



Implementing the ELPS in ELAR

Identifying the Author's Purpose

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Texas Essential Knowledge and Skills (TEKS)

- 6(9)(A) Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.

Content Objective

Students will compare and contrast stated or implied purposes of informational text on the same topic by different authors.

English Language Proficiency Standards (ELPS)

- (c) (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text
 - (I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs

Language Objective

Students will read to analyze the stated and/or implied purpose of a text and demonstrate an understanding of the type of purpose through the use of a graphic organizer.

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College and Career Readiness Standards

English/Language Arts Standards

II. Reading

- A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.
 3. Identify explicit and implicit textual information including main ideas and author's purpose.

Prior Knowledge

- Building background knowledge through explicit vocabulary instruction will allow students to have a better understanding of the content being taught. Utilizing pictures, examples, and non-examples are a few ways to pre-teach vocabulary.
- In fifth grade, students were asked to draw conclusions from the information presented by the author and to evaluate how well the author's purpose was achieved (5(10)(A)).
- In seventh grade students will be asked to explain the difference between the theme of a literary work and the author's purpose in an expository text (7(9)(A)).

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Materials/Equipment

- Teacher-created PowerPoint Presentation (visuals for vocabulary)
- Highlighters
- Teacher-provided graphic organizer
- One copy per student of the following articles:
 - "Disaster In Japan," *Junior Scholastic*, April 4, 2011
 - "Wave of Disaster," *Scholastic News*, Edition 5/6
 - "Ring of Fire," *Junior Scholastic*, April 18, 2011

✓ Step 1

Preteach vocabulary

Academic Vocabulary

Stated purpose
Implied purpose

Essential Vocabulary

Tsunami*
Tectonic*
Earthquake*
Ring of Fire*
Country *
Haiti
Japan
Chile
*Visual is provided during instruction.

✓ Step 2

Display the graphic organizer to the students. Inform them that after reading each of the articles using various reading methods, they will complete the graphic organizer both with support and independently. Provide each student with a copy of the graphic organizer.

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✓ Step 3

As a class, students will listen and follow along on their individual copies as the teacher reads the article titled *Ring of Fire*. The teacher will model metacognitive thinking by using *think aloud* strategies for attacking informational texts such as reading the subheadings, looking at the maps and graphics, reading over the questions, and then reading the article. After reading the article the class will discuss the information read and identify the author's purpose for writing the article and if the purpose was stated or implied. Students will complete the first two steps of the graphic organizer for article one.

✓ Step 4

With a partner, students will read the article titled *Disaster in Japan*. After reading the article, the group will discuss the information read and identify the author's purpose for writing the article and if the purpose was stated or implied. Students will complete the first two steps of the graphic organizer for article two.

✓ Step 5

The students will **independently** read the article titled *Wave of Disaster*. After reading the article, the student will use *think, pair, and share* on the information read and identify the author's purpose for writing the article and if the purpose was stated or implied. Students will complete the first two steps of the graphic organizer for article three.

✓ Step 6

After the students have completed filling in the first two steps for each of the articles, they will complete the third step independently using the support of sentence stems. The students will compare and contrast the various purposes of the different authors and describe how those purposes are similar or different using the following sentence stems:

Sentence Stems

The difference in the authors' purposes for articles _____ and _____ are...

The similarities in the authors' purposes for articles _____ and _____ are...

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✔ Step 7

Students will orally share the sentences they generated about the similarities and differences amongst the articles.

Select two individuals, one who used stem #1 and one who used stem #2, to share out. Tell the students, "We will show our appreciation for each response." Ask if any other students would like to share their response.

The background features a light gray surface with various letters and symbols scattered across it, including 'd', 'U', 'o', 'd', '!', 'K', 'C', 'S', '6', 'y', 'm', 'Z', 'r', 'n', '7', '9', 'I', 'E', 'V', and 'A'. In the lower half, there is a grayscale image of an open book with its pages curled upwards, creating a sense of movement and depth.

Implementing the ELPS in ELAR
Resources

Earthquake

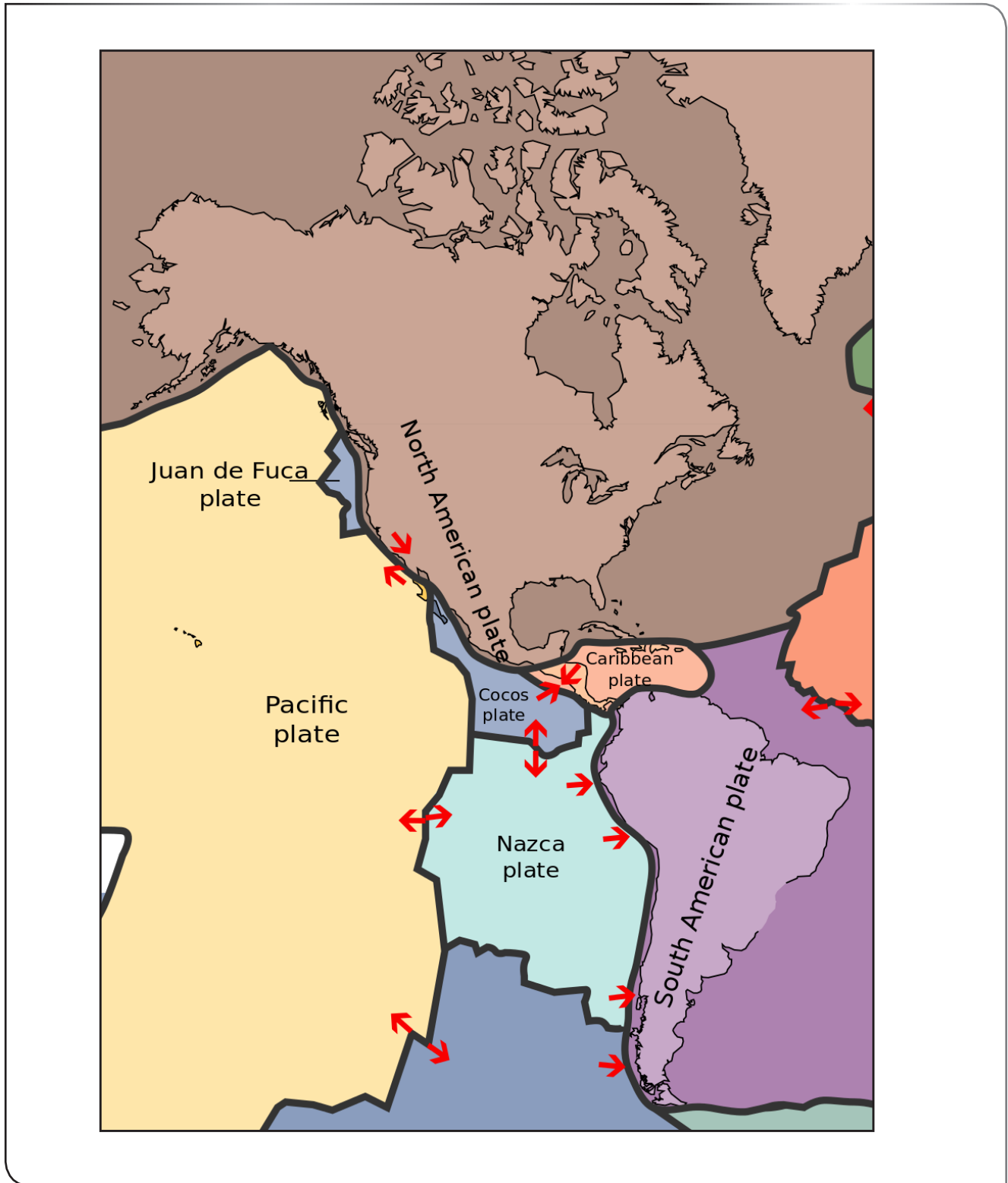


Tsunami



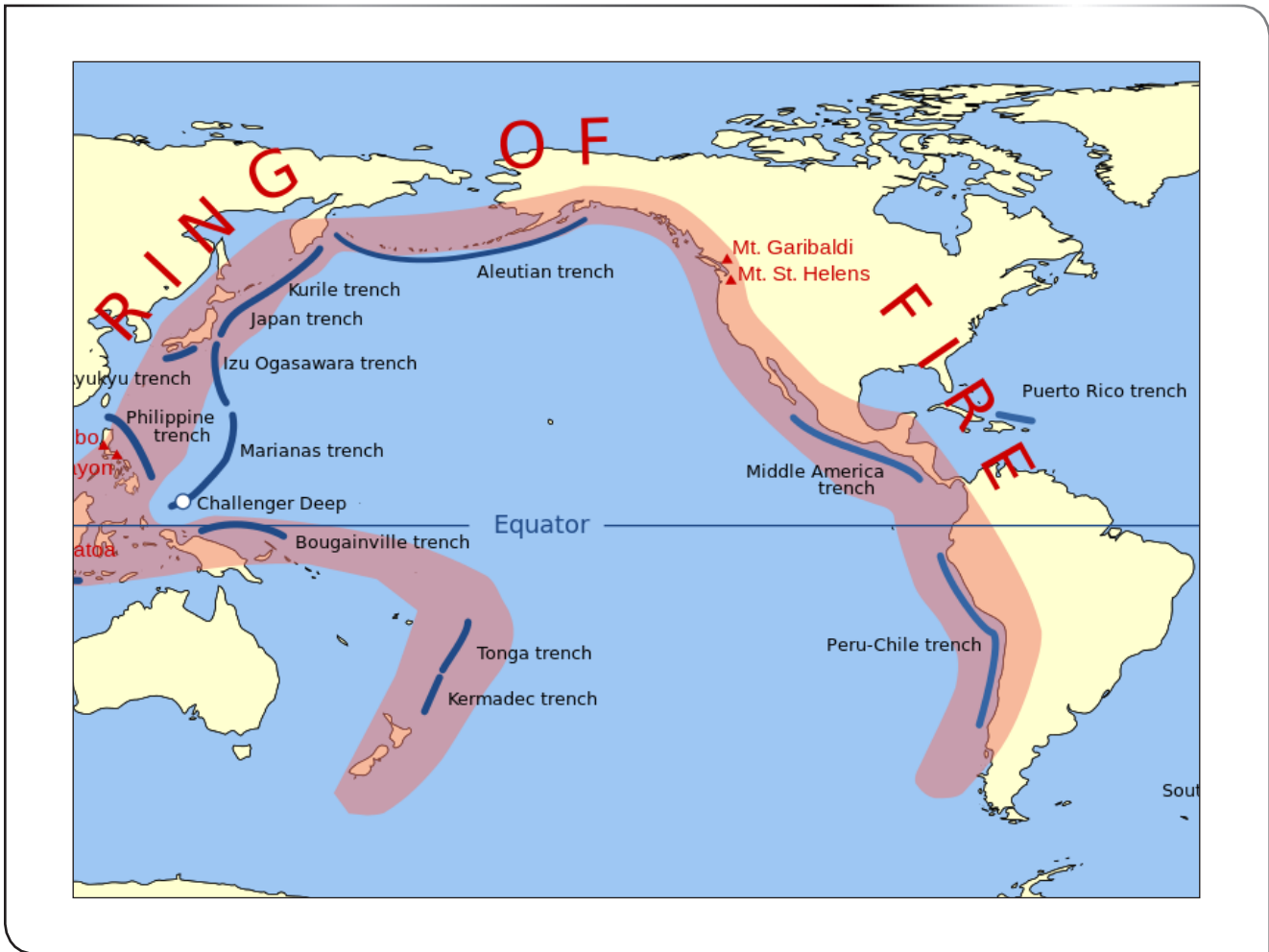
Source: (Tsunami Visual courtesy of the U.S. Geological Society)
http://commons.wikimedia.org/wiki/File:Tsunami_large.jpg

Tectonic Plates



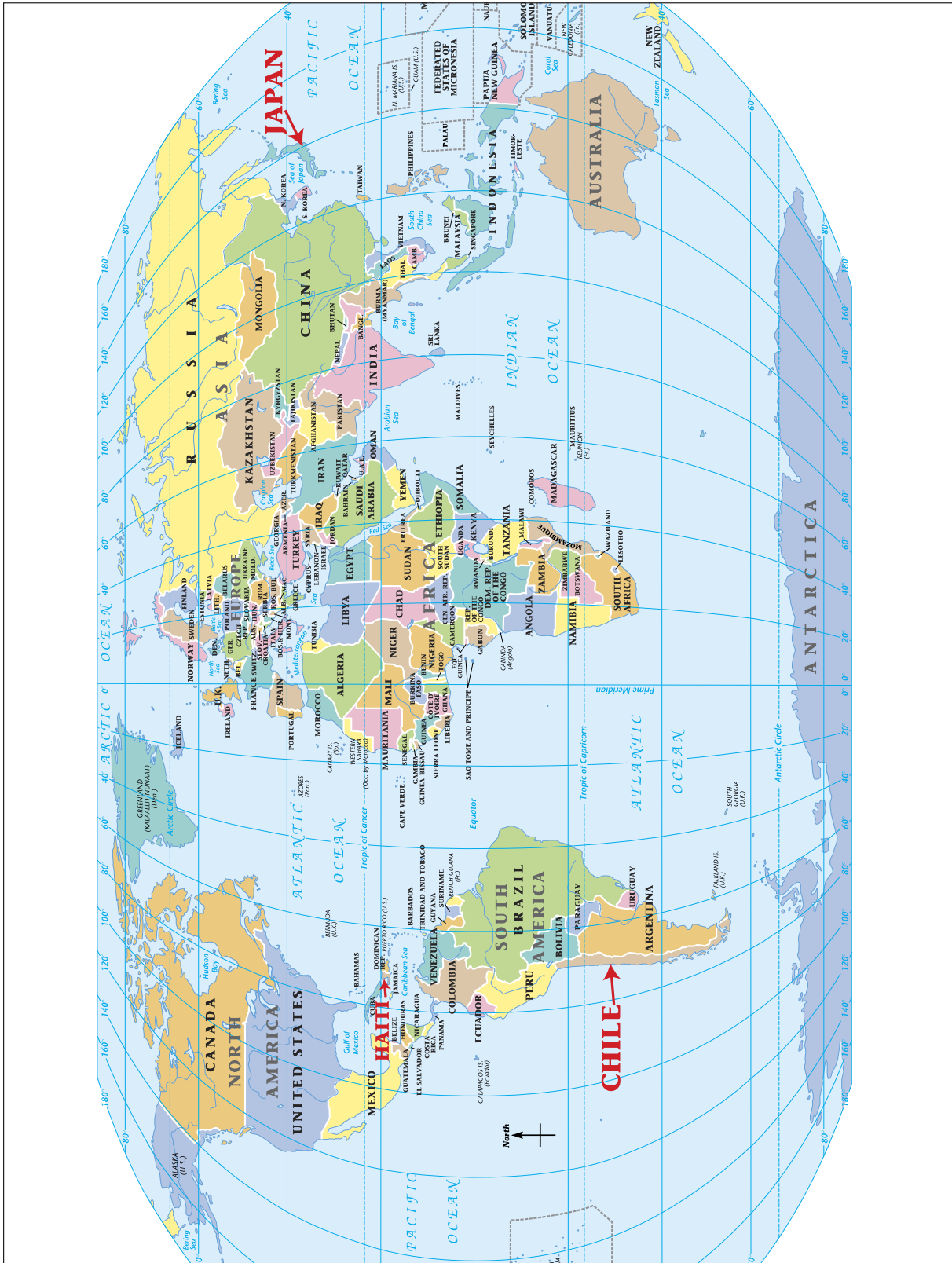
Source: (Covarrubias/Wikimedia Commons/Public Domain)
http://commons.wikimedia.org/wiki/File:Plate_tectonics_Americas.svg

Ring of Fire



Source: (Gringer/Wikimedia Commons/Public Domain)
http://commons.wikimedia.org/wiki/File:Pacific_Ring_of_Fire.svg

Country



SPECIAL REPORT

DISASTER IN JAPAN



After the quake and tsunami, rescue units from several nations searched for survivors in northern Japan.



In March, a 9.0-magnitude earthquake rocked Japan, triggering a tsunami and threatening nuclear disaster. Could it happen here?

The massive earthquake and tsunami that hit northeastern Japan in March claimed many thousands of lives and washed away entire towns.

Japanese Prime Minister Naoto Kan described the disaster as Japan's "worst crisis since World War II." As waters receded and debris-strewn areas began to be cleared by rescue units, this island nation of more than 127 million

➔ Word to Know

- **radiation** (*n*): energy emitted in the form of waves or particles; exposure to large doses can cause sickness, or even death.

people—along with the rest of the world—was left to ask: How will Japan, a global economic power, recover from such a calamity?

A few days into the disaster, an even more alarming threat emerged: explosions at 1 of the country's 17 nuclear power plants. **Radiation** began to leak from damaged reactors (devices that use controlled nuclear reactions to generate power). This led to mass evacuations and other precautionary measures. Nuclear experts from the U.S. and other countries rushed to Japan to help.

The loss of power plants threatens Japan's ability to generate enough electricity to fuel its high-tech economy. But more disturbing to the Japanese is the threat of radiation poisoning.

Japan is the only nation to have suffered a nuclear attack. In August 1945, the U.S. dropped atomic bombs on the cities of Hiroshima and Nagasaki (*see map*), to end World War II. Nearly 150,000 people were killed by the bombs. Several thousand others were injured or died later from the effects of radiation.

Growing Energy Needs

With a deadly threat looming in Japan, the future of nuclear power is in doubt. It once held appeal as a safe, clean source of the world's energy needs. And many people, concerned that the burning of fossil fuels such as oil and coal are contributing to climate change, saw nuclear energy as a better alternative.



A mother and son are checked for radiation exposure. Top right: The U.S. exploded an atomic bomb over this building in Hiroshima in 1945. Today, the site is a memorial park.



But the risks can be high. In 1979, an accident at the Three Mile Island power plant in Pennsylvania made many Americans wary of nuclear power. Seven years later, in 1986, a deadly accident at Chernobyl, a power plant in Ukraine (then part of the Soviet Union), seemed to confirm everyone's worst fears. Estimates of the death toll vary widely. But in the years after the accident, an unusually high number of cancer cases among local children were reported.

Still, as the memory of those incidents faded, support for greater use of nuclear power grew. President Barack Obama, many members of Congress, and some environmental groups have supported the idea. Now, the crisis in Japan has caused people to question its use.

"I think it calls on us here in the U.S. not to stop building nuclear power plants, but to put the brakes

on right now until we understand the ramifications of what's happened in Japan," Senator Joe Lieberman of Connecticut told CBS.

As for Japan's economy, the outlook is uncertain. Japan's industrial areas seem to have been spared the worst. But the crisis at the nuclear plant north of Tokyo, Japan's capital, threatens to cause an energy squeeze that could harm all sectors of the country's economy. After the quake, electronics giant Sony and car manufacturers Toyota and Honda had to halt production.

Rebuilding costs that could run in the tens of billions of dollars will require Japan to make tough decisions about government spending. And with nuclear energy providing about 30 percent of the country's electricity, Japan may now need more oil, putting additional pressure on already-rising gas prices worldwide.

"The Big One"

As other nations study events in Japan, they're examining their own disaster preparedness. Japan's building codes are even stricter than those in the U.S., and tsunami evacuation drills are routine there. Japan's preparations may have minimized the loss of life, but they didn't prevent widespread damage.

In the U.S., seismologists have their eyes on earthquake-prone California, in particular, which sits atop the volatile San Andreas fault. The state is due for a major quake—the so-called "big one." And experts warn that we're not prepared for it.

"You get what you pay for," says Thomas Jordan, director of the Southern California Earthquake Center. "We're not paying for very much right now in terms of earthquake preparation, especially compared to the Japanese. And we're going to get our due."
—Patricia Smith

APRIL 4, 2011 / JUNIOR SCHOLASTIC 7

FROM LEFT TO RIGHT: ©AP IMAGES/TOMUOKA SHIMBUN/INHO HATA; ©ASAHI SHINGUN/KEP/LANDOV; ©PEACE MEMORIAL MUSEUM/COBBIS; MAP: JIM MCKAY/NAPMAN

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news shorts

Wave of Disaster

Japan works to recover after a deadly earthquake and tsunami

The earthquake that struck off the coast of Japan on March 11 was one of the most powerful ever recorded. The tsunami it created devastated the northern part of the island nation. Within an hour of the quake, the first huge tsunami wave slammed into the Japanese coast. The wall of water picked up trees, cars, and entire houses. As of press time, hundreds of people had been reported killed in northern Japan, and damage was widespread.

Nations across the globe, including the U.S., are working to help Japan recover from the disaster. “Michelle and I send our

Word to Know

condolences (kuhn-doh-luhns-es)
noun, plural. expressions of sorrow to someone who is upset over a death

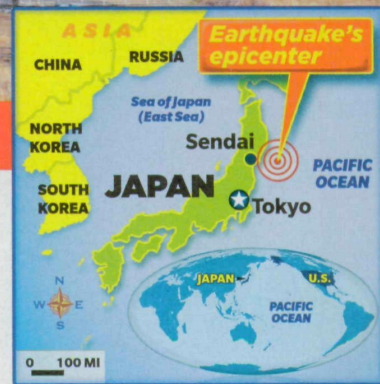


A tsunami sweeps through a town in northeastern Japan on March 11.

deepest **condolences** to the people of Japan,” said U.S. President Barack Obama.

The 8.9-magnitude quake was centered near Japan’s largest and most populated island. The earthquake was so strong that buildings in Tokyo—230 miles away—swayed back and forth even though they are built to withstand strong quakes.

Earthquakes are common in Japan, which lies near the edges of three massive plates. Such plates make up Earth’s crust. Movement



along the edges of plates can cause earthquakes.

To get the latest information about the disaster in Japan—as well as maps, a slide show, and diagrams explaining how earthquakes happen—please visit www.scholastic.com/japanquake.

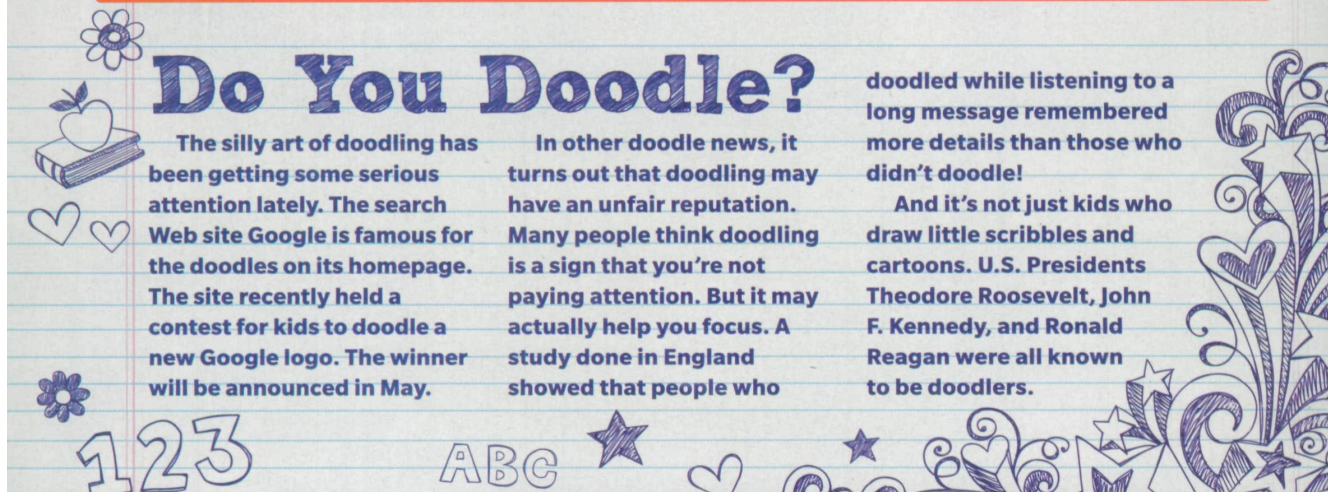
Do You Doodle?

The silly art of doodling has been getting some serious attention lately. The search Web site Google is famous for the doodles on its homepage. The site recently held a contest for kids to doodle a new Google logo. The winner will be announced in May.

In other doodle news, it turns out that doodling may have an unfair reputation. Many people think doodling is a sign that you’re not paying attention. But it may actually help you focus. A study done in England showed that people who

doodled while listening to a long message remembered more details than those who didn’t doodle!

And it’s not just kids who draw little scribbles and cartoons. U.S. Presidents Theodore Roosevelt, John F. Kennedy, and Ronald Reagan were all known to be doodlers.



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GEO SKILLS

Ring of Fire

Japan is in the world's hottest quake zone

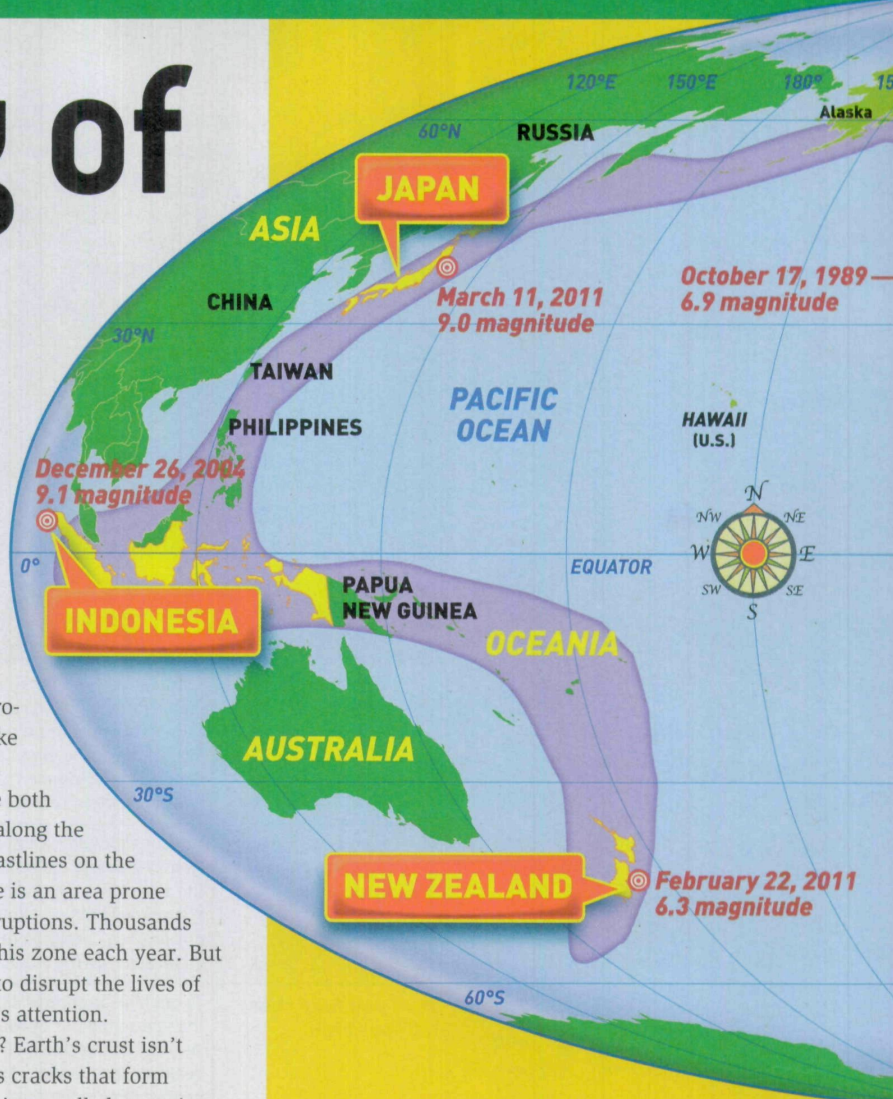
The earthquake and tsunami that devastated Japan in March made up the second Earth-shaking disaster of 2011. The catastrophe came on the heels of a quake in Christchurch, New Zealand.

Japan and New Zealand are both within the Ring of Fire. Lying along the Pacific Rim (countries with coastlines on the Pacific Ocean), the Ring of Fire is an area prone to earthquakes and volcanic eruptions. Thousands of small quakes strike within this zone each year. But rarely are they strong enough to disrupt the lives of residents or capture the world's attention.

What causes an earthquake? Earth's crust isn't a single, solid mass. It contains cracks that form an immense jigsaw puzzle of pieces called tectonic plates. These plates are always moving—albeit slowly, at about the pace your fingernails grow. But they can suddenly shift over, under, or next to each other, or jerk apart, causing the earth to shake violently.

Undersea quakes often trigger tsunamis—the Japanese word for huge, powerful ocean waves. Tsunami waves can rise as high as 100 feet above sea level before they crash ashore. It was the tsunami, more than the quake itself, that caused so much damage in Japan.

The Ring of Fire is the most likely region for earthquakes, but it isn't the only one. Haiti, which had a catastrophic quake last year, is in another seismically active area. This map shows some major quakes in the Ring of Fire region, including the last big one to hit the U.S., in 1989. Study the map, then answer the questions.



QUESTIONS

Write your answers on a separate sheet of paper.

1. How many continents are adjacent to the Ring of Fire?
2. Which continents do not have coastlines within the Ring of Fire?
3. How many of the quakes shown struck South America?
4. How many U.S. states does the Ring of Fire border?
5. Between which two latitude lines does the Ring of Fire lie?



Ring of Fire boundary
 Earthquake epicenter
9.0 Earthquake strength
Note: Not all countries located in the Ring of Fire are labeled on map.

WEB WATCH
Earthquake Hazards Program
earthquake.usgs.gov

Japan's tsunami breached seawalls designed to protect the shore and swept away entire towns.

6. What causes a tsunami?
7. Which one of the quakes shown on the map did not occur along the Ring of Fire?
8. Which of the quakes shown was the most powerful?
9. Which was the least powerful?
10. A quake's magnitude reflects how strongly it shakes, not how destructive it is. What could make a low-magnitude quake more destructive than a high-magnitude one?



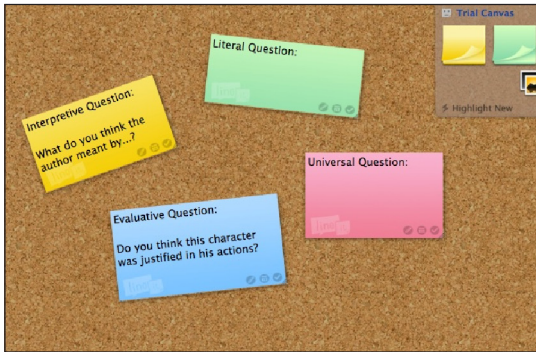
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Technology Enrichment: Using Questioning as a Support for Understanding Text

ELAR / 6th Grade

Use any of the following technology-enriched activities to replace a pen-and-paper activity in your lesson. These activities support the TEKS for Technology Applications for grade 6.

- 1 Students can work in teams to generate an example of one type of question. Allow a group recorder to post the example on a virtual sticky-note board such as <https://padlet.com/>, or <http://en.linoit.com/>. (Step 2 from lesson)



TEKS for Technology Applications

- (2) Communication and collaboration. (A) participate in personal learning networks to collaborate with peers, experts, or others using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies; (B) communicate effectively with multiple audiences using a variety of media and formats
- (4) Critical thinking, problem solving, and decision making. (A) identify and define relevant problems and significant questions for investigation
- (5) Digital citizenship. (C) practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and (D) understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media

Technology Enrichment: Using Questioning as a Support for Understanding Text

- 2 Display the selected text on an interactive whiteboard. Model reading and note-taking strategies. Then, allow students to highlight vocabulary words, write questions, and mark other notes while reading the text. (Steps 3, 4, and/or 5 from lesson).

TEKS for Technology Applications

- (4) Critical thinking, problem solving, and decision making. (A) identify and define relevant problems and significant questions for investigation; (C) collect and analyze data to identify solutions and make informed decisions; (E) make informed decisions and support reasoning

- 3 Students may use a blog or a discussion forum to write their own examples of a questions. Students can respond to each other's posts and explain whether or not they agree with the question type their peers selected and why. Be sure to establish clear guidelines for online etiquette before participating in an online discussion.

Examples of collaborative sites: <http://elps.collaborizeclassroom.com>;
<http://www.edublogs.org>; <http://www.weebly.com/>; <http://wikispaces.com>

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