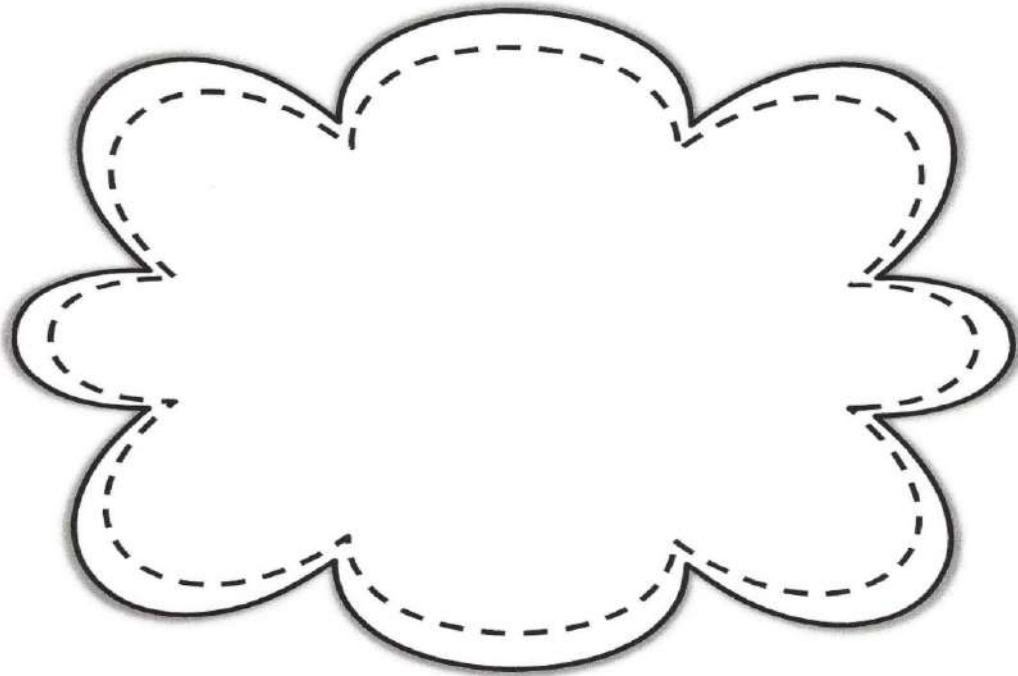
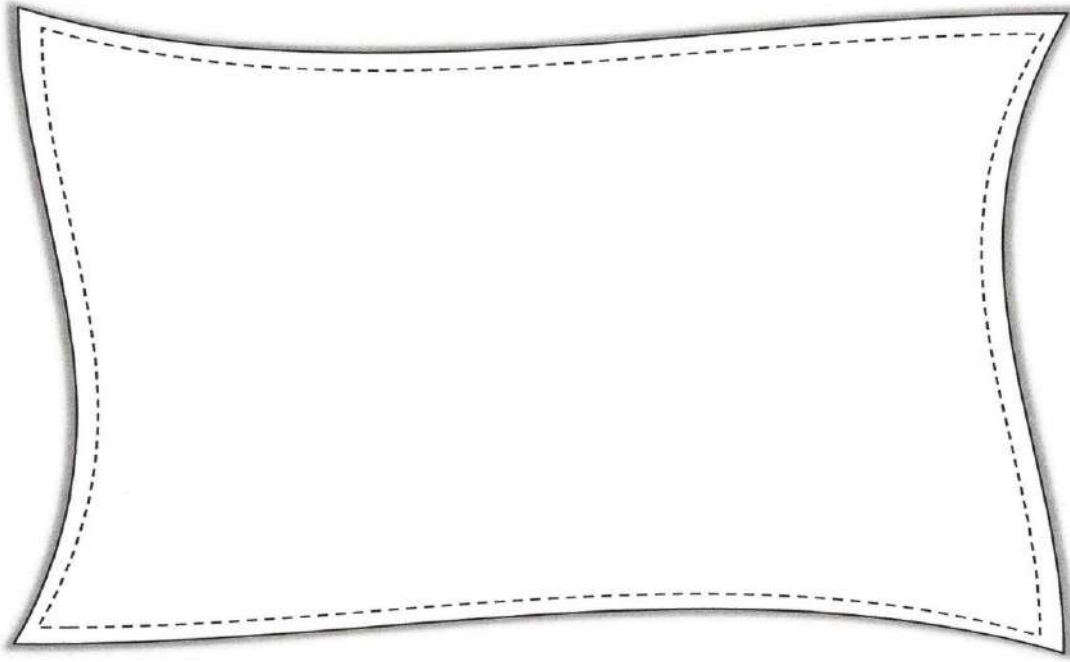
Name \_\_\_\_\_

Date

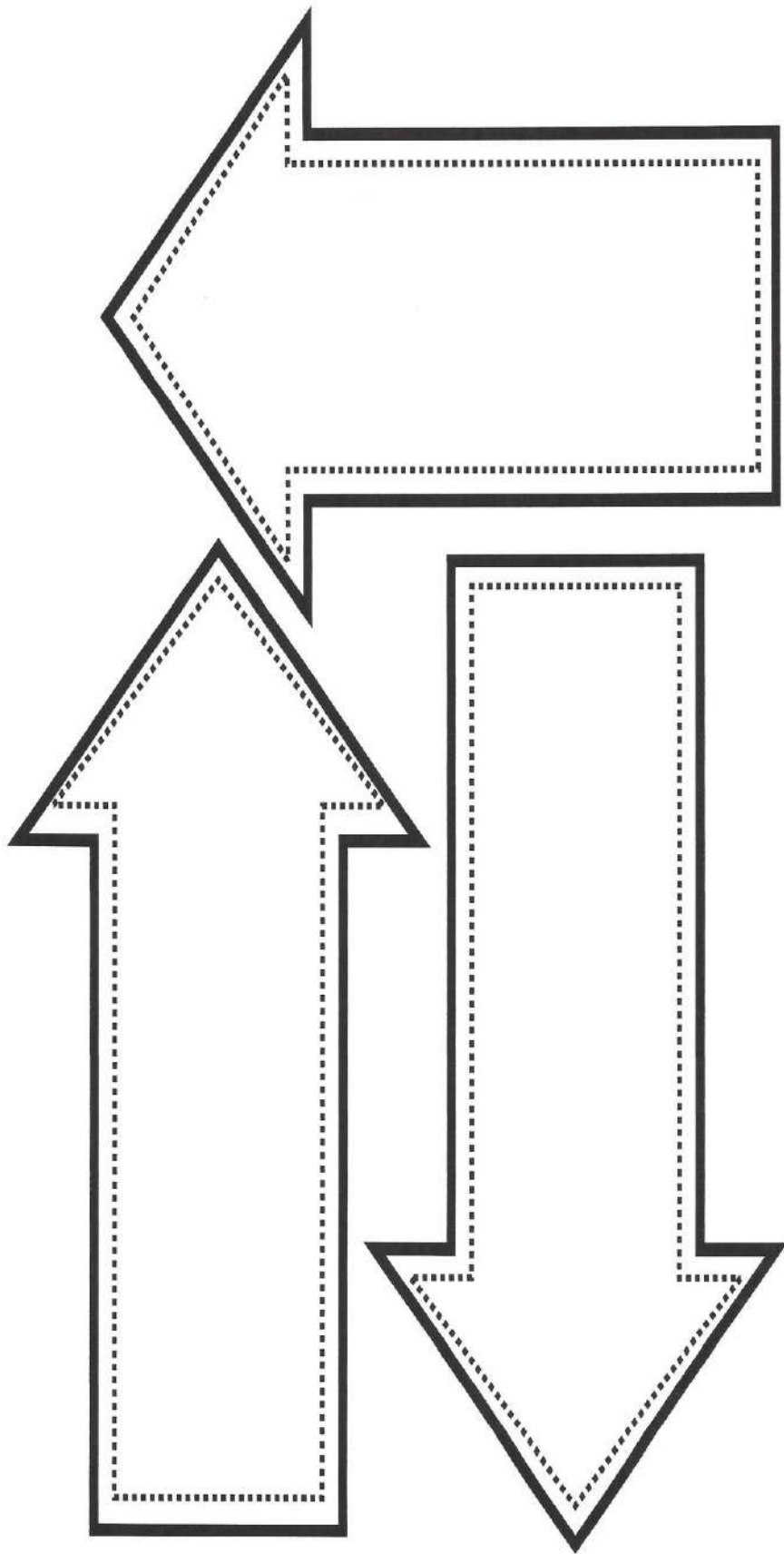
Cause and Effect

Read each sentence. Underline the cause with red and the effect with blue.

1. Bobby hurt his leg, so he was unable to play in the soccer game.
2. Since the car was making a strange noise, my dad took it to the mechanic.
3. The cookies were burnt because Mom forgot to take them out of the oven.
4. The weather man said there is 100% chance of rain showers, so the picnic was canceled.







## Climates Global Warming

Climates can change a lot over centuries. Sometimes a region will be warmer than average for 100 years! Until recently, warmer temperatures have occurred for natural reasons. Today, humans may be changing the climate and making it warmer.

Human activity can have a negative **impact**<sup>1</sup> on the **environment**<sup>2</sup>. Humans destroy the habitats of animals and plants when they build cities and cut down forests. When people burn oil, coal, and natural gas, they can also change the climate. How does this happen?

**Pollution**<sup>3</sup> from factories and cars adds gases and **toxic**<sup>4</sup> contaminants to the air. Gases such as carbon dioxide rise to the Earth's **atmosphere**.<sup>5</sup> As the sun's rays warm the Earth, the gases work much like the glass in a greenhouse. They help trap the heat in the atmosphere, which makes the Earth grow warmer. That's why they are nicknamed "greenhouse gases."

If the Earth continues to warm up, all of the ice on the North and South Poles could melt. Global warming would cause the oceans to rise and cover more land. Many places along the coasts of every continent, including the city of New York, would be underwater.

Some people do not believe that global warming is an effect of human activity. Regardless, in the last 100 years, average temperatures have risen 0.7 degrees Celsius, or about 2 degrees Fahrenheit. This may not sound like a lot. Yet, this change is more than twice as much as previous temperature increases. The average temperature rose only 5 degrees Celsius over the last 5,000 years. Scientists think the average temperature could rise another five degrees in the next 100 years.

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<sup>1</sup> **impact**: a forceful or dramatic effect

<sup>2</sup> **environment**: surroundings that influence the growth of living things

<sup>3</sup> **pollution**: harmful ingredients that make air, water or soil dirty or unhealthy

<sup>4</sup> **toxic**: poisonous

<sup>5</sup> **atmosphere**: the air that surrounds the earth

# T-Chart

Name: \_\_\_\_\_ Date: \_\_\_\_\_


© 2015 Mr Elementary Math

<p><b>Lesson 4</b>  <b>Lesson Topic: Writing an Informational Piece</b></p>	
<p><b>Standards Addressed in this Lesson:</b>                  4.W.2- Write informative/explanatory text to examine a topic and convey ideas and information clearly.                  a. Introduce a topic and group related information in paragraphs or sections: including formatting, illustrations, and multimedia when useful to aiding comprehension.                  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                  c. Link ideas within categories of information using words and phrases.                  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.                  e. Provide a concluding statement or section related to the information or explanation presented.                   4.W.8- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	
<p><b>Learning Goals/Target for this Lesson</b></p>	
<p>Students will know</p> <ul style="list-style-type: none"> <li>• Information is written telling causes and effects</li> <li>• How to describe the overall structure of events, ideas, concepts or information in a text</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• gather relevant information from print and digital sources</li> <li>• identify words/phrases that signal explanations</li> <li>• identify &amp; demonstrate an appropriate writing format</li> <li>• identify information from the source</li> <li>• use specific relevant vocabulary to inform or explain topic</li> <li>• write a statement that provides a conclusion related to information and topic</li> </ul>
<p><b>Lesson Essential Question</b>                  How do I structure a written paragraph to reflect cause and effect?</p>	
<p><b>Activating Strategy</b>                  Students will be shown the following words and phrases: if...then, because, so, since, therefore, as a result, due to, because of, as a consequence, hence, consequently, due to the fact, resulting in, and which means. With a partner they will use the words or phrase in a sentence. The sentences will be shared whole class to identify examples of cause and effect.</p>	
<p><b>Key vocabulary</b>                  Tier 2 – cause, effect, displaced, slammed, ripped, embraced</p>	

Tier 3 – Astrodome, evacuees, magnet school	
<b>Lesson Instruction:</b>	
<p><b>Learning Activity 1 – Signal Words</b> The teacher begins by using the examples the students created during the activating strategy. Teacher talks about how these sentences are examples of cause and effect. Ex. I was late for school because I overslept. Teacher will prompt a discussion how writers use signal words (ex. Then, next, so because, since) when writing cause and effect relationships.</p> <p><b>Assessment Prompt for LA 1:</b> Teacher will pass out the paragraphs students wrote during the lesson 3 assignment. When reading their paragraph ask students: “How do you identify the cause and effect relationship when reading an article? “ Answer- by choosing an event, look for the signal words and asking what happened and why. Have students identify the cause and effect relationship and signal words they used in their paragraph.</p>	<p><b>Graphic Organizer:</b> Cause and Effect graphic organizer Hamburger Writing</p> <p><b>Assignment:</b> The class will use the article Children of the Storm and graphic organizer from Learning Activity 2 to write a summary.</p>
<p><b>Learning Activity 2</b> The teacher will read the first 3 paragraphs of the article Children of the Storm (Readworks.org) Teacher will model how to complete the cause and effect graphic organizer. <u>Event Box</u> -teacher will write down Hurricane Katrina. <u>Cause arrow</u>- teacher will write - One of the worst hurricanes to ever hit New Orleans <u>Effect</u> – Many people had to move to Houston</p> <p>Students will partner read the rest of the article and complete the graphic organizer with their partner. As we progress the lesson, this will be the prewriting.</p> <p><b>Assessment Prompt for LA 2:</b> How do I identify cause and effect when reading an article? Answer: Identify the event, choose signal words, ask what happened and why.</p>	
<p><b>Learning Activity 3 -</b> The class will be instructed on how to use a Hamburger Graphic Organizer when writing a paragraph. The organizer will be filled out using the article and Cause and Effect graphic organizer from Learning Activity 2. Teacher will start by modeling how to write a topic sentence. This topic sentence</p>	

<p>needs to reflect the cause and effect of what actually happened.</p> <p>Ex. What actually caused the city of New Orleans to flood? We may not know but the effects were devastating.</p> <p>Next, teacher will model how each cause and effect from the graphic organizer becomes detail 1, 2 and 3 on the Hamburger Graphic Organizer.</p> <p>Ex. (This is taken from Activity 2)</p> <p><u>Cause arrow</u>- teacher will write - One of the worst hurricanes to ever hit New Orleans</p> <p><u>Effect</u> – Many people had to move to Houston</p> <p>Cause and effect sentence- One of the worst hurricanes to ever hit New Orleans caused many people to move to Houston.</p> <p>Concluding sentence- Referring back to our topic sentence when we had asked “what had caused the city of New Orleans to flood?”</p> <p>This will be the rough draft of the written piece. Students will revise and edit their writing with a partner.</p> <p>Assessment Prompt for LA 3: Students will fill in the parts of the Hamburger writing on the included organizer.</p>	
<p>Summarizing Strategies - Students will create an outline for a cause and effect paragraph.</p>	

## Children of the Storm

Tenisha Dounseroux was supposed to start the fourth grade in New Orleans back in the fall of 2005. But just before classes began, Hurricane Katrina, one of the worst hurricanes ever to hit the United States, slammed the states on the coast of the Gulf of Mexico on August 29, 2005.

Tenisha was sad and scared as she watched heavy rains and high winds rip through her city on the Mississippi River. When New Orleans flooded, school was the last thing on Tenisha's mind as she and her family drove 350 miles west to Houston.

More than 24,000 evacuees from New Orleans moved to the Houston **Astrodome**,<sup>1</sup> but Tenisha and her family spent five days in a hotel. Within a week, a generous Houston family had given the Dounseroux family shelter in the loft above their home. A few days later, Tenisha started school in Houston. She was one of an estimated 125,000 New Orleans children who scattered across Louisiana and neighboring states to start a new school year.

The Houston school district alone enrolled almost 2,000 students in the days following Katrina, including Tenisha and her brother Terren. The district also reopened two schools that it had closed the previous spring. Those schools were devoted entirely to children displaced by the storm.

It's hard to move and start going to a new school. It was even harder for the many children **displaced**<sup>2</sup> from the states hit hardest by Hurricane Katrina. School guidance counselors said that relocating to an unfamiliar school is bound to affect many of the children.

Tenisha and Terren, though, were doing well. They had enrolled at MacGregor Music and Science Magnet School. MacGregor accepted more than a dozen displaced students.

After just two days at school, Tenisha and Terren were making new friends. "[Our new] school is great!" Tenisha told *Senior Edition*.

<sup>1</sup> Astrodome: Houston's huge indoor stadium

<sup>2</sup> displaced: forced to move to another location

Interactive Reading Notebooks: Informational Text  
Lesson II: Cause & Effect (Nonfiction Text Structure)

Event or Fact

©

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Name: \_\_\_\_\_

## Hamburger Writing

Topic Sentence:

Detail #1:

Detail #2:

Detail #3:

Closing Sentence:

Super Teacher Worksheets - [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

**ELA & LITERACY PERFORMANCE TASK**

Title:	Coastal Flooding – Information, Causes and Effects
Grade:	4 <sup>th</sup> Grade Reading/Science
Standards (ELA, Literacy, Content)	CCSS.4.W.2 CCSS.4.W.4 CCSS.4.W.10 CCSS.4.W.8 CCSS.4.W.9 CCSS.4.RI1 CCSS.4.RI8 CCSS.4.RI.3 CCSS.4.RI.4 CCSS.4.RI.5 CCSS.4.RI.7 CCSS.4.RI.9 4-ESS2-1 (Science)
DOK:	2 & 3
UDL:	The universal design for this performance task will include chunking the assignment, chunking text, use of graphic organizers, and note taking.
Stimuli (Primary Text):	Coastal Erosion - Drew Point, AK (USGS video) ( <a href="http://www.geography4kids.com">www.geography4kids.com</a> ) “Erosion”- National Geographic Education “Erosion”- <a href="http://www.Geography4Kids.com">www.Geography4Kids.com</a>
Text Complexity:	Text Complexity Placemats
<p>Task Overview:</p> <p>Part 1: (45 minutes) Before writing an essay, students will read and reread two articles and watch a brief video that gives information about erosion. Students will record notes on a cause and effect graphic organizer for all three sources.</p> <p>Part 2: (70 minutes) Students will work independently to compose an essay that explains the causes and effects of erosion, and how people have an impact on this process.</p>	

<p>Task Directions: Part 1: (45 minutes) Your Assignment:</p> <p>Students will watch a video and read two articles about erosion. They will collect important information about the different causes and effects of erosion. From the</p>
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video and articles, students will write an explanatory essay using all three sources and answering the following questions within their essay.

Steps you will be following:

1. Watch the video and read the articles.
2. Complete the graphic organizer.
3. Answer the three questions about erosion.

Directions for beginning:

You will watch a video, read two articles, and take notes on the graphic organizer.

Question 1: (DOK 2) Based on the video and the article, how would you define erosion?

Question 2: (DOK 3) What is the major cause of coastal flooding?

Question 3: (DOK 3) What are the effects of erosion?

Part 2: Essay

Your Assignment: Write an explanatory essay that explains the causes and effects of erosion, and how people have an impact on this process.

How your essay will be scored:

<http://www.doe.k12.de.us/site/Default.aspx?PageID=2645>]

# Text Complexity Analysis of *The Three R's of Folding Time* By: Leigh Anderson



## Qualitative Measures

### Meaning/Purpose:

This is an informational article written about erosion, rocks and rivers the purpose of this article is to inform students of how the Grand Canyon was formed from rocks that went through years of erosion.

### Text Structure:

The text structure of this article is cause and effect. It gives factual information on the causes of erosion and how it affected the formation of the Grand Canyon. In addition, the author uses captions and photographs to help the reader better understand the effects of erosion.

### Language Features:

*The author tries to make the information clear to the reader by organizing the text into sections. In addition, the author uses a paragraph format with varying sentence lengths and formations. The article includes academic vocabulary related to the topic of the text.*

**Knowledge Demands** Before reading this text, students will need to have background knowledge on erosion and be familiar with the structure of a cause and effect text.

## Text Description

### Briefly describe the text:

This article was originally published in the AppleSeeds magazine it gives a description of how the Grand Canyon was formed and the role erosion played in its formation.

## Quantitative Measure

**Complexity Band Level :** Grade Level 4-6

**Lexile or Other Quantitative Measure of the Text:** Using the Flesch-Kincaid Readability Formula the level determined for the article was 4.3 with a grade level average of 6.3

Lexile Level: 920 Word Count: 879

## Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

### Potential Challenges this Text Poses:

Since the level of the text is more advanced, students would benefit from reading in pairs and teacher modeling of using context clues.

### Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

4RI2 – Students determine the main idea of the text and explain how it is supported by key details; summarize the text.

4RI3 – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text including what happened and why, based on specific information in the text.

### Differentiation/Supports for Students:

The teacher will model how to use any graphic organizers for note taking. Students will work collaboratively to complete the assignments.

## Recommended Placement

### Briefly explain the recommended placement of the text in a particular grade band.

The text is recommended for grades 4 – 6. It is based on nonfiction informational text.

I can find the main idea  
of the passage by going back  
to the story or really paying  
attention to the teacher and  
what were learning about the  
story.

Name: \_\_\_\_\_

National Behaviour Support Service

fritchardson@nbss.ie

Lesson One Ticket Out the Door: Low

The student knows that they must use the passage but they have not said what information they need from the passage.

Lesson One Ticket Out the Door: Medium

The student knows to use the 5 W's but is not specific to what the 5 W's answer.

You find the main idea  
of a passage by looking for  
the who, what, where, when, and  
why. Then you combine them  
together and you get the main idea.

Name: \_\_\_\_\_

Lesson One Ticket out the Door: High

The student knows that they must answer the 5 W's to find the main idea of a text.

Y  
Identify the main idea of the passage by reading and finding text evidence on who was the main characters, how it happens, What is going on, where it takes

Name: place, and why is it happening.

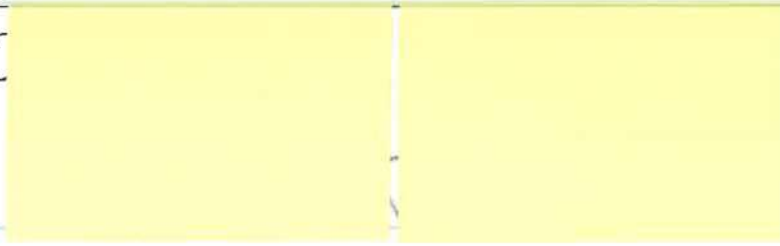
The main idea of the article is people being forced out of their homes because of crumbling cliffs in Pacifica California. Because of so much rain it causes land slides to take down houses on cliffs.

**Lesson One Learning Activity 3: High**

The student was able to answer the questions, however, she was missing the when. Her answer is precise and to the point.




C



TI

I think the main Idea of Deal with danger. Crumbling cliffs is that it is all about the crumbling cliffs, in Pacifica, California. The sea level has gotten higher which has caused more crumbling of the cliffs. The crumbling cliffs has forced dozens to leave there home.

Lesson One Learning Activity 3: Medium  
This student answered the 5 W's but didn't state the main idea.



The main Idea of this pasigh  
IS people leaveing there homes  
because the clites are falling  
by storms. Also people have to  
find new homes.

Lesson One Learning Activity 3: Medium

The student gets the gist of the article but his explanation does not answer the 5W's.

who, what, when, where, why

The main idea is dealing with danger. For example: Sonja Thompson lives close to the edge of the cliff above the Pacific Ocean because he lives in a house so he can survive.

Lesson One Learning Activity 3: Low

The student does not include the text evidence needed to support the main idea. Student does not answer the 5 W's.