Pythons Overtake Everglades

An Exemplar Reading Lesson
Pythons Overtake Everglades

Structure (form of piece)
Complex
Explicit → Implicit
Conventional
Traits specific to a particular discipline (chiefly informational texts)
Graphics supplemental to understanding the text

Language Demands: Conventionality and Clarity
Literal → Figurative or ironic
General Academic and domain specific
Unfamiliar and high academic vocabulary present
Complex and varied sentence structures

Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)
Specialized discipline-specific content knowledge required
References to/citations of other texts

Levels of Meaning (literary) or Purpose (informational texts)
Multiple levels of meaning
Explicitly stated purpose → Implicit purpose
Vocabulary
Sentence Structure
# Rigorous Planner pg. 1

## Planning for a RIGOROUS Reading Lesson...

<table>
<thead>
<tr>
<th>Grade: _</th>
<th>Week of: _</th>
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</thead>
<tbody>
<tr>
<td>Selection Title and/or Content Link:</td>
<td>Literary (Fiction/Nonfiction/Poem OR Informational)</td>
</tr>
</tbody>
</table>

### Identify Core Understanding & Key Idea of Text (Purpose/s for Rereading)

- **Literal:**
- **Inferential:**
- **Analytical:**

### Common Core State Standards & Next Generation Sunshine State Standards

<table>
<thead>
<tr>
<th>Primary Standard</th>
<th>Instructional Resources</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Secondary Standard</th>
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<td>•</td>
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</tbody>
</table>

### Performance Task (Culminating Independent Written Assessment)

- ____________________________
- ____________________________

### Ongoing Standards (includes Vocabulary on back of planner)

<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Author's Purpose (AP)</th>
<th>Author's Purpose Chart: Intent + Main Idea = AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure Chart/One Sentence Summary Frames</td>
<td>What is the theme?</td>
<td>What would the author work? Think? Agree with?</td>
</tr>
<tr>
<td>Topic</td>
<td>Author's Perspective</td>
<td>Text Feature Chart</td>
</tr>
<tr>
<td>Theme</td>
<td></td>
<td>TF Analysis Chart</td>
</tr>
<tr>
<td>Main Idea &amp; Supporting Details</td>
<td>Text Features (TF)</td>
<td>Page-by-Page Chart</td>
</tr>
<tr>
<td>MI Table/Two Column Chart (ML/D)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MDCPS - Division of Language Arts/Reading, May 2012
### Language Standards

<table>
<thead>
<tr>
<th>Context Clues</th>
<th>Synonyms</th>
<th>Antonyms</th>
<th>Prefixes</th>
<th>Suffixes</th>
<th>Base Words</th>
<th>Root Words (Latin /Greek)</th>
<th>Multiple Meaning</th>
<th>Academic Words</th>
<th>Use Sentence Structure to Clarify Meaning</th>
</tr>
</thead>
</table>

**Analyze the use of Literal and Nonliteral Language:**

| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |
| 9. | 10. |
| 11. | 12. |

These questions are the stepping stones towards understanding the performance task.
**Planning for a RIGOROUS Reading Lesson...**

**Grade:** 5  
**Selection Title and/or Content Link:** Pythons Overtake Everglades by Stephen Ornes  
**Literary (Fiction/Nonfiction)/Poem OR Informational (Circle ONE)**

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### Identify Core Understanding & Key Idea of Text (Purpose/s for Rereading)

**Literal:** There are over 30,000 pythons that have been released into the Everglades.

**Inferential:** If the problem of python overpopulation is not addressed by government officials, more animals will die and we will no longer have an Everglades’ ecosystem.

**Analytical:** Government programs will reduce the number of pythons in the Everglades, increase the mammal population that decreased with the infestation of the pythons, and restore the Everglades’ ecosystem.

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### Common Core State Standards & Next Generation Sunshine State Standards

<table>
<thead>
<tr>
<th>Primary Standard</th>
<th>LA.5.1.7.3 Determine the essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.</th>
<th>Instructional Resources Two Column Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Standard</td>
<td>LA.5.6.2.2 Determine the validity and reliability of information in text</td>
<td>Conclusion/Support</td>
</tr>
</tbody>
</table>

### Performance Task (Culminating Independent Written Assessment)

*Use evidence from Pythons Overtake Everglades to explain how the introduction of the python into the Everglades 30 years ago led to the government’s attempt to rescue the Everglades.*

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### Ongoing Standards (includes Vocabulary on back of planner)

<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Problem/Solution, Cause/Effect</th>
<th>Text Structure Chart/ Cause/Effect Chain</th>
<th>Author’s Purpose (AP)</th>
<th>Intent: to tell/show the author’s main message + Main Idea = AP</th>
<th>Author’s Purpose Chart: Intent + Main Idea = AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Overpopulation of pythons in the Everglades; Everglades Ecosystem</td>
<td>What is the subject?</td>
<td>Author’s Perspective</td>
<td>The Everglades ecosystem should receive government action to reduce the python population.</td>
<td>What would the author probably read? Think? Agree with?</td>
</tr>
<tr>
<td>Theme</td>
<td>Releasing pythons into the Everglades will destroy the ecosystem.</td>
<td>What’s the message, generalization about life or lesson learned?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Idea &amp; Supporting Details</td>
<td>The python problem in the Everglades has led to government programs to restore the ecosystem.</td>
<td>M. I Table/Two Column Chart (MI/D)</td>
<td>Text Features (TF)</td>
<td>Title, Pictures, Publication Date</td>
<td>Text Feature Chart TF Analysis Chart</td>
</tr>
</tbody>
</table>

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MDCPS - Division of Language Arts/Reading, May 2012
## Language Standards

**Context Clues:** ferocious, ecosystem, overtake, exotic pets  
**Synonyms:** variety, roam, altering, native  
**Antonyms:** non native, illegal  
**Prefixes:** illegal, invertebrate, environment, interact  
**Suffixes:** environment, government, ferocious, population, organism, amphibian, conventional, official, occasional  
**Base Words:** ecosystem  
**Root Words (Latin/Greek):** environment, ecosystem, interact  
**Multiple Meaning:** giant, dropped, stretch, rare, range  
**Academic Words:** ecosystem, environment, government, ferocious, population, organism, amphibian, invertebrate, illegal, study, research

### Use Sentence Structure to Clarify Meaning:

**Analyze the use of Literal and Nonliteral Language:**
- As hungry as a bear  
- You’ll sound more local by comparing your hunger to a python.  
- The snakes have gotten comfortable in their home  
- To count animals, Dorcas and his colleagues had to get creative  
- The sightings of any mammal is a rare occurrence  
- But forget Fido and Puss.  
- Across the board, the numbers of small and medium-sized mammals had dropped.  
- On another stretch of driving...  
- The U.S. Department of the Interior... Burmese pythons— or other giant snakes...

<table>
<thead>
<tr>
<th>Complexity of Questions</th>
<th>Text Dependent Sequential Questions for a Close Analytical Read</th>
<th>QAR's Right There, Think &amp; Search, Author &amp; You, On My Own</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>1. What is the purpose of the picture at the beginning of the article?</td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td>2. Based on the picture, how long is a Burmese python relative to a car? A police officer?</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>3. Why did the author state, &quot;you’ll sound more local by comparing your hunger to a python&quot;?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. What does altering mean?</td>
<td></td>
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<td></td>
<td>5. Which statement best supports the idea the python is altering the Everglades ecosystem?</td>
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<td></td>
<td>6. If pythons are native to Asia, how did the ones who were born in Florida get there?</td>
<td></td>
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<tr>
<td></td>
<td>7. Why does the author use the word roam and not live?</td>
<td></td>
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<tr>
<td></td>
<td>8. Why did the author say, &quot;even and 80-pound deer &quot;and not just an 80-pound deer&quot;?</td>
<td></td>
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<tr>
<td></td>
<td>9. What is the lesson that can be learned from this article?</td>
<td></td>
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<tr>
<td></td>
<td>10. According to the information, what is the most valid argument for making it illegal to bring in non native animals to Florida?</td>
<td></td>
</tr>
</tbody>
</table>

These questions are the stepping stones towards understanding the performance task.
Planning Tools

Cognitive Complexity Levels

Low Complexity
- One step problem
- Recall
- Observe
- Question
- Represent basic facts
- Demonstrate simple skills or abilities
- Basic understanding of text
- Verbatim recall
- Simple understanding of a word or phrase

Moderate Complexity
- Two step problem: comprehension & subsequent processing of text
- Summarize
- Infer
- Classify
- Gather
- Organize
- Display
- Possibly explain
- Describe
- Interpret

High Complexity
- Heavy demands on student thinking
- Analyze & synthesize information
- Explain
- Generalize
- Multiple Connections
- Requires several steps involving abstract reasoning and planning
- Support thinking
- Identifying theme
- Implicit main idea
- Making complex inferences within/across texts
- Take information from minimum one portion of text & apply to new information to a new task
- Perform complex analyses of connections among texts
Visualizing Planning and Instruction

Planning

Author and You/Analytical Questions

Author and You/Think and Search/Inference

Think and Search

Right There/Literal

Overarching Question

Teaching

Right There/Literal

Think and Search

Author and You/Think and Search/Inference

Author and You/Think and Search/Inference

Author and You/Analytical Questions

Overarching Question
Planning for a Close Analytic Read

• Read the story
• Think about what is the most important learning to be drawn from the text. (key idea(s))
• Develop an over arching question that addresses the key idea(s).
• Create a series of sequential questions that are always evidenced in the text to bring the reader to an understanding of the over arching question or performance task.
Close Analytic Read
Rules of the Road

• The text is the expert – not the teacher
  • Foster student confidence and independence by having students reread the passage, consult illustrations.

• Student support is in pairs, small groups and whole class settings.
  • Structure and time for collaboration, discussing and processing help students internalize the skill.

• Goal is total understanding of text.
  • Don’t rush through – have patience with a slower learning process that is required by the standards and format of instruction. (close analytic reading)
Close Analytic Read Rules of the Road

- In primary grades, Read Alouds are expected.

- Front-loading should be done judiciously.
  - The content should be embedded both in the text and illuminated by the discussion questions, writing activities, and extension activities.

- Selected text should enhance student literacy – based exercises and allow them to practice analyzing content based themes.
Close Analytic Read
Rules of the Road

Close analytic reading of exemplar text should include:

- **Learning Objectives** – 4-5 days on an exemplar text

- **Reading Tasks** – independence is the goal through multiple encounters with the text, carefully planned and sequenced questioning with answers that are always evidenced in text.

- **Discussion/Language/Vocabulary Tasks** – activities that encourage discussion, inferring meaning from context, and attention to academic language. *High value* words should be discussed and lingered over during the instructional sequence.
Close analytic read should include:

- **Sentence Syntax Tasks** – Engage students in a close examination of complex sentences to discover how they are built and how they convey meaning. Unpacking complex text focuses on both the precise meaning of what the author is saying and why the author might have constructed the sentence in a particular fashion.

- **Writing Tasks** – Students may paraphrase, synthesize ideas, support opinions, or explain relationships in a culmination activity to organize and make sense of their thinking and learning.
Creating Text-Dependent Questions for Close Analytic Reading of Texts

- **Step One:** Identify the core Understandings and Key Ideas of the Text
- **Step Two:** Start Small to Build Confidence
- **Step Three:** Target Vocabulary and Text Structure
- **Step Four:** Tackle Tough Section Head On
- **Step Five:** Create Coherent Sequences of Text Dependent Questions
- **Step Six:** Identify the Standards being Addressed
- **Step Seven:** Create the Culminating Assessment
Question-Answer Relationships

In the Book QARs

Right There
The answer is in the text, usually easy to find. The words used to make up the question and words used to answer the question are **Right There** in the same sentence.

Think and Search
The answer is in the selection, but you need to put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence. They come from different places.

In My Head QARs

Author and You
The answer is **not** in the story. You need to think about what you already know, what the author tells you in the text, and how it fits together.

On My Own
The answer is not in the selection. You can even answer the question without reading the selection. You need to use your own experience. Students ask this type of question to bring out their prior knowledge.
### Daily Planner for Rigorous Reading Lessons

**Grade:** __5__

**HM Selection Title/HM Link/Separate Text:** Pythons Overtake Everglades

**Literary (Fiction/Nonfiction)/Poem OR Informational**

**Primary Standard:** LA.5.1.7.3 Determine the essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.

**Secondary Standard:** LA.5.6.2.2 Determine the validity and reliability of information in text.

**Performance Task Question:** Use evidence from Pythons Overtake Everglades to explain how the introduction of the python into the Everglades 30 years ago led to the government's attempt to rescue the Everglades.

<table>
<thead>
<tr>
<th>Day</th>
<th>Focus Standard: Main Idea/Key Details</th>
<th>Focus Standard: Vocabulary</th>
<th>Focus Standard: Text Features/Structure - Informational</th>
<th>Focus Standard: Validity/Reliability</th>
<th>Focus Standard: Author's Main Message/Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td><strong>Purpose Setting:</strong> read to discover why the author chose the title &quot;Pythons Overtake Everglades&quot;.</td>
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<td></td>
<td>• Read independently</td>
<td>• Seed discussion</td>
<td>• Read aloud by teacher</td>
<td>• Written response to Guiding Question</td>
<td>• Share/ Revise</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td><strong>Purpose Setting:</strong> reread to discover the characteristics of an ecosystem</td>
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<td></td>
<td>• Close Analytical Read including questions/discussion focusing on vocabulary (sentence structure, use of literal/nonliteral language, and root &amp; affixes)</td>
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<td>• After reading, discuss why the author included the description of an ecosystem?</td>
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<td>• Spectrum of a Word, Concept of a Definition Map, A Closer Look</td>
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<td></td>
<td>• Written response to Guiding Question</td>
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<td><strong>Day 3</strong></td>
<td><strong>Purpose Setting:</strong> reread to analyze the pictures &amp; text to determine how the size and number of pythons have had an impact on the Everglades</td>
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<tr>
<td></td>
<td>• Text code document: C = Cause</td>
<td>• Cause/Effect Chain</td>
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<td></td>
<td>E = Effect</td>
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<tr>
<td><strong>Day 4</strong></td>
<td><strong>Purpose Setting:</strong> reread to locate evidence from the article that supports the author's claim, pythons overtake the Everglades</td>
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<td>• Conclusion/Support Chart</td>
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<td></td>
<td>• Written response to Guiding Question</td>
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<tr>
<td></td>
<td>• Share/ revise</td>
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<tr>
<td><strong>Day 5</strong></td>
<td><strong>Purpose Setting:</strong> reread to find the evidence to support the author's main message/theme</td>
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<td></td>
<td>• Teacher &amp; students analyze task/question</td>
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<td></td>
<td>• Examine text to find support using a two column chart</td>
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<td></td>
<td>• Students write individual answers</td>
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<td></td>
<td>• Share written responses</td>
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<td></td>
<td>• Guide students in discussing if answer fulfills what the question is asking with support</td>
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<tr>
<td></td>
<td>• Use student responses to build/model complete paraphrased test-based answers</td>
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<tr>
<td></td>
<td>• Students revise to improve responses for content &amp; conventions</td>
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</tbody>
</table>

**Guiding Question:**

**Why do you think this article has the title “Pythons Overtake Everglades”?**

**Guiding Question:**

Think about the word *ecosystem* in the sentence below:

“But until now, there hadn’t been any indication that the snakes were altering the ecosystem.”

Based on what you read, what does *ecosystem* mean in the sentence above?

**Guiding Question:**

What does the author mean when he writes, "Across the board the numbers of small and medium-sized mammals had dropped"?

**Guiding Question:**

What conclusion can you draw from these two sentences about how many pythons might be in the Everglades now?

- Most of the 30,000 or so that now slither through the swamps were probably born there.
- Government officials have already moved 1,000 Burmese pythons from the area, but that has barely made a difference.

**Performance Task Question:**

Use evidence from Pythons Overtake Everglades to explain how the introduction of the python into the Everglades 30 years ago led to the government's attempt to rescue the Everglades.
Day 1 - **Purpose Setting:** Read to discover why the author chose the title “Pythons Overtake Everglades”.

- Students read independently
- Seed discussion
- Read aloud by teacher
- Written response to Guiding Question
- Share/Revise
After reading the article students will lead their own discussions. They aren’t just going to answer teacher led questions, instead they are to identify and develop topics important to their own thinking. As students read, they think of one important thing to discuss and write it down. Keep in mind that students need to develop strong seeds that will lead to lots of discussion about the topic.

Seed Discussion
Possibilities for seeds:

- Information or situations that I don’t understand
- Comments about what I have learned
- Things that seem interesting or surprising
- Vocabulary I want to know about
- Descriptive writing I particularly enjoyed
- Things that remind me of other things I know
Day 1- Guiding Question

*Why do you think this article has the title “Pythons Overtake Everglades”? Use evidence from the text to support your answer.*
Day 2- **Purpose Setting:** Reread to discover the characteristics of an ecosystem.

- Teacher Models Close Analytic Read including questions/discussion focusing on vocabulary, sentence structure, and use of literal/nonliteral language
- Why did the author begin the article with, you’ve probably been “as hungry as a bear. But... you’ll sound more local by comparing your hunger to a python”? 
- If pythons are native to Asia, how did the ones who were born in Florida get there?
- What new idea is the author introducing with this, “But...”
- What does altering mean
- What does the author mean when he writes, “Across the board, the numbers of small and medium-sized mammals had dropped”?
- After reading, discuss “why the author included the description of an ecosystem?”
- The Spectrum of a Word, Concept of a Definition Map, A Closer Look
- Written response to Guiding Question
<table>
<thead>
<tr>
<th>Type of Clue</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>The unknown word is equated to a more familiar word or phrase; usually a form of to be is used.</td>
<td><em>Entomology</em> is the study of insects.</td>
</tr>
<tr>
<td>Synonym or Restatement</td>
<td>The meaning is usually right after the unfamiliar word and often separated from the rest of the sentence with commas, dashes, or parentheses; sometimes or, <em>that is</em>, or in other words is used.</td>
<td>Meat eaters, <em>that is</em> carnivores, are at the top of the food chain. The goslings—those fuzzy baby geese—waddled after their mother. She enjoyed biology (the study of living things).</td>
</tr>
<tr>
<td>Antonym or Contrast</td>
<td>The unfamiliar word is shown to be different from or unlike another word and is often an opposite; but, however, although, otherwise, unless, instead, on the contrary, on the other hand, while, never, no or not may be used to signal the contrast.</td>
<td>Mike’s parrot was <em>loquacious</em> but Maria’s said very little.</td>
</tr>
<tr>
<td>Comparison</td>
<td>The unfamiliar word is shown to be the same as or like another word; too, like, as <em>similar to</em>, or in the same way may be used to signal the contrast.</td>
<td>My brother is enthralled by birds <em>similar to</em> the way that I am fascinated by insects.</td>
</tr>
</tbody>
</table>
The Spectrum of a Word

- Ecosystem
  - ecofriendly
  - ecology
  - ecosphere
  - ecologist
  - ecotourist

- Economics
  - economize
  - economical
  - economically
  - economist

Eco-
---
environment/house

econoboxes
Concept of Definition Map

What is it?

Category

Environment

What is it like?

Properties

Natural setting
Network of living and non living things
Home for animals and plants

Examples

Everglades
Coral reef
Desert

Comparison

Habitat

Concept:

Ecosystem
# A Closer Look at... Ecological

<table>
<thead>
<tr>
<th>Synonyms Other words for Ecological</th>
<th>Things or People that can be Ecological</th>
<th>How I feel when someone/something is Ecological</th>
<th>What I might say when someone/something is Ecological</th>
<th>What I might do when someone/something is Ecological</th>
</tr>
</thead>
</table>
| •Environmental  
•Biological  
•Natural  
•Conservation  
•Green | •National park rangers  
•Fish and wildlife officials  
•Environmentalists  
•Ecologists  
•Naturalists  
•ecosphere | •Interested  
•Protected  
•Safe  
•Encouraged | •Ask why  
•You’re doing a good thing for our environment  
•Ask how I might help | •Support them  
•Participate in ecological activities  
•Learn more about ecology |
Day 2-Guiding Question

- Think about the word ecosystem in the sentence below:

“But until now, there hadn’t been any indication that the snakes were altering the ecosystem.”

Based on what you read what does ecosystem mean in the sentence above?
Day 3- **Purpose Setting:** Reread to analyze the pictures & text to determine how the size and number of pythons have had an impact (causes/effects) on the Everglades

- Text code document:
  
  C = Cause
  
  E = Effect

- Cause and Effect Chain

- Written Response to Guiding Question
Informational Text Features

Florida Sunshine State Standards:
LA.3-5.2.2.1 – Identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations)
LA.3-5.6.1.1 – The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid in the reader’s understanding.

Print Features
Guide readers through the patterns of organization.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Example</th>
<th>Helps the Reader...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>Table of Contents</td>
<td>See major parts of the book along with page numbers.</td>
</tr>
<tr>
<td></td>
<td>Chapter 1: All About Animals</td>
<td>Locate information and see main topics or main points.</td>
</tr>
<tr>
<td></td>
<td>Animal Aspirations .......... Page 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animal Facts......... Page 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animal Habits .......... Page 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animal Homes .......... Page 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 2: All About Plants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Photosynthesis ........ Page 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Types of Plants ........ Page 6</td>
<td></td>
</tr>
</tbody>
</table>

Glossaries
Quickly find a key term from an alphabetical list.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Example</th>
<th>Helps the Reader...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acid rain (AS id rayn)</td>
<td>Acid rain (AS id rayn)</td>
<td></td>
</tr>
<tr>
<td>Adapt (uh DAPT)</td>
<td>Adapt (uh DAPT)</td>
<td></td>
</tr>
</tbody>
</table>

Index/Indices
Quickly find pages that contain information you are looking for.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Example</th>
<th>Helps the Reader...</th>
</tr>
</thead>
<tbody>
<tr>
<td>coal</td>
<td>coal</td>
<td></td>
</tr>
<tr>
<td>fish</td>
<td>fish</td>
<td></td>
</tr>
</tbody>
</table>

Key/Guide words
Define key terms to find out their meaning in the text. Better learn and understand the subject.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Example</th>
<th>Helps the Reader...</th>
</tr>
</thead>
<tbody>
<tr>
<td>braided</td>
<td>braided</td>
<td></td>
</tr>
<tr>
<td>bread</td>
<td>bread</td>
<td></td>
</tr>
<tr>
<td>breadth</td>
<td>breadth</td>
<td></td>
</tr>
<tr>
<td>bridge</td>
<td>bridge</td>
<td></td>
</tr>
</tbody>
</table>

Graphic Aids
Represent information in some specific way.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Example</th>
<th>Helps the Reader...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagram</td>
<td>Diagram</td>
<td>Understand a more detailed or simplified view of information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand steps, how objects are made, or information in the text.</td>
</tr>
</tbody>
</table>

Graphs/Charts/Tables
Organize large amounts of information in a small space. Understand relationships among and between information. Summarize and compare information.

Maps
Understand where an event happens. Understand how far away an event took place.

Timeline
Understand important events in chronological order or time order. Understand the order of events and how one event may have lead to another.

Illustrations
Expand the meaning of the text.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Example</th>
<th>Helps the Reader...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustration</td>
<td>Illustration</td>
<td>Understand information in a visual way.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand the story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand an idea from the text that was unclear.</td>
</tr>
</tbody>
</table>

Organizational Aids
Help readers find important information.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Example</th>
<th>Helps the Reader...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bold print</td>
<td>The Weather in the South</td>
<td>By signaling the word is important and/or found in the glossary.</td>
</tr>
<tr>
<td>Italic</td>
<td>The Weather in the South</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>The Weather in the South</td>
<td></td>
</tr>
<tr>
<td>Subheading</td>
<td>The Weather in the South</td>
<td></td>
</tr>
</tbody>
</table>

Captions
Understand what is shown in a photo or illustration. Understand information that may or may not be in the text.

Sidebars
Locate more information than is in the text about a topic. Understand interesting facts or important information the author wants the reader to know. Understand by creating interest or emphasizing important information.

Footnotes
Understand the meaning of an unknown word. To pronounce an unknown word correctly. Locate another source of information used in the article or story.
### Text Structures in Informational Texts

<table>
<thead>
<tr>
<th>Text Pattern</th>
<th>Definition</th>
<th>Key Words</th>
<th>Maps/Webs</th>
<th>Examples of Texts</th>
<th>Examples of Student Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Descriptive details about characteristics, actions, etc.</td>
<td>Descriptive adjectives and words like: on, over, beyond, within, behind, underneath, on the left/right, appears to be, as in, looks like</td>
<td><img src="image" alt="Diagram" /></td>
<td>The crocodile is the master of deception in water. It stalks its prey and then swiftly closes in for the kill.</td>
<td>Goose bumps make me shiver. I get little bumps on my skin. They look like sesame seeds.</td>
</tr>
<tr>
<td>Problem/Solution</td>
<td>Sets up a problem and its solutions.</td>
<td>propose, conclude, a solution, is resolved, result, the reason for, the problem or question, the effect, one idea</td>
<td><img src="image" alt="Diagram" /></td>
<td>One problem to resolve in crocodile watching is transportation. How can an observer get close enough...</td>
<td>Goose bumps make me shiver. But they disappear as soon as I cover up with a jacket or sweater.</td>
</tr>
<tr>
<td>Time/Chronological Order</td>
<td>Gives information in order of occurrence</td>
<td>first, second, third, later before, after, finally, now, then, next, earlier, during, afterwards, until, meanwhile, eventually, next week, tomorrow, today, immediately, initially, as soon as, following, preceding</td>
<td><img src="image" alt="Diagram" /></td>
<td>Archaeologists have helped us to understand that the evolution of the crocodile began with...</td>
<td>Goose bumps make me shiver. First I get cold. Then I shake all over.</td>
</tr>
<tr>
<td>Comparison/Contrast</td>
<td>Looking at two or more items to establish similarities/differences</td>
<td>while, yet, but, unlike rather, instead, on the other hand, although, even though, still, otherwise, as opposed to, like, similarly, likewise, same, both, as well as, in common</td>
<td><img src="image" alt="Diagram" /></td>
<td>The power of the crocodile is like that of a monstrous machine. With one lunge it can... Compared to the alligator the crocodile...</td>
<td>Some people get goose bumps from fear. Others get goose bumps when they are touched emotionally.</td>
</tr>
<tr>
<td>Cause/Effect</td>
<td>Give reason/explanation for happening</td>
<td>because, since, if then, due to, as a result, for this reason, on account of, consequently, in order to, effects of, is caused by, when... then, leads to</td>
<td><img src="image" alt="Diagram" /></td>
<td>We observed the crocodile as it stalked a raccoon... As a result of the noise we made, the rabbit bolted...</td>
<td>Goose bumps make me shiver. When the temperature drops below 45 degrees, my skin crinkles into goose bumps...</td>
</tr>
<tr>
<td>Argument/Support</td>
<td>States a position &amp; supports it with data, emotional appeals, expertise, credibility, honesty, and urgency</td>
<td>Almost, often, if-then, in most cases, maybe, might, probably, usually, according to, due to, consequently, as a result, when... then, leads to</td>
<td><img src="image" alt="Diagram" /></td>
<td>No longer on the endangered list, alligators are still in peril due to overbuilding. Therefore to save the keystone of the wetland ecosystem, we must stop development and protect its habitat.</td>
<td>If goose bumps occur only in mammals, then the term “goose bumps” is misleading because a plucked goose technically does not qualify. Maybe they should be called “Chill Bumps”?</td>
</tr>
</tbody>
</table>
Text Coding/ Selective Highlighting

- Helps to understand the importance of major concepts within a piece of text
- Extends text discussion
- Dictated by the essential question and/or the theme to help to set the purpose for reading
- Some markings may stand alone
- Other markings may overlap

C= Cause
E= Effect
Cause & Effect Graphic Organizers

Name: ____________________________  1 chart

CAUSE AND EFFECT CHAIN

C → E → C → E → C → E → C

Timeline

Name: ____________________________
Title: ____________________________

Date or Time Event

__________________________

__________________________

__________________________
What does the author mean when he writes, “Across the board the numbers of small and medium-sized mammals has dropped”?
Day 4 - **Purpose Setting:** Reread to locate evidence from the article that supports the author’s claim, pythons overtake the Everglades.

- Conclusion/Support Chart
- Written Response to Guiding Question
- Share/Revise
What is the issue?

Students use the text to support the idea that the pythons overtaking the Everglades is a current issue.
Day 4- Guiding Question

- What conclusion can you draw from these two sentences about how many pythons might be in the Everglades now?
  - Most of the 30,000 or so that now slither through the swamps were probably born there.
  - Government officials have already moved 1,000 Burmese pythons from the area, but that has barely made a difference.
Day 5—**Purpose Setting:** Reread to find the evidence to support the author’s main message/theme.

- Teacher & students analyze question
- Examine text to find support using a two column chart
- Students write individual answers
- Share written responses
- Guide students in discussing if answer fulfills what the question is asking with support
- Use student responses to build/model complete paraphrased test-based answers
- Students revise to improve responses for content & conventions
Day 5- Performance Task

- Use evidence from [*Pythons Overtake Everglades*](#) to explain how the introduction of the python into the Everglades 30 years ago led to the government’s attempt to rescue the Everglades.
An analysis is the close, thorough examination of the relationship of partial elements of the text to the whole. Locating evidence is a systematic, logical, and detailed process. An analytical response demonstrates an understanding of the complexity of the information and is presented in a rational and perceptive manner.
Teacher Modeling/Think Aloud
- Teacher/student analyze question by discussing what is necessary to fulfill the requirement of the task
- Teacher/students examine text to support the responses

Write Answers To The Questions
- Students write individual answers
- Students share written responses in pairs/groups

Improving Responses

Compare and Justify
- Guide students in discussing whether the answer fulfills the reading concepts embodied in the task and are supported by the selection

Develop Better Responses
- Use student responses to build and model complete paraphrased text-based answers

Application For Ongoing Instruction
- Students practice responding to similar questions and apply strategies independently with various texts
- Teachers select assessments for primary and secondary standards
For more than 30 years, the Everglades have been overtaken by about 30,000 pythons. These pythons were dropped off by owners who no longer want them or can care for them because of their size. They have increased in population by reproducing baby pythons.

Since pythons are “big” eaters and grow to a very large size, they eat middle-sized to large mammals and alligators to feed their healthy appetites. This has caused a decrease in the number of mammals in the Everglades. Two scientific studies were done by two researchers. They both found that the number of mammals spotted, whether alive or dead, showed that animals like the rabbit have vanished. Other mammals like opossums and raccoons have dropped to only 2%. That’s 2 out of 100! Researcher, Joshua Holbrook of Florida Atlantic University in Davie, Florida and Thomas Chesnes of Florida’s Palm Beach Atlantic University both said in their report, “it seems that sighting of any mammal...is a rare occurrence.”

The government has removed over 1,000 pythons from the Everglades, however, they need other programs to restore the Everglades. One is it is illegal to bring pythons and other large snakes into the United States. Another is the Fish and Wildlife Officials started a forgiveness program where owners of nonnative animals can turn in their animals without cost so that they can be given to responsible animal parents.

The efforts of the government officials to remove and prevent the pythons from wandering through the Everglades will help to increase the mammal population and restore the ecosystem.