



# 5

PROLOGUE

Module 2

**Extreme  
Settings**

Arts  
& letters™



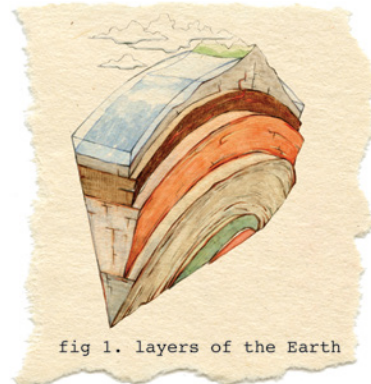


fig 1. layers of the Earth

Prologue | 5 | Module 2

# Extreme Settings

How does an extreme setting affect a person?



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*<sup>2</sup>®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

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## Arc A | “All Summer in a Day”

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<b>Prologue to L3</b> . . . . .	<b>12</b>
• <b>Learning Goal</b>   Identify the problem in “All Summer in a Day.”	
• <b>Language Progress</b>   Use a transition word or phrase to connect ideas.	
<b>Prologue to L4</b> . . . . .	<b>20</b>
• <b>Learning Goal</b>   Examine imagery in “All Summer in a Day.”	
• <b>Language Progress</b>   Use topic-specific vocabulary to support each reason.	
<b>Prologue to L5</b> . . . . .	<b>28</b>
• <b>Learning Goal</b>   Determine how the extreme setting in “All Summer in a Day” affects people physically and emotionally.	
• <b>Language Progress</b>   Adjust your speech to match your audience, setting, and purpose.	



## Arc B | *All Thirteen*

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<b>Prologue to L8</b> . . . . .	<b>34</b>
• <b>Learning Goal</b>   Build knowledge about monsoons from “I Wonder—What Is a Monsoon?” and “A Sky Full of Water.”	
• <b>Language Progress</b>   Use topic-specific vocabulary to demonstrate understanding of monsoons.	
<b>Prologue to L9</b> . . . . .	<b>42</b>
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• <b>Language Progress</b>   Share about a topic, text, or opinion in a detailed and organized way.	
<b>Prologue to L11</b> . . . . .	<b>48</b>
• <b>Learning Goal</b>   Explain the challenges in Tham Luang in <i>All Thirteen</i> .	
• <b>Language Progress</b>   Use topic-specific vocabulary to support each reason.	
<b>Prologue to L12</b> . . . . .	<b>54</b>
• <b>Learning Goal</b>   Describe how the extreme setting affected the rescue attempt in an excerpt from <i>All Thirteen</i> .	
• <b>Language Progress</b>   Share about a topic, text, or opinion in a detailed and organized way.	
<b>Prologue to L13</b> . . . . .	<b>60</b>
• <b>Learning Goal</b>   Explain the effects of the circumstances inside the extreme setting of Tham Luang.	
• <b>Language Progress</b>   Share about a topic, text, or opinion in a detailed and organized way.	



**Prologue to L14 . . . . . 68**

- **Learning Goal** | Paraphrase text evidence by applying strategies.
- **Language Progress** | Use evidence from *All Thirteen* to support each reason.

**Prologue to L16 . . . . . 76**

- **Learning Goal** | Use transition words to combine sentences to show cause and effect.
- **Language Progress** | Use transition words and phrases to show cause and effect.

**Arc C | *All Thirteen***

**Prologue to L19 . . . . . 84**

- **Learning Goal** | Write context for the introduction of an opinion essay.
- **Language Progress** | Use context to help readers understand the topic.

**Prologue to L21 . . . . . 90**

- **Learning Goal** | Examine the sidebar in chapter 14 of *All Thirteen*.
- **Language Progress** | Share about a topic, text, or opinion in a detailed and organized way.

**Prologue to L24 . . . . . 98**

- **Learning Goal** | Connect to a speaker’s idea about the rescuers’ challenges.
- **Language Progress** | Review and make conclusions about others’ ideas.

**Prologue to L25 . . . . . 104**

- **Learning Goal** | Connect ideas by using the correlative conjunction *not only/but also*.
- **Language Progress** | Use correlative conjunctions correctly.



**Arc D | *All Thirteen***

**Prologue to L26 . . . . . 110**

- **Learning Goal** | Use elaboration to develop evidence about the physical hardships rescue divers faced.
- **Language Progress** | Use at least one elaboration sentence to develop each piece of evidence.

**Prologue to L28 . . . . . 116**

- **Learning Goal** | Connect ideas about the rescuers by using the correlative conjunction *both/and*.
- **Language Progress** | Use correlative conjunctions correctly.

**Prologue to L31 . . . . . 124**

- **Learning Goal** | Identify a cave diver’s thoughts and actions in an excerpt from *Thirteen Lessons That Saved Thirteen Lives*.
- **Language Progress** | Share about a topic, text, or opinion in a detailed and organized way.

**Prologue to L32 . . . . . 132**

- **Learning Goal** | Disagree with a speaker’s idea by sharing and supporting ideas.
- **Language Progress** | Review and make conclusions about others’ ideas.

**Appendices**

**Prologue Vocabulary . . . . . 140**

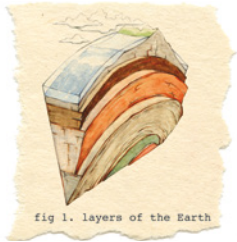
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## ESSENTIAL QUESTION

# How does an extreme setting affect a person?

## PROLOGUE MODULE FOCUS

In module 2, *Arts & Letters Prologue*™ lessons help students deepen their understanding of how an extreme setting affects a person.

- *Prologue* lessons support reading development by exploring text excerpts that build knowledge about extreme settings, including environmental conditions and other factors. As students trace the causes and effects of the rescue effort in *All Thirteen*, they examine and discuss the physical and emotional effects of extreme settings on individuals.
- *Prologue* lessons support informational writing development by providing opportunities for students to practice using textual evidence and enhancing their evidence by crafting elaboration sentences. In addition, students continue to use transition words and phrases to connect ideas within paragraphs.
- *Prologue* lessons support speaking and listening development by providing more instruction and practice for the module's speaking and listening goals: Adjust your speech to match your audience, setting, and purpose; review and make conclusions about others' ideas; and share about a topic, text, or opinion in a detailed and organized way. Use the Module 2 Speaking & Listening Goal Tracker to track progress toward these goals.
- *Prologue* lessons support language development by focusing on vocabulary related to the module's Knowledge Threads and Essential Question. Students explore the functions and uses of correlative conjunctions for use in their writing.



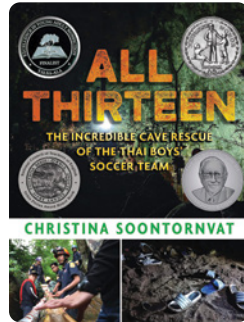
## PROLOGUE TEXTS

### Books

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#### Informational

- *All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team*, Christina Soontornvat
- *Thirteen Lessons That Saved Thirteen Lives: The Thai Cave Rescue*, John Volanthen



#### Short Story

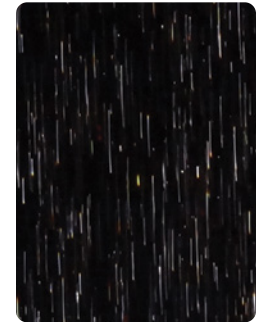
- “All Summer in a Day,” Ray Bradbury



### Video

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- “I Wonder—What Is a Monsoon?”



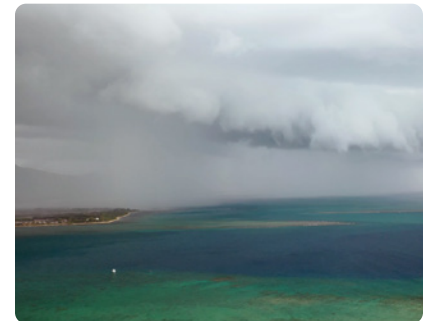
## KNOWLEDGE THREADS

- Harsh environmental conditions create extreme settings.
- Extreme settings can affect a person physically and emotionally, making survival difficult.
- Caves are beautiful, dangerous, and complex geological structures.
- To survive, cave divers must possess specialized skills and plan their dives very carefully.
- During challenging situations, people from around the world can work together to create solutions.
- People adjust their behaviors and mindsets to survive extreme settings.

## PROLOGUE MATERIALS AND PREPARATION

Prepare the following materials for use throughout the module.

- Determine how to access module texts.
- Determine how to display *Prologue* reference charts, *Prologue* student resources, and select *Learn* book pages. These are listed in the Materials section of each lesson.
- Print or copy student resources from the *Prologue* Student Resources appendix. These are listed in the Materials section of each lesson.
- Determine how to access the Module 2 Speaking and Listening Goal Tracker from the Great Minds® Digital Platform.
- Ensure access to the module 2 Knowledge Cards.
- Ensure students have paper for short responses. They can use their journals or other paper.
- For a comprehensive list of all the materials used in the module, see the digital platform.



# PROLOGUE ENGLISH LANGUAGE DEVELOPMENT STANDARDS

*Arts & Letters Prologue* lessons for module 2 provide additional language support to develop the following English Language Development (ELD) standards. Educators should consult their state's ELD standards and proficiency descriptors to identify the best ways to help multilingual learners reach the module's learning goals. See the digital platform for a lesson-by-lesson breakdown of ELD standards.

## WIDA Standards

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**ELD-SI.4-12.Narrate:** Multilingual learners will

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

**ELD-SI.4-12.Inform:** Multilingual learners will

- Report on explicit and inferred characteristics, patterns, or behavior
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

**ELD-SI.4-12.Explain:** Multilingual learners will

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances

**ELD-SI.4-12.Argue:** Multilingual learners will

- Support or challenge an opinion, premise, or interpretation

**ELD-LA.4-5.Narrate.Interpretive:** Multilingual learners will interpret language arts narratives by

- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

**ELD-LA.4-5.Inform.Interpretive:** Multilingual learners will interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

**ELD-LA.4-5.Argue.Expressive:** Multilingual learners will construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

## ELP Standards

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**Standard 1:** An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

**Standard 2:** An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

**Standard 3:** An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

**Standard 4:** An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

**Standard 5:** An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

**Standard 6:** An ELL can analyze and critique the arguments of others orally and in writing.

**Standard 7:** An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

**Standard 8:** An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

**Standard 9:** An ELL can create clear and coherent grade-appropriate speech and text.

**Standard 10:** An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

## PROLOGUE LANGUAGE CONNECTIONS

Students' home languages and cultures are assets that everyone in the school setting should value and celebrate. Teachers can support the strategic use of home languages to facilitate activating background knowledge, acquiring ELA knowledge and world knowledge, and engaging with grade-level content. This can happen individually or in groups. Teachers should encourage students to draw explicit metalinguistic connections between English and their home language through cognates and morphological awareness.

Multilingual learners in the United States speak a variety of languages, but an increasing majority speak Spanish at home. In 2019, more than 75 percent of students who were identified as “English learners” spoke Spanish as a home language (National Center for Education Statistics). For this reason, we offer a number of supports for Spanish speakers.

### Contrastive Analysis

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This module focuses on helping students to use correlative conjunctions and transitions. *Prologue* lessons help students understand the role of correlative conjunctions and transitions to connect ideas within and among paragraphs in their writing. For students who also speak other languages, the grammatical rules of English may be confusing. Here are some grammatical differences for which students may need extra explanation and modeling of this structure. In addition to Spanish, we compare English to Arabic and Mandarin Chinese, the second and third most common languages spoken among multilingual learners in the United States (National Center for Education Statistics).

<b>Language</b>	<b>Similarity</b>	<b>Difference</b>
Spanish	Correlative conjunctions and transition words are also used in Spanish, with similar meaning to English terms.	There is not a 1:1 correspondence between English and Spanish correlative conjunctions.
Arabic	Correlative conjunctions and transition words are also used in Arabic, with similar meaning to English terms.	There is not a 1:1 correspondence between English and Arabic correlative conjunctions.
Mandarin Chinese	Conjunctions and transition words are also used in Chinese, with similar meaning to English terms.	Conjunctions can be omitted in Chinese if the relationship between ideas is clear.

## Spanish Cognates

Here are Spanish cognates for terms taught in module 2 *Prologue* lessons. Teacher notes in the lessons draw attention to Spanish cognates. Use an online Spanish dictionary for pronunciation guidance or to play a recording of the Spanish cognate for students.

Term	Cognate
circumstance (n.)	circunstancia (s.)
circumstances (n.)	circunstancias (s.)
collaboration (n.)	colaboración (s.)
emphasis (n.)	énfasis (s.)
environmental conditions	condiciones ambientales
imagery (n.)	imaginería (s.)
karst (n.)	karst (s.)
monsoon (n.)	monzón (s.)
panic (n.)	pánico (s.)
paraphrase (v.)	parafrasear (v.)
problem (n.)	problema (s.)
survive (v.)	sobrevivir (v.)
vital (adj.)	vital (adj.)

# MODULE PLAN




**Essential Question** | How does an extreme setting affect a person?

## KEY






 = **assessment**

 = **Prologue lesson**

## Arc A | “All Summer in a Day”

Lesson 1 <b>Opening Bookend</b>	Lesson 2 <b>Wonder</b> “All Summer in a Day” <i>Ghost</i>	Lesson 3 <b>Organize</b> “All Summer in a Day” <i>Ghost</i> 	Lesson 4 <b>Reveal</b> “All Summer in a Day” <i>Ghost</i> 	Lesson 5 <b>Distill</b> “All Summer in a Day” <i>Ghost</i> <i>Rubbing/Loving</i> 	Lesson 6 <b>Know</b> “All Summer in a Day” <i>Ghost</i> <i>Rubbing/Loving</i>
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## Arc B | *All Thirteen*

Lesson 7 <b>Wonder</b> <i>All Thirteen</i>	Lesson 8 <b>Organize</b> <i>All Thirteen</i> 	Lesson 9 <b>Organize</b> <i>All Thirteen</i> 	Lesson 10 <b>Know</b> <i>All Thirteen</i>	Lesson 11 <b>Organize</b> <i>All Thirteen</i> 	Lesson 12 <b>Reveal</b> <i>All Thirteen</i> 	Lesson 13 <b>Organize</b> <i>All Thirteen</i> 
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## Arc B | All Thirteen

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<p>Lesson 14</p> <p><b>Organize</b> <i>All Thirteen</i></p> <p><b>P</b></p>	<p>Lesson 15</p> <p><b>Reveal</b> <i>All Thirteen</i></p>	<p>Lesson 16</p> <p><b>Know</b> <i>All Thirteen</i></p> <p>“The Mysterious World of Underwater Caves”</p> <p><b>P</b></p>	<p>Lesson 17</p> <p><b>Reading Comprehension Assessment 1</b></p>	<p>Lesson 18</p> <p><b>Responsive Teaching</b></p>
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## Arc C | All Thirteen


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<p>Lesson 19</p> <p><b>Organize</b> <i>All Thirteen</i></p> <p><b>P</b></p>	<p>Lesson 20</p> <p><b>Organize</b> <i>All Thirteen</i></p>	<p>Lesson 21</p> <p><b>Reveal</b> <i>All Thirteen</i></p> <p><b>Module Task 1 completed</b></p> <p><b>P</b></p>	<p>Lesson 22</p> <p><b>Organize</b> <i>All Thirteen</i></p>	<p>Lesson 23</p> <p><b>Reveal</b> <i>All Thirteen</i></p>	<p>Lesson 24</p> <p><b>Distill</b> <i>All Thirteen</i></p> <p><b>P</b></p>	<p>Lesson 25</p> <p><b>Know</b> <i>All Thirteen</i></p> <p><b>P</b></p>
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## Arc D | All Thirteen

Lesson 26 <b>Organize</b> <i>All Thirteen</i> 	Lesson 27 <b>Reveal</b> <i>All Thirteen</i>	Lesson 28 <b>Organize</b> <i>All Thirteen</i> 	Lesson 29 <b>Organize</b> <i>All Thirteen</i>	Lesson 30 <b>Organize</b> <i>All Thirteen</i>	Lesson 31 <b>Reveal</b> <i>All Thirteen</i> excerpt from <i>Thirteen Lessons          That Saved          Thirteen Lives</i>  <b>Module Task 2          completed</b> 	Lesson 32 <b>Distill</b> <i>All Thirteen</i> 
Lesson 33 <b>Know</b> <i>All Thirteen</i>	Lesson 34  <b>Reading          Comprehension          Assessment 2</b>	Lesson 35 <b>Responsive          Teaching</b>				

## Module Finale

Lesson 36 <b>Know</b> <i>All Thirteen</i> “All Summer in a Day”	Lesson 37 <b>Know</b> <i>All Thirteen</i>	Lesson 38 <b>Know</b> <i>All Thirteen</i>	Lesson 39 <b>Know</b> <i>All Thirteen</i>  <b>End-of-Module          Task completed</b>	Lesson 40 <b>Closing Bookend</b>
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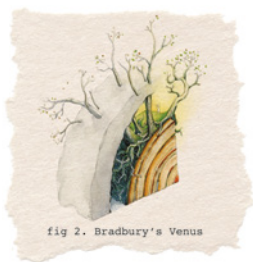


fig 2. Bradbury's Venus

# Prologue to Lesson 3

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students examine the problem in “All Summer in a Day.” As they discuss the effect the problem has on characters, students practice using a transition word or phrase to connect ideas. This work prepares students to create a story map in lesson 3.

### Learning Goal

Identify the problem in “All Summer in a Day.”


 **LEARNING TASK:** Describe a problem in “All Summer in a Day,” using a transition word or phrase to show cause and effect.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use a transition word or phrase to connect ideas.

To support students with beginning English proficiency, model how to use the transition *as a result* to describe cause and effect with this sentence frame: It rained on the day of the party. As a result, \_\_\_\_\_. To support students with intermediate English proficiency, prompt them to use the transition *as a result* to describe cause and effect in one sentence. Provide this sentence frame: As a result of the constant rain, \_\_\_\_\_.

### Vocabulary

problem (n.) 

### Materials

#### TEACHER

- “All Summer in a Day” (digital platform)

#### STUDENTS

- “All Summer in a Day” (*Learn* book)
- journal

### Preparation

- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

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1. Assess and activate prior knowledge by asking these questions:

 **What is the setting of “All Summer in a Day”?**

 **Who are the main characters in the story?**

2. Reinforce the correct responses:

- **setting**—Venus
- **characters**—Margot, William, other children

3. Explain that Venus is a real planet but, in this story, it is an imaginary, or made-up, setting. Emphasize that the time of the story is the future.

4. Remind students that character and setting are story elements. Tell students that they will now examine another story element, the problem.

## LEARN 20 minutes

### Identify the Problem in “All Summer in a Day”

---

1. Introduce the vocabulary term *problem* by displaying the term. Engage students in Vocabulary Exploration.

#### Language Support

The term *problem* has a Spanish cognate: *problema*. Share this language connection with students whose home language is Spanish.

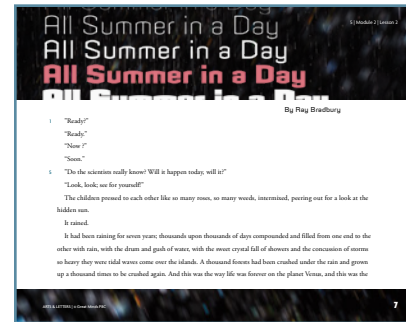
#### Definition

**problem (n.):** something that causes trouble or worry; a challenge

2. Direct students to “All Summer in a Day,” located in the *Learn* book.
3. Tell students to listen for descriptions of a problem as you read aloud the portion of paragraph 9 from “It had been” to “over the islands.”

### Teacher Note

Paragraph 9 is part of Fluency Practice for “All Summer in a Day” (*Learn* book, Fluency).



4. Ask this question:

 **What is the problem in this story?**

5. Reinforce the correct response: It has been raining for seven years.
6. Read aloud the portion of paragraph 9 from “A thousand forests” to “be crushed again.” Ask this question:

 **What do you learn about the rain that is a problem?**

7. Reinforce the correct response: A thousand forests have been crushed.
8. Display the following sentences with the phrase *as a result* underlined in the second sentence. Read them aloud: It had been raining for seven years. As a result, a thousand forests had been crushed.

### Language Support

For students with beginning English proficiency, ask this question: If you lived in this setting, what might be a challenge? Ensure students understand the meaning of *rain*, *forest*, and *crush*. If possible, pair students who speak the same home language and instruct them to discuss the meanings of these words.

9. Ask this question:

 **What is the purpose of the underlined phrase?**

10. Reinforce the correct response: *As a result* shows that the rain caused the forests to be crushed.
11. Direct attention to the relevant part of the sentences while explaining that *as a result* is a transition phrase that shows the cause (i.e., the rain) and effect (i.e., forests are crushed).
12. Tell students that they will practice using transition words and phrases to describe the effects of the problem in “All Summer in a Day.”
13. Read aloud the portion of paragraph 9 from “And this was” to “out their lives.” Ask this question:

 **What do you learn about the rain that is a problem?**

14. Reinforce the correct response: Rain is the way life is on Venus.
15. Display and Echo Read this sentence frame: It had been raining for seven years. As a result, \_\_\_\_\_.
16. Instruct students to complete the sentence frame with a partner by using information from the third sentence of paragraph 9.

#### Key Ideas

- It had been raining for seven years. As a result, rain is the way of life on Venus.
- It had been raining for seven years. As a result, this is the way of life forever.

17. Display and Echo Read the following sentence frames:
  - It had been raining for seven years. Consequently, \_\_\_\_\_.
  - It had been raining for seven years. Therefore, \_\_\_\_\_.

- 18.** Underline *consequently* and *therefore*, and tell students that these two transition words also show cause and effect.

**Language Support**

For students with beginning English proficiency, define the word *consequently* as something that happens as a result of an action or a set of conditions. Explain that the noun form of the word is *consequence*. For example, a consequence of going outside in the rain is getting wet.

- 19.** Instruct students to work with a partner to complete the sentence frames by using the transition words and information from the story.

**Language Expansion**

For students with intermediate English proficiency, prompt them to combine multiple effects of the rain.

- 20.** Reinforce correct responses:

- It had been raining for seven years. Consequently, the forests were crushed by the rain.
- It had been raining for seven years. Therefore, rain was a way of life on Venus.

- 21.** Direct attention to paragraph 12, and Echo Read the portion of the paragraph from “Margot stood apart” to “could not recall.” Ask this question:

 **Who does *these children* refer to?**

**Key Ideas**

- the children who live on Venus
- the children who have lived on Venus for 9 years

- 22.** Ask this question:

 **What do you learn about the rain that is a problem?**

- 23.** Reinforce the correct response: It has been raining their whole lives, so the children don’t remember ever seeing the sun.


**LAND** 5 minutes

## Demonstrate Learning

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**1.** Display and Echo Read these transition words:

- As a result
- Consequently
- Therefore

- 2.**
- 
- Introduce the learning task.**
- Tell students that they will follow the instructional routine Jot–Pair–Share to respond to a prompt. Explain that this routine has three parts. First, students jot in their journals a short answer to the prompt. Next, they share their response with a partner. Finally, you facilitate a brief discussion with the whole class. Direct students to their journal. Instruct students to Jot–Pair–Share to complete the following sentence frame. Tell students to begin the sentence with a transition and to describe the effect of the problem.

It had been raining for seven years on Venus. [Transition], the nine-year-old children on Venus \_\_\_\_\_.

---

### Analyze Student Progress

**Monitor:** Do students write a second sentence that shows an effect the rain has on the children?

**Offer Immediate Support:** If students need additional support writing an effect, direct them to paragraph 9 and read aloud the portion of the paragraph from “Margot stood apart” to “could not recall.” Then ask: What do you learn about the children in this part?

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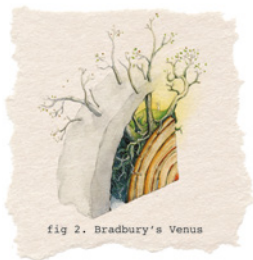
**3. Reinforce key ideas.**

**Key Ideas**

- As a result, the nine-year-old children are too young to remember the sun.
- Consequently, the nine-year-old children on Venus cannot imagine a world without rain.
- Therefore, the nine-year-old children on Venus cannot remember a time without the rain.

**4. Summarize that identifying the problem in a story can deepen readers' understanding of a text's structure and meaning.**





# Prologue to Lesson 4

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students examine the effects of imagery in “All Summer in a Day.” As they analyze imagery, students practice the language goal of using topic-specific vocabulary to support reasons. This work prepares students to describe what imagery reveals about the setting of “All Summer in a Day” in lesson 4.

### Learning Goal

Examine imagery in “All Summer in a Day.”

 **LEARNING TASK:** Describe how imagery shows Venus as an extreme setting.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use topic-specific vocabulary to support each reason.

To support students with beginning English proficiency, review the definitions of unknown words. To support students with intermediate English proficiency, encourage them to create a compound sentence by using the conjunction *and* to show two reasons Venus is an extreme setting. Provide a model: Venus is an extreme setting because the roaring storms crush the islands, and the violent rain destroys the forests.

### Vocabulary

extreme setting

imagery (n.)

### Materials

#### TEACHER

- “All Summer in a Day” (digital platform)
- Drumming video (digital platform)
- Gushing Water video (digital platform)
- Tidal Waves image (digital platform)
- Knowledge Card: *extreme setting*

#### STUDENTS

- “All Summer in a Day” (*Learn* book)
- journal

### Preparation

- none

# LAUNCH

5 minutes

## Practice Vocabulary

---

1. Display and read aloud these statements:

- It had been raining for a long time.
- A thousand forests had been crushed under the rain.

2. Ask this question:

 **Which sentence can you imagine in your mind?**

3. Introduce the vocabulary term *imagery* by displaying the term. Engage students in Vocabulary Exploration.

### Language Support

The term *imagery* has a Spanish cognate: *imaginería*. Share this language connection with students whose home language is Spanish.

4. Direct attention back to the statements. Ask these questions:

 **Which statement is an example of imagery? Why?**

### Language Support

For students with beginning English proficiency, refer them to the definition of *imagery* and ask: Which statement appeals to your five senses? Which one encourages you to imagine a picture in your mind?

### Key Ideas

- The second statement is an example of imagery.
- It creates a vivid picture of the rain's effect.
- The words and phrases appeal to the senses of sight (e.g., a thousand forests) and touch (e.g., crushed).
- The statement encourages readers to imagine the power of the rain.

### Definition

**imagery (n.):** language that appeals to the five senses and causes people to imagine pictures in their mind

5. Explain that the first statement tells the reader what is happening and the second statement shows the reader what is happening.
6. Tell students they will examine how the author of “All Summer in a Day” uses imagery to show Venus as an extreme setting.

## LEARN 20 minutes

### Examine Imagery

1. Display paragraph 9 of “All Summer in a Day,” and direct students to the paragraph in their *Learn* book. Tell students that this is where the author first describes the setting.

#### Teacher Note

Paragraph 9 is part of Fluency Practice for “All Summer in a Day” (*Learn* book, Fluency).

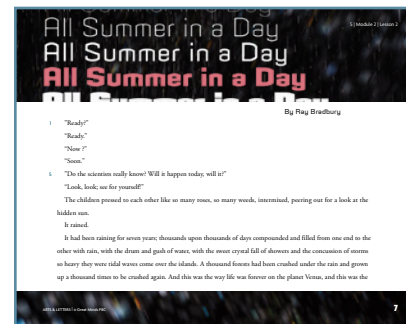
2. Read aloud this clause in paragraph 9: “It had been raining for seven years.” Explain that the author begins the paragraph by telling the reader what is happening.
3. Explain that students will examine examples of the author’s use of imagery in the rest of the paragraph. Instruct them to listen for imagery (e.g., things they can see, hear, touch, smell, or taste) as you read aloud the portion of paragraph 9 from “It had been” to “be crushed again.”

#### Language Support

For students with beginning English proficiency, display cards that show the body part and word for each of the five senses.

#### Teacher Note

Several words related to imagery are defined in subsequent steps. If helpful, define additional words such as *compounded* or *crystal*.



4. Underline the phrase *drum and gush of water* in “All Summer in a Day.” Instruct students to underline the phrase.
5. Label *drum* and *gush* as verbs. Instruct students to do the same. Explain that the author is using these verbs to describe the actions of the water.

**Language Support**


For students with beginning English proficiency, clarify that *drum* can be both a noun (the instrument) and a verb (the action of playing the instrument).

6. Play the Drumming video. Ask this question:

 **Based on the musician’s actions, what do you think *drum* means?**

7. Reinforce the correct response: hitting something repeatedly without stopping.
8. Next, play the Gushing Water video. Ask this question:

 **Based on the video, what do you think *gush* means?**

9. Reinforce the correct response: to flow very quickly and in large amounts.
10. Ask this question:  
 **What sense do you use to imagine *the drum and gush of water*?**
11. Reinforce the correct response: the sense of sound.

**12.** Instruct students to Think–Pair–Share to answer this question:

 **What does the imagery show about the rain?**

**Language Support**

If possible, pair students who speak the same home language and instruct them to discuss what the imagery shows about the rain.

**Key Ideas**

- The rain is really loud.
- The rain falls repeatedly and fast.
- The rain is a powerful force.
- The roaring sound of rain fills the days.

**13.** Underline the phrase *the concussion of storms* in “All Summer in a Day.” Instruct students to underline the phrase.

**14.** Tell students that *concussion* means “a collision between two or more things.” Demonstrate this with a gesture (e.g., smacking your hands together).

**15.** Ask these questions:

 **What senses do you use to imagine *the concussion of storms*?**

 **What does the imagery show about the rain?**

**Key Ideas**

- the senses of touch and sound
- **shows:** crash into each other
- **shows:** violent and moving

**16.** Underline the phrase *tidal waves* in “All Summer in a Day.” Instruct students to underline the phrase.

17. Display the Tidal Waves image, and ask these questions:

☰ **What senses do you use to imagine *tidal waves*?**

☰ **What does the imagery show about the rain?**

#### Key Ideas

- the senses of sight, touch, and sound
- **shows:** creates huge waves that cause destruction on land

18. Review the vocabulary term *extreme setting* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



#### Definition

**extreme setting:** a setting that is difficult to survive in due to environmental conditions

19. Ask this question:

☰ **How does the imagery show Venus as an extreme setting?**

20. Instruct students to answer this question as a complete sentence by using this sentence frame: Venus is an extreme setting because \_\_\_\_\_.

#### Language Support

Display this word bank to support students as they write their sentence: *crashing, roaring, rains, storms, waves, crush, destroy, forests, island*. Provide an example of the completed sentence frame by using the word bank: Venus is an extreme setting because roaring storms crush the islands.


#### Language Expansion

For students with intermediate English proficiency, challenge them to use a term from the word bank in a different form, such as converting *destroy* into the noun *destruction* or *storms* into the adjective *stormy*.

## LAND 5 minutes

### Demonstrate Learning

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1.  **Introduce the learning task.** Direct students to their journals. Instruct them to write one sentence describing how the imagery shows Venus as an extreme setting.

---

#### Analyze Student Progress

**Monitor:** Do students share a correct sentence that describes how Venus is an extreme setting?

**Offer Immediate Support:** If students need additional support writing a sentence about Venus, reinforce the definition and purpose of *imagery* by encouraging students to think about what the imagery causes them to imagine in their minds. Instruct students to close their eyes, and ask: What do you see and hear? Then ask: What terms from the word bank describe what you imagine? Invite a few students to share responses.

---

#### Key Ideas

- Venus is an extreme setting because strong rains destroy the forests.
  - Venus is an extreme setting because crashing waves crush the planet.
  - Venus is an extreme setting because storms destroy the forests.
2. Summarize that imagery can make a setting or story come alive for the reader and can deepen their understanding of a text's meaning.





# Prologue to Lesson 5

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students analyze the different effects of the extreme setting in “All Summer in a Day.” As they discuss the impact of the extreme setting, students practice speaking by adjusting their speech to match the audience, setting, and purpose. This work prepares students to support ideas with evidence during class discussion in lesson 5.

### Learning Goal

Determine how the extreme setting in “All Summer in a Day” affects people physically and emotionally.

 **LEARNING TASK:** Share an opinion about whether the setting has a greater impact on characters physically or emotionally.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Adjust your speech to match your audience, setting, and purpose.

To support students with beginning English proficiency, model an exchange by speaking softly and encouraging students to use strategies to communicate that they cannot hear you. Then adjust your volume in response to their feedback. To support students with intermediate English proficiency, instruct partners to practice strategies to communicate when they cannot hear a peer during pair work.

### Vocabulary

extreme setting

### Materials

#### TEACHER

- “All Summer in a Day” (digital platform)
- Knowledge Card: *extreme setting*
- Physical Effects and Emotional Effects Charts

#### STUDENTS

- “All Summer in a Day” (*Learn* book)

### Preparation

- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

1. Review the vocabulary term *extreme setting* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
2. Assess and activate prior knowledge by asking this question:



#### Definition

**extreme setting:** a setting that is difficult to survive in due to environmental conditions

 In “All Summer in a Day,” what makes Venus an extreme setting?

#### Key Ideas

- The rain is a violent force that destroys parts of Venus.
  - It would be difficult to survive in a place with crashing storms and tidal waves.
  - The roaring rain overpowers your senses.
3. Tell students that they will examine how the extreme setting affects characters both physically and emotionally.

## LEARN 20 minutes

### Discuss the Effect of an Extreme Setting

1. Post two pieces of chart paper, one titled Physical Effects and the other titled Emotional Effects, in the same area of the room. Read aloud the headings and questions on each chart: How does the extreme setting affect characters’ bodies and surroundings? How does the extreme setting affect characters’ feelings?
2. Tell students that they will examine different paragraphs of “All Summer in a Day” to find evidence of both the physical and emotional effects of the extreme setting.

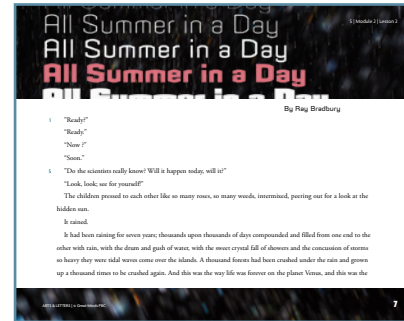
#### Physical Effects

How does the extreme setting affect characters’ bodies and surroundings?

#### Emotional Effects

How does the extreme setting affect characters’ feelings?

3. Direct students to paragraph 9 of “All Summer in a Day,” located in their *Learn* book.
4. Instruct students to listen for clues of physical effects as you read aloud paragraph 9, starting with “It had been.”
5. Tell students that in this passage the physical effects are that the rain creates destructive storms and tidal waves, floods part of the planet, and repeatedly crushes a thousand forests.



6. Direct students to paragraph 24. Tell them to listen for clues of physical and emotional effects as you read aloud paragraph 24, starting with “Margot stood alone.”
7. Instruct students to identify evidence of physical effects by answering this question with a partner:

 **How does the extreme setting affect Margot’s body and surroundings?**

8. Invite a few students to share their responses. Add these responses to the Physical Effects Chart.

#### Key Ideas

- The rain washes out Margot and makes her weak.
- The rain wears away Margot’s body.
- The rain forces Margot to stay inside. She is separated from the world outside.

9. Instruct students to identify evidence of emotional effects by answering this question with a partner:

 **How does the extreme setting affect the character’s feelings?**

10. Invite a few students to share their responses. Add these responses to the Emotional Effects Chart.

#### Key Ideas

- Margot is alone.
- Margot feels separate from the other children.
- Margot feels lonely.

11. Direct attention to paragraph 28. Remind students that the pronouns *her* and *she* refer to Margot.
12. Tell students to listen for clues of physical and emotional effects as you read aloud paragraph 28, starting with “They edged away.”
13. Instruct students to work with a partner to identify evidence of physical and emotional effects.
14. Invite a few students to share their responses. Add these responses to the appropriate chart.

#### Key Ideas

- **physical effect:** They live underground.
  - **emotional effect:** Margot and her classmates avoid each other.
  - **emotional effect:** Margot is uninterested in school.
  - **emotional effect:** Margot seems sad.
15. Tell students that they will follow the instructional routine Take a Stand to decide whether the extreme setting has a greater impact on characters physically or emotionally. Explain how the modified version of the routine works. First, students will briefly review the information on the Physical Effects Chart and the Emotional Effects Chart. Next, students decide which displayed chart best represents their thoughts about the extreme setting’s greatest effect. Then, they move to the area of the room with that chart and discuss with others who chose the same response why they chose it. Each group briefly shares their reasoning with the rest of the class.

#### Language Support

For students with beginning English proficiency, provide the following sentence frame: The extreme setting has a greater impact on characters physically/emotionally because \_\_\_\_\_.

#### Language Expansion

For students with intermediate English proficiency, prompt them to include a direct quotation as part of their reasoning. Provide sentence frames such as this: For example, \_\_\_\_\_. In the text, \_\_\_\_\_.

#### Teacher Note

During the Take a Stand routine, students will move to the area of the room with one of the charts. If helpful, post the charts farther apart.

- 16.** Remind students that it is important to speak loudly enough to be heard during group discussions. Ask this question:

 **What can you do if you can't hear a classmate during discussion?**


**Key Ideas**

- Ask them to speak up.
  - Request that they speak louder.
  - Use a nonverbal signal.
- 17.** Model examples of each strategy:
- **question**—Can you speak up?
  - **request**—Please speak a little louder.
  - **nonverbal signal**—Hold your hands in front of you, palms up, and raise them toward the ceiling.
- 18.** Lead students through Take A Stand.

## LAND 5 minutes

### Demonstrate Learning

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1. If possible, pair students with someone who had the opposite opinion.
2.  **Introduce the learning task.** Instruct students to share their answers to these questions with their partner:

 **Does the extreme setting have a greater impact on characters physically or emotionally? Why?**

---

### Analyze Student Progress

**Monitor:** Do students share an opinion with reasoning that draws on the displayed evidence?

**Offer Immediate Support:** If students need additional support sharing their opinion, direct them to the charts and ask: Which piece of evidence is the most effective at showing how difficult it is to survive in this extreme setting? Why?

---

### 3. Invite a few students to share their opinions.

#### Key Ideas

- The extreme setting has a greater impact on characters physically because they must live underground their whole lives. They are trapped.
- The extreme setting has a greater impact on characters physically because it wears down Margot's body. It makes her fade away until she seems like "a ghost."
- The extreme setting has a greater impact on characters emotionally because it makes them feel isolated from each other.
- The extreme setting has a greater impact on characters emotionally. For example, Margot is sad and lonely in this rainy world.

### 4. Summarize that it is important to gather and assess evidence to form an opinion.



# Prologue to Lesson 8

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students watch “I Wonder—What Is a Monsoon?” and read “A Sky Full of Water” from *All Thirteen* to build knowledge of monsoons. As they explore the causes and effects of monsoons, students practice using topic-specific vocabulary to demonstrate understanding of monsoons. This work prepares students to summarize events in chapters 1–3 of *All Thirteen* in lesson 8.

### Learning Goal

Build knowledge about monsoons from “I Wonder—What Is a Monsoon?” and “A Sky Full of Water.”

 **LEARNING TASK:** Identify one way monsoons affect environmental conditions.

### Language Progress

In this lesson, students work on this module language goal: Use topic-specific vocabulary to demonstrate understanding of monsoons.

To support students with beginning English proficiency, invite them to draw or show a picture of a monsoon. To support students with intermediate English proficiency, invite them to draw or show a picture of a monsoon and to identify one environmental condition in the image.

### Vocabulary

environmental conditions

monsoon (n.)

### Materials

#### TEACHER

- *All Thirteen*
- “I Wonder—What Is a Monsoon?” (digital platform)
- What Is a Monsoon? (*Prologue* Reference Charts appendix)
- Knowledge Card: *environmental conditions*

#### STUDENTS

- *All Thirteen*

### Preparation

- none

## LAUNCH 5 minutes

### Practice Vocabulary

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1. Direct students to page 9 of *All Thirteen*. Echo Read the chapter's title.
2. Echo Read the caption on the facing page. Tell students that *hover* means to “float in the air without moving.”
3. Instruct students to look at the photograph on page 8, and ask these questions:

 **What do you think the photograph shows? Why?**

4. Reinforce the correct responses:
  - **what**—The photograph shows rain clouds floating above a mountain range.
  - **why**—The chapter title is “A Sky Full of Water” and the photo caption mentions clouds, so I think the clouds are full of rain.
5. Introduce the vocabulary term *monsoon* by displaying the term. Engage students in Vocabulary Exploration.

#### Language Support

The term *monsoon* has a Spanish cognate: *monzón*. Share this language connection with students whose home language is Spanish.

6. Tell students that they will learn about monsoons in southern Asia.

#### Definitions

##### monsoon (n.):

1. a wind in the Indian Ocean and southern Asia that brings heavy rains
2. the rainy season that occurs in southern Asia

**LEARN** 20 minutes**Build Knowledge of Monsoons**

1. Tell students that they will watch a video about monsoons to learn more about them.
2. Play “I Wonder—What Is a Monsoon?”

**Language Support**

For students with beginning English proficiency, slow the speed of the video and turn on the closed captions.

3. Display What Is a Monsoon? Tell students that they will answer each question as you replay the video.
4. Echo Read the first question: What are monsoons? Play the video from 0:00 to 0:26. Instruct students to listen for information that answers the question.
5. Reinforce the correct response: seasonal changes in the wind. Add the response under the first question on What Is a Monsoon?
6. Echo Read the second question: What causes a monsoon? Direct attention to the words listed beneath the question. Explain that they are transition words used to write information in chronological order.
7. Explain that the next part of the video shows the events that cause a monsoon. Instruct students to listen for the different events that cause monsoons with a partner as you replay the video from 0:27 to 0:43.

5 | Module 2 | Prologue Reference Chart

**What Is a Monsoon?**

1. What are monsoons?
2. What causes a monsoon?  
First  
Next  
Then  
Finally
3. What is the weather like during monsoon season?

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**Teacher Note**

The video moves quickly through the sequence of events. If helpful, replay the video more than once or replay the video in small segments. Before each replay, ask: What happens next?

**Language Support**

If possible, pair students who speak the same home language and instruct them to share events from the video.

**8.** Tell students that you will organize the events in chronological order by using the transitions. Think aloud to model how to complete the step that starts with *First*.

**9.** Ask this question:

 **What happens next?**

**10.** Reinforce the correct response: The hot air over land rises. Add the response after *Next* on the chart.

**11.** Ask this question:

 **Then what happens?**

**12.** Reinforce the correct response: Cold air moves into its place. Add the response after *Then* on the chart.

#### Language Support

For students with beginning English proficiency, ask: What does the pronoun *its* refer to?

**13.** Ask this question:

 **What is the final thing that happens?**

**14.** Reinforce the correct response: The change in air causes a lot of wind. Add the response after *Finally* on the chart.

**15.** Echo Read the third question: What is weather like during monsoon season? Instruct students to listen for information that answers the question as you play the video from 0:44 to the end.

**16.** Reinforce the correct response: hot and wet. Add the response beneath the third question on the chart.

#### Teacher Note

Invite students who have lived in places with monsoons to share their observations and experiences. Ask questions such as these: When does monsoon season occur? What happens during a monsoon? What are some helpful or challenging effects of monsoons?

#### Sample Think Aloud

The video starts its description of the events that cause monsoons by showing what happens to the air over the ocean and land. I will write: First, air over the ocean cools down faster than air over the land.

- 17.** Review the vocabulary term *environmental conditions* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

#### Language Supports

The term *environmental conditions* has a Spanish cognate: *condiciones ambientales*.

Share this language connection with students whose home language is Spanish.

For students with beginning English proficiency, define any unknown terms in the definition. For example, tell students that *climate* means the weather conditions in a place.



#### Definition

**environmental conditions:** the quality of the air, water, plants, climate, animals, and land in a location at a particular time

- 18.** Direct students to the responses to the second question on the monsoon chart to reinforce understanding of the vocabulary term. Explain that monsoons are caused by a change in environmental conditions and that this is a change in the quality of the air.

- 19.** Now ask this question:

 **How do monsoons affect environmental conditions?**


- 20.** Reinforce the correct response: Monsoons make the climate hot and wet.
- 21.** Tell students that they will examine an excerpt of *All Thirteen* to learn more about monsoons and their effects.
- 22.** Direct attention to page 10 of *All Thirteen*.
- 23.** Read aloud the portion of page 10 from “The monsoon brings” to “in the mountains.”

#### Language Expansion

For students with intermediate English proficiency, invite them to annotate examples of environmental conditions in the excerpt.

**LAND** 5 minutes**Demonstrate Learning**

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1.  **Introduce the learning task.** Tell students that they will follow the instructional routine Whip Around to share an idea about environmental conditions. Explain how this routine works. First, you ask a question that students can answer in a word or short phrase. Next, each student shares their response in rapid succession until all students share. Practice this routine by asking the following question and choosing a student to begin.

 **What is one way a monsoon affects environmental conditions?**

---

**Analyze Student Progress**

**Monitor:** Do students describe a way that a monsoon affects the quality of air, water, plants, climate, or land?

**Offer Immediate Support:** If students need additional support describing one way that a monsoon affects environmental conditions, direct them to the excerpt from *All Thirteen* and instruct them to annotate phrases that show changes to the climate, land, and plants. Ask: What effect do monsoons have on the climate, land, and plants?

---

**2. Reinforce key ideas.**

**Key Ideas**

- makes the climate hot and wet
- causes heavy rains that last for months
- brings nutrients to the farmlands
- makes good soil for growing crops
- floods towns
- traps people in their homes
- washes away roads
- causes landslides

**3. Summarize that building background knowledge of a topic is important to understanding a text's meaning.**





# Prologue to Lesson 9

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students examine the structure of an opinion essay. As they discuss the importance of each section, students practice sharing about a topic, text, or opinion in a detailed and organized way. This work prepares students to analyze reasons and evidence in the writing model in lesson 9.

### Learning Goal

Explain the importance of a section of an opinion essay.

 **LEARNING TASK:** Share two reasons a section of an opinion essay is important.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Share about a topic, text, or opinion in a detailed and organized way.

To support students with beginning English proficiency, provide opportunities to share an opinion by using transition words with familiar topics. For example, ask this question: What are two of your favorite things to eat? Then guide students to respond by using complete sentences with these sentence frames: First, I like to eat \_\_\_\_\_. Also, I like to eat \_\_\_\_\_. To support students with intermediate English proficiency, invite them to explain two reasons level 5 students should or should not read *All Thirteen* by completing these sentences: First, \_\_\_\_\_. Also, \_\_\_\_\_.

### Vocabulary

none

### Materials

#### TEACHER

- Painted Essay®—Opinion (*Teach* book)
- Writing Model for Module 2 (*Learn* book, Writing)
- Talking Tool (*Learn* book)

#### STUDENTS

- Writing Model for Module 2 (*Learn* book, Writing)
- coloring utensils: red, green, yellow, blue
- journal

### Preparation

- none

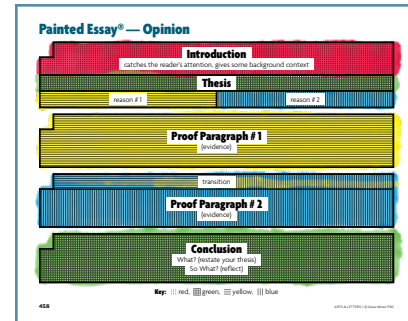
## LAUNCH 5 minutes

### Discuss Prior Knowledge

1. Display the Painted Essay®—Opinion, and ask this question:

 **Why are the proof paragraphs colored yellow and blue?**

2. Reinforce the correct responses: Yellow and blue mixed together make green. The thesis is green. The colors show that together the proof paragraphs develop the reasons in the thesis.
3. Tell students that they will examine the sections of an opinion essay and discuss why they are necessary.



## LEARN 20 minutes

### Examine Essay Structure

1. Display the Writing Model for Module 2, and direct students to the page in their *Learn* book. Read aloud the prompt:

Which adjective best describes Tham Luang in *All Thirteen*?

Choose one option from the list.

- beautiful
- dangerous

2. Direct attention to the different sections of paragraph one on the Painted Essay®—Opinion. Remind students that the first paragraph of an opinion essay consists of two sections: the introduction and the thesis.
3. Read aloud the first paragraph of the writing model.

**On-Target Writing Model**

Prompt: Which adjective best describes Tham Luang in *All Thirteen*? Choose one option from the list.

- beautiful
- dangerous

Imagine sitting in a quiet place with only the sounds of gentle breezes and dripping water. Imagine huge shiny stones and soaring ceilings. Now imagine that this place is completely underground. It's a cave! Caves are made of large underground chambers that naturally form in either a hillside or a cliff. In *All Thirteen*, the author describes Tham Luang, a karst cave in Thailand. The adjective *beautiful* best describes Tham Luang because it has stunning natural formations, and it is a serene and sacred place for many people.

Tham Luang is beautiful because of its structure and size. In *All Thirteen*, the author writes that the rocks in the cave are like "flowing curtains of shiny stone." These hanging rocks are sparkling, dripping formations called stalactites and stalagmites. This shows that Tham Luang looks like it is full of gorgeous, sparkling lights. In addition, the author writes that the stalagmites look "like dragon teeth" and the entrance to

**Advanced Writing Model**

Prompt: Which adjective best describes Tham Luang in *All Thirteen*? Choose one option from the list.

- beautiful
- dangerous

Imagine sitting in a quiet place with only the sounds of gentle breezes and dripping water. Imagine huge shiny stones and soaring ceilings. Now imagine that this place is completely underground. It's a cave! Caves are made of large underground chambers that naturally form in either a hillside or a cliff. In *All Thirteen*, the author describes Tham Luang, a karst cave in Thailand. Caves like this one are beautiful places because they have stunning natural formations, and they are serene and sacred places for many people.

One reason that Tham Luang is beautiful is because of its structure and size. In *All Thirteen*, the author writes that the rocks in the cave are like "flowing curtains of shiny stone." These hanging rocks are sparkling, dripping formations called stalactites and stalagmites. This shows that Tham Luang looks like it is full of gorgeous, sparkling lights. In addition, the author writes that the stalagmites look "like dragon teeth" and the entrance to the cave is "big enough to hold a 747 jet." Descriptions like dragons and jets show just how huge Tham Luang is. The giant rocks

4. Explain that the introduction consists of the hook and background context. Ask these questions:

 **Which section of the first paragraph is the introduction? How do you know?**

5. Reinforce the correct responses:

- **introduction**—The introduction section includes sentences 1–6.
- **how to know**—Sentences 1–4 are the hook. They catch the reader’s attention by telling them to imagine a scene of a cave.
- **how to know**—Sentences 5–6 give background context by defining *cave* and introducing *All Thirteen* as the essay’s focus.

6. Instruct students to annotate the introduction with their red coloring utensil.

7. Read aloud this sentence: “The adjective *beautiful* best describes Tham Luang because it has stunning natural formations, and it is a serene and sacred place for many people.”

8. Direct attention to the thesis and reason sections on the Painted Essay®—Opinion. Ask these questions:

 **Which section of the writing model is the thesis? How do you know?**

 **What are the two reasons?**

9. Reinforce the correct responses:

- **thesis**—The last sentence of the paragraph is the thesis.
- **how to know**—This sentence states the writer’s opinion about whether Tham Luang is dangerous or beautiful.
- **reason 1**—It has stunning natural formations.
- **reason 2**—They are serene and sacred places for many people.

10. Instruct students to annotate the thesis with the green coloring utensil, the first reason with the yellow coloring utensil, and the second reason with the blue coloring utensil.

11. Read aloud the second through fourth paragraphs of the writing model.

- 12.** Instruct students to identify the remaining sections of the writing model by using the Painted Essay®—Opinion. Tell them to annotate each section by using the yellow, blue, or green color.

**Teacher Note**

As needed, tell students to annotate the transition in the second proof paragraph with the yellow coloring utensil.

- 13.** Reinforce the correct responses:

- **proof paragraph 1**—second paragraph, yellow
- **transition**—“Tham Luang is beautiful not only because it is full of amazing rock formations but also because,” yellow
- **proof paragraph 2**—third paragraph starting with “it is sacred and serene,” blue
- **conclusion**—last paragraph, green

- 14.** Explain that students will select a section of the Painted Essay®—Opinion and explain why it’s necessary.

- 15.** Display and Echo Read this question:

 **Why is the section necessary?**

- 16.** Think aloud to model how to answer the question by writing two ideas for the introduction section.

- 17.** Pair students, and instruct them to answer the displayed question for one of the remaining essay sections by writing two ideas.

**Language Supports**

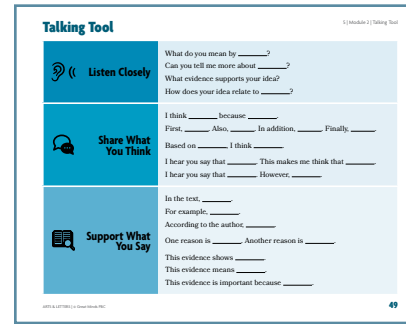
If possible, pair students who speak the same home language and instruct them to respond to the question for their assigned section.

For students with beginning English proficiency, tell them to review their chosen section in the writing model and ask these questions: What is the purpose of this part of the essay? How does the section help the reader?

**Sample Think Aloud**

I know that the introduction includes the hook. The hook is necessary to get the reader’s attention. So for my first idea, I will write “get reader’s attention.” The introduction also provides background context. That’s needed to help the reader understand the topic. So for my second idea I will write “gives context about the topic.”

18. Display and Echo Read these prompts from the Talking Tool:  
First, \_\_\_\_\_. Also, \_\_\_\_\_.
19. Direct students to their journals. Tell students that they will now explain their two reasons clearly by completing the sentence frames.
20. Model how to use the sentence frames by thinking aloud: First, the introduction is necessary because it gets the reader’s attention with a hook. Also, the introduction provides context about the topic.



**Language Expansion**

For students with intermediate English proficiency, challenge them to create a third reason the section is important and to explain its importance by completing this sentence frame: Finally, \_\_\_\_\_.

**LAND** 5 minutes

**Demonstrate Learning**

1. **Introduce the learning task.** Instruct students to share their completed sentence frames with the whole group.

**Analyze Student Progress**

**Monitor:** Do students explain their two reasons clearly by using complete sentences?

**Offer Immediate Support:** If students need additional support sharing their completed sentence frames, practice using the sentence frames as a whole group to explain why an essay section is necessary.

2. Guide students to add to or correct their ideas about why a section is necessary.

**Key Ideas**

- **introduction:** gets the reader's attention, provides background context, introduces the topic
- **thesis:** states the writer's opinion, introduces the essay focus
- **proof paragraph:** develops the thesis, provides evidence, provides elaboration that connects evidence to the reason
- **transition:** connects ideas, organizes writing, helps the reader remember the reasons
- **conclusion:** restates the thesis, explains why the topic matters

3. Summarize that understanding the structure of an essay is important because it gives the writer a plan and a purpose for writing each section.



# Prologue to Lesson 11

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students examine and sort evidence about the challenges in Tham Luang in *All Thirteen*. As they discuss whether challenges are caused by environmental conditions or by circumstances, students practice using topic-specific vocabulary to support each reason. This work prepares students to collect and sort evidence for Module Task 1 in lesson 11.

### Learning Goal

Explain the challenges in Tham Luang in *All Thirteen*.

 **LEARNING TASK:** Share an opinion and reasoning about whether circumstances or environmental conditions present the greater challenge.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use topic-specific vocabulary to support each reason.

To support students with beginning English proficiency, create a word wall of the lesson's vocabulary that includes images with labels. To support students with intermediate English proficiency, invite them to find an image that depicts each vocabulary term in *All Thirteen*.

### Vocabulary

circumstance (n.)  
environmental conditions  
panic (n.)  
panic (v.)

### Materials

#### TEACHER

- *All Thirteen*
- Knowledge Cards: *panic*, *environmental conditions*
- Environmental Conditions and Circumstances T-chart

#### STUDENTS

- *All Thirteen*
- sticky notes

### Preparation

- none

# LAUNCH 5 minutes

## Practice Vocabulary

1. Assess and activate prior knowledge by asking this question:

 **Where are the Wild Boars at the end of chapter 5?**

### Teacher Note

If students have difficulty responding to the question accurately, direct them to pages 32–33 of *All Thirteen*.

2. Reinforce the correct response: They are inside Tham Luang taking shelter in a dry place.
3. Review the vocabulary term *panic* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

### Language Support

The noun form of the term *panic* has a Spanish cognate: *pánico*. Share this language connection with students whose home language is Spanish.




### Definitions

**panic (n.):** a state or feeling of extreme fear that makes someone unable to act or think normally

**panic (v.):** to be overcome with and affected by extreme fear

4. Echo Read the sample sentences on the Knowledge Card to reinforce students' understanding of the noun and verb forms of the term.
5. Ask this question:
 

 **If you were with the Wild Boars in Tham Luang, would you panic? Why or why not?**
6. Tell students that panic is one challenge faced by the Wild Boars in Tham Luang.
7. Explain that students will now gather and assess evidence about several challenges that Tham Luang presented.

## LEARN 20 minutes

### Examine and Sort Evidence

---

1. Display and Echo Read this question:

 **What challenges did the Wild Boars and rescuers face in Tham Luang?**

2. Form two groups. Assign one group pages 23–24 and the other group pages 28–29 from *All Thirteen*.

#### Language Expansion

For students with intermediate English proficiency, assign them to page 32 to identify challenges.

3. Distribute sticky notes, and instruct groups to read their excerpt, to identify challenges, and to write each challenge on a different sticky note.

#### Language Supports

Review key terms by using the Knowledge Card for *karst* and explaining that *monsoon* refers to the rainy season in southern Asia.

The term *karst* has a Spanish cognate: *karst*. Share this language connection with students whose home language is Spanish.

The term *monsoon* also has a Spanish cognate: *monzón*. Share this language connection with students whose home language is Spanish as well.

4. Instruct groups to share their challenges with the whole group.

#### Key Ideas

- **page 23:** heavy rains from monsoon, Sam Yaek flooded, opening too small for diving equipment, divers did not have the correct diving equipment for caves
- **page 24:** frustration and possible panic from families
- **page 28:** Wild Boars trapped, possible panic from boys, can't swim out
- **page 29:** karst caves quick to flood

5. Display a T-chart with the headings Environmental Conditions and Circumstances. Explain that some of the challenges were caused by environmental conditions and some by circumstances.

6. Review the vocabulary term *environmental conditions* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



#### Definition

**environmental conditions:** the quality of the air, water, plants, climate, animals, and land in a location at a particular time

#### Language Support

The term *environmental conditions* has a Spanish cognate: *condiciones ambientales*. Share this language connection with students whose home language is Spanish.

7. Echo Read the sample sentence on the Knowledge Card to reinforce students' understanding of the term *environmental conditions*.

8. Introduce the vocabulary term *circumstance* by displaying the term. Engage students in Vocabulary Exploration.

#### Language Supports

The term *circumstance* has a Spanish cognate: *circunstancia*. Share this language connection with students whose home language is Spanish.

For students with beginning English proficiency, provide an example of a circumstance, such as this: After soccer practice on June 23, some Wild Boar teammates did not go to Tham Luang because they had too much homework. Explain that needing to do homework is a circumstance because it describes what was going on for the teammates on that morning. If they did not have homework, the circumstance would be different and they might have gone to the cave.

9. Think aloud to model how to sort challenges into a category by using one piece of evidence.

10. Instruct groups to identify each piece of their evidence as an environmental condition or a circumstance and to post their sticky notes in the appropriate column on the T-chart. Explain that if they have a piece of evidence that could be identified as either an environmental condition or a circumstance, the group should use reasoning to decide how to sort it.

#### Definition

**circumstance (n.):** the set of conditions that exist at a particular time in a particular place

#### Sample Think Aloud

One challenge mentioned on page 23 is that the cave flooded. This piece of evidence describes the quality of the water in the location of the Tham Luang cave at a particular time. Therefore, I will post this sticky note in the environmental conditions column on the T-chart.

- 11.** Invite groups to share their thinking. Facilitate a discussion about evidence that could be sorted into either category.

**Key Ideas**

**Environmental Conditions**

- heavy rains from monsoon
- Sam Yaek flooded
- opening too small for diving equipment
- Wild Boars trapped
- can't swim out
- karst caves quick to flood

**Circumstances**

- don't have the correct diving equipment for a cave
- possible panic from boys and families
- Wild Boars trapped

**LAND** 5 minutes

## Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to Think–Pair–Share to answer these questions:

 **Are the challenges caused mostly by environmental conditions or by circumstances? Why?**


**Analyze Student Progress**

**Monitor:** Do students support their opinion with reasoning?

**Offer Immediate Support:** If students need additional support sharing their opinion and reasons, direct them to the T-chart and ask these questions: What would be the result of the challenges listed in each column? Which set of challenges would be the most difficult to overcome?

**Key Ideas**

- The challenges are mostly caused by environmental conditions because monsoon season brings heavy rain and karst caves flood quickly.
  - The challenges are mostly caused by circumstances because neither the Wild Boars nor the rescuers have the supplies they need. They might panic or run out of time before they get food or equipment.
2. Direct attention to responses that support both opinions. If all students choose the same opinion, ask this question:
 

 **How can we make an argument for the other opinion?**
  3. Summarize that gathering evidence about both sides allows writers to assess all the evidence to determine which opinion has the strongest support.



# Prologue to Lesson 12

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students act out a passage from chapter 7 of *All Thirteen* to understand how the extreme setting affected the Navy SEALs. As they discuss the sequence of actions, students practice sharing about a topic, text, or opinion in a detailed and organized way. This work prepares students to analyze the dangers of cave diving in lesson 12.

### Learning Goal

Describe how the extreme setting affected the rescue attempt in an excerpt from *All Thirteen*.

 **LEARNING TASK:** Explain one way the extreme setting affected the Navy SEALs.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Share about a topic, text, or opinion in a detailed and organized way.

To support students with beginning English proficiency, instruct them to retell the events in their assigned excerpt before starting the task. To support students with intermediate English proficiency, invite them to describe the events in their assigned excerpt using sequence words (e.g., *First, Then, Finally*).

### Vocabulary

extreme setting

### Materials

#### TEACHER

- *All Thirteen*
- class Fluency Practice for *All Thirteen*, passage 2 (*Learn* book, Fluency)
- Knowledge Card: *extreme setting*

#### STUDENTS

- *All Thirteen*
- Fluency Practice for *All Thirteen*, passage 2 (*Learn* book, Fluency)

### Preparation

- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

---

1. Direct students to page 39 of *All Thirteen*.
2. Tell students that this page describes the arrival of the Thai Navy SEALs. Read aloud the portion of pages 39–40 from “The SEALs are” to “after they retire.”
3. Assess and activate prior knowledge by asking this question:

 **What kind of jobs do the Navy SEALs do?**

#### Language Support

Provide a student-friendly definition for *elite*. For example, tell students that *elite* means “best.”

#### Key Ideas

- carry out special operations for Thailand
- do dangerous and secretive tasks
- capture pirates
- stop terrorist attacks
- dispose of underwater bombs and make mines safe

Emphasize that the Navy SEAL divers are a highly trained team with excellent skills and experience.

4. Tell students they will examine what happened after the SEALs entered the flooded cave.

**LEARN** 20 minutes**Examine the Navy SEALs' Actions**

1. Display the class Fluency Practice for *All Thirteen*, passage 2, and direct students to the page in their *Learn* books.
2. Read aloud the passage, modeling fluent reading.

**Teacher Note**

Inform students that this is the passage they will use for their next fluency practice.

**Fluency Practice**  
*All Thirteen, passage 2*

1. Ask a friend or an adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

**Fluency Elements**

- Accuracy:** Correctly decode the words.
- Phrasing:** Group words into phrases, and pause for punctuation.
- Expression:** Use voice to show feeling.
- Rate:** Read at an appropriate speed.

3. Tell students that small groups will be assigned an excerpt from the passage. Explain that each small group will act out the actions of the Navy SEALs as described in their excerpt to show what happened after the SEALs entered the flooded cave.
4. Display and read aloud the following steps:
  1. Read aloud the excerpt.
  2. Identify each action.
  3. Label each action with a number.
  4. Examine key vocabulary to determine the actions and reactions of the SEALs.
  5. Choose roles: two actors and one narrator.
  6. Practice acting out and narrating the sequence of actions.
5. Think aloud to model how to complete steps 1–3 with the portion of the passage from “One SEAL sticks” to “rocks and mud.” Annotate the displayed passage while going through the steps.

**Sample Think Aloud**

First, I will read aloud my excerpt. Second, I will identify each action. The first action is the entire first sentence. (A SEAL puts his foot through a hole in the cave passage.) Then, I will label this number 1. The second action appears before the comma in the second sentence. (The SEAL realizes there is space on the other side of the hole.) I will label that action number 2. The third action is the last part of the sentence. (The SEAL realizes the passage is clogged, or blocked, with rocks and mud.) I will label that action number 3.

6. Read aloud the passage again, and model identifying key words that describe how the SEAL is acting at each point.

Direct students to the verb *sticks* and underline it. Tell students it shows how the SEAL steps through the hole with confidence.

Direct students to the word *but* and underline it. Tell students it signals there is a change—the SEAL realizes the passage is clogged.

7. Model acting out this passage by spreading your arms out in front of you and waving them around. Act out the discovery that the passage is clogged by showing surprise or hesitation.
8. Form groups of three students per group. Assign each group one of the following excerpts. Tell group members to assign a narrator and two actors.
- **excerpt 1:** from “Using a steel” to “back-mounted air cylinders”
  - **excerpt 2:** from “In a highly” to “the passage walls”

#### Teacher Note

Depending on the number of students, you may need to double up assignments. If two groups act out the same excerpt, facilitate a brief discussion about the similarities and differences in the performances. Because excerpt 2 includes more vocabulary terms, you may decide to assign it to students with intermediate English proficiency.

9. Support each group by providing definitions for key vocabulary terms as needed (excerpt 1: *debris*, *hack*, *widening*; excerpt 2: *current*, *risky*, *shrug*, *slam*).

#### Language Support

If possible, pair students who speak the same home language, and instruct them to complete the task.

#### Language Expansion

For students with intermediate English proficiency, prompt them to create gestures that demonstrate understanding of key vocabulary terms by asking questions such as these: How is the verb *hack* different from the verb *tap*? What is the water doing when it is moving in a current? How is the verb *slam* different from the verb *nudge*?

10. Instruct groups to complete the displayed steps. Invite students to look at the photograph on page 42 to support their thinking.
11. Invite students assigned to excerpt 1 to act out and narrate their scenario.
12. Ask this question:

 **Why is it important for the SEALs to widen the opening?**

13. Reinforce the correct response: They need to fit through with their air cylinders.
14. Invite students assigned to excerpt 2 to act out and narrate their scenario.
15. Tell students that *risky* means “involving the possibility of something bad happening.” Ask these questions:

 **What was risky for the Navy SEALs? Why was it risky?**

#### Key Ideas

- **what:** removing their air tanks
  - **why:** they were no longer connected to their air supply
  - **why:** they were in danger of not being able to breathe
16. Review the vocabulary term *extreme setting* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.




#### Definition

**extreme setting:** a setting that is difficult to survive in due to environmental conditions

**LAND** 5 minutes

## Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to Think–Pair–Share to answer this prompt:

 **Describe one way that the extreme setting affected the Navy SEALs. Provide a specific example from the text.**

**Analyze Student Progress**

**Monitor:** Do student responses demonstrate understanding of how the extreme setting challenged the Navy SEALs and prompted them to take risks?

**Offer Immediate Support:** If students need additional support, ask these questions: Are the Navy SEALs in control in this situation? Why or why not?

**Key Ideas**

- The extreme setting made the Navy SEALs take risks that put them in danger. For example, they took off their oxygen tanks.
  - The extreme setting overpowered them. For example, the current made it hard for them to move.
  - The extreme setting made it very hard for them to complete their dive. First, the opening was blocked. Then, the hole was too small to fit through. Finally, the current pushed them around.
2. Summarize that describing a sequence of events in detail can deepen understanding of how an extreme setting affects people.



# Prologue to Lesson 13

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students examine how the extreme setting affected the Wild Boars. As they discuss the effects of hunger and darkness on the team, students practice sharing about a topic, text, or opinion in a detailed and organized way. This work prepares students to summarize what is happening in the cave in lesson 13.

### Learning Goal

Explain the effects of the circumstances inside the extreme setting of Tham Luang.

 **LEARNING TASK:** Summarize two effects of darkness by using transition words.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Share about a topic, text, or opinion in a detailed and organized way.

To support students with beginning English proficiency, model how to use transitions to describe a familiar event in chronological order by using these sentence frames: First, \_\_\_\_\_. Then, \_\_\_\_\_. Finally, \_\_\_\_\_. To support students with intermediate English proficiency, encourage partners to take turns recounting what has happened to the Wild Boars so far in the book using the transition words *First*, *Next*, and *Finally* (e.g., student A says, “First, the boys enter Tham Luang to explore”; student B says, “Next, they realize they are trapped in the cave”).

### Vocabulary

circumstance (n.)

survive (v.)

### Materials

#### TEACHER

- *All Thirteen*
- Knowledge Card: *survive*

#### STUDENTS

- *All Thirteen*
- sticky notes
- journal

### Preparation

- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

---

1. Lead students in a Whip Around to answer this question:

 **Why is the cave dangerous?**

#### Key Ideas

- It's flooded.
  - The passages are narrow.
  - There are sharp rocks.
  - The structure makes it easy to get lost.
2. Explain that environmental conditions, like flooding, make the cave dangerous. Tell students that other circumstances made the cave dangerous.
  3. Review the vocabulary term *circumstance* by displaying the term and definition. Engage students in Vocabulary Exploration.

#### Language Support

The term *circumstance* has a Spanish cognate: *circunstancia*. Share this language connection with students whose home language is Spanish.

4. Tell students that they will examine two circumstances that make the cave dangerous for the Wild Boars.

#### Definition

**circumstance (n.):** the set of conditions that exist at a particular time in a particular place

## LEARN 20 minutes

### Examine Circumstances in the Cave

---

1. Direct students to page 53 of *All Thirteen*.

#### Teacher Note

The text excerpt may contain sensitive or upsetting language about hunger and the effects of extreme hunger on the body. Be mindful of students' needs and reactions.

2. Read aloud the portion of page 53 from “By the third” to “dreams of food.”

3. Ask this question:

 **What circumstance does the passage describe?**

4. Reinforce the correct response: The boys are very hungry.

5. Read aloud the portion of page 53 from “Coach Ek urges” to “survive without eating.” Tell students that *conserve* means “save.”

6. Ask this question:

 **Why does Coach Ek want the boys to rest?**

7. Reinforce the correct response: to conserve, or save, energy.

8. Review the vocabulary term *survive* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

#### Language Supports

For students with beginning English proficiency, reinforce understanding of the term by reading aloud the sample sentence on the Knowledge Card.

The term *survive* has a Spanish cognate: *sobrevivir*. Share this language connection with students whose home language is Spanish.



#### Definition

**survive (v.):** to continue to live or exist despite difficult or challenging conditions

9. Explain that Coach Ek knew that conserving energy can help a person survive when they go without food for a long time.
10. Direct attention to the definition of *metabolism* in the second paragraph. Explain that going without food lowers a person’s metabolism, or the speed that the body changes food into energy. Tell students that if the boys use less energy, it will help them survive.
11. Tell students to listen for the effects of hunger as you read aloud the portion of page 53 from “Even when the” to “and stay alive.”
12. Explain that this portion of the text shares a lot of information about the effects of hunger on the body. Tell students that transition words help to clearly explain the effects.
13. Display and Echo Read these transition words:
  - First
  - Next
  - Finally
14. Distribute three sticky notes to each student. Instruct students to write the transition words *First*, *Next*, and *Finally* on three separate sticky notes. Tell them to label the portion of page 53 from “Even when the” to “and stay alive” with the sticky notes to indicate the sequence in which the events took place (e.g., *First* sticky note next to the sentence starting with “Even when the”).

#### Teacher Note

The sentences in the text are close together, so consider having students write the transition words *First*, *Next*, and *Finally* in a vertical list on one sticky note. Then tell them to place the sticky note in the text’s right margin and draw an arrow on the sticky note, pointing the transition word to the corresponding sentence.

15. Think aloud to model telling the important ideas in this section using the transitions.

#### Sample Think Aloud

The first sentence describes the first effect of hunger on the body. So I will say, “First, the body burns calories to stay warm.” Next, I will reread the second sentence. This describes what the body does when it doesn’t have enough food. I will say, “Next, the body burns fat.” Finally, I will reread the third sentence. This sentence describes what happens if people don’t eat anything for a very long time. I will say, “Finally, the body eats itself to keep warm and stay alive.”

**16.** Invite students to retell to a partner the effects of hunger on the body.

**Key Ideas**

- First, the body burns calories to stay warm.
- Next, the body burns fat.
- Finally, the body eats itself to keep warm and stay alive.

**17.** Direct attention to page 54. Tell students that they will now examine another circumstance that made the cave dangerous for the Wild Boars.

**18.** Read aloud the portion of page 54 from “The total darkness” to “frightening of all.”

**19.** Ask this question:

 **What circumstance does the passage describe?**

**20.** Reinforce the correct response: darkness in the cave.

**21.** Instruct students to move their sticky notes to label this portion of page 54.

**22.** Instruct students to work with a partner to reread the first sentence and summarize the first effect of darkness by completing this sentence frame: First, darkness \_\_\_\_\_.

**23.** Remind students that summarizing means that they should use their own words to tell the most important point of the sentence.

#### **Language Supports**

If possible, pair students who speak the same home language, and instruct them to complete the sentence frame.

For students with beginning English proficiency, reiterate that the most important point is the effect of darkness. Ask this question: How does the darkness affect people? What can it cause?

For students with beginning English proficiency, provide a definition of *hallucinate*, such as “to see something that is not there.”

#### **Language Expansion**

For students with intermediate English proficiency, challenge them to summarize the definition of *hallucinate* as part of their response.

**24.** Invite a few students to share their responses.


#### **Key Ideas**

- First, darkness can make people hallucinate.
- First, darkness causes people to hallucinate, or see colors that aren't there.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Direct students to their journals. Instruct students to work with a partner to explain the effects of darkness that are described in the second and third sentences by completing the following sentence frames: Next, \_\_\_\_\_. Finally, \_\_\_\_\_.

---

#### Analyze Student Progress

**Monitor:** Do students explain the events caused by darkness?

**Offer Immediate Support:** If students need additional support identifying the effects of darkness, instruct them to annotate the words in each sentence that identify what people experience when they spend time in a dark cave.

---

2. Invite a few students to share responses.

#### Key Ideas

- Next, darkness feels like a heaviness on your body.
  - Next, a heavy feeling weighs people down.
  - Finally, darkness causes a panic attack called the Rapture.
  - Finally, people have a panic attack called the Rapture.
3. Summarize that speakers explain events in an organized way by using transition words.





# Prologue to Lesson 14

**Essential Question** | How does an extreme setting affect a person?

## OVERVIEW

### Preview

Students apply strategies to paraphrase text evidence. As they paraphrase a text, students practice working with evidence from *All Thirteen* to support reasons. This work prepares students to gather quoted or paraphrased evidence for Module Task 1 in lesson 14.

### Learning Goal

Paraphrase text evidence by applying strategies.


 **LEARNING TASK:** Paraphrase a sentence from *All Thirteen* by using the Paraphrase Strategies Chart.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module task: Use evidence from *All Thirteen* to support each reason.

To support students with beginning English proficiency, provide a word wall with synonyms for *strong* and *rips* and review definitions as needed. To support students with intermediate English proficiency, provide pairs a sentence from paragraph 9 of “All Summer in a Day” that shows how the conditions on Venus make it an extreme setting. Invite students to paraphrase the sentence with a partner, focusing on using synonyms.

### Vocabulary

paraphrase (v.) 

### Materials

#### TEACHER

- *All Thirteen*
- Paraphrase Strategies Chart (*Prologue* Reference Charts appendix)

#### STUDENTS

- *All Thirteen*

### Preparation

- none

# LAUNCH

5 minutes

## Practice Vocabulary

---

1. Display and read aloud this question and the two responses:

 **What problem does Vern discover after pumps are installed in the cave?**

**Response 1:** “Despite the pumps operating at full capacity, the water inside the cave is still rising. From the rate at which it is rising, Vern knows that water is not only entering Sam Yaek from Monk’s Series in the north, but must also be flowing through the main cave passage from the south.” (Soontornvat 58)

**Response 2:** Although the pumps are working at full capacity, the water is rising so much that Vern realizes water is flowing into Sam Yaek from both the north and the south passages.

2. Ask this question:

 **What’s similar and different in the two responses?**

### Key Ideas

- **similar:** Both explain that the pumps are working full time, but the water is still rising, so it must be coming from the north and the south.
- **similar:** Both answer the question by describing what Vern discovers.
- **different:** Response 1 is longer than Response 2.
- **different:** Response 1 is two sentences. Response 2 is one sentence.
- **different:** Response 1 has quotation marks, so it’s a direct quote. Response 2 doesn’t have quotation marks, so it’s not a direct quote.
- **different:** Response 2 doesn’t include as many details as Response 1.

3. Confirm that both responses answer the question, but Response 1 quotes directly from *All Thirteen*, while Response 2 paraphrases the text.

4. Introduce the vocabulary term *paraphrase* by displaying the term and definition. Engage students in Vocabulary Exploration.

#### Language Support

The term *paraphrase* has a Spanish cognate: *parafrasear*. Share this language connection with students whose home language is Spanish.

5. Tell students they will practice paraphrasing text evidence from *All Thirteen* by applying specific strategies.

#### Definition

**paraphrase (v.):** to use different words to rewrite something that someone else has written

## LEARN 20 minutes

### Paraphrase Text Evidence

---

1. Direct attention to the displayed responses from Launch. Explain that the paraphrased response has the same general meaning as the direct quote, but the words are different enough that the response is not directly copying the author.
2. Ask this question:

 **Why might a writer choose to paraphrase the text rather than directly quote it?**

#### Key Ideas

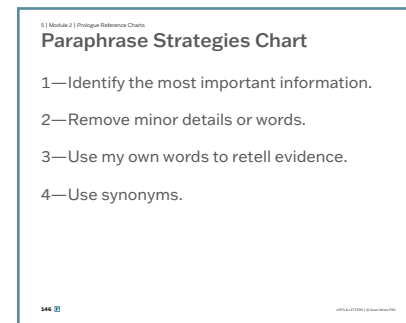
- The quotation is really long.
- The quotation has a lot of detail that isn't needed to understand the main point.
- The paraphrased response presents the evidence in a direct way that makes it easier to understand.

- Tell students that they will quote or paraphrase text evidence in their proof paragraphs for Module Task 1. Explain that when a piece of evidence is very long or when the direct quote isn't needed for strong evidence, writers paraphrase the evidence in their essays.

#### Teacher Note

Lesson 14 provides general guidance on how writers decide whether to quote or paraphrase. If helpful, explain that writers quote from a text when its descriptive language best conveys an idea or supports a writer's point.

- Explain that students may be writing about Venus or Tham Luang for Module Task 1, but in this lesson, they will paraphrase evidence that shows how the conditions inside Tham Luang made it an extreme setting.
- Tell students they are going to learn some strategies to help them paraphrase. Display the Paraphrase Strategies Chart, and read aloud step 1: 1—Identify the most important information.
- Direct students to *All Thirteen*. Tell students to listen for the most important information about the conditions inside Tham Luang as you read aloud the portion of page 59 from “The Thai Navy” to “Yaek area completely.”
- Ask this question:



 **What part of this paragraph shows the evidence about the extreme setting?**

- Reinforce the correct response: the second and third sentences.
- Tell students they will first look at the sentence starting with “The current is” to figure out how to paraphrase it.

- 10.** Instruct students to answer this question with a partner:

 **What is the most important information in the sentence?**

**Language Support**

For students with beginning English proficiency, ask these questions: What stops the Navy SEALs from diving past Sam Yaek? What effect can the current have on a diver?

- 11.** Reinforce the correct response: The current is so strong that it can rip off a diver’s mask.
- 12.** Display the paraphrased sentence and Echo Read it.
- 13.** Tell students that another strategy is removing minor words or details. Direct students to the next strategy on the Paraphrase Strategies Chart: 2—Remove minor details or words.
- 14.** Direct attention to the displayed sentence and ask this question:

 **What part of the sentence from page 59 is not included in this sentence?**

- 15.** Reinforce the correct response: “if a diver doesn’t keep his face head-on to the flow.”
- 16.** Emphasize that the removed detail is not needed to show the main idea, which is how the conditions inside Tham Luang made it an extreme setting.
- 17.** Tell students they will now change some words in the paraphrased sentence so that it does not directly copy the sentence the author wrote. Direct students to these strategies on the Paraphrase Strategies Chart:
3. Use my own words to retell evidence.
  4. Use synonyms.

18. Direct students to the displayed sentence and ask this question:

 **What is another way to say *strong*?**

**Key Ideas**

- powerful
- forceful

19. Annotate the displayed sentence by replacing *strong* with a synonym (e.g., *powerful*).

20. Ask this question:

 **What is another way to say *rip*?**

**Language Support**

For students with beginning English proficiency, invite them to make a gesture that shows the action of ripping off a mask.

**Key Ideas**

- pull
- tear

21. Annotate the displayed sentence by replacing *rip* with a synonym (e.g., *tear*).

**Language Expansion**

For students with intermediate English proficiency, invite them to share other synonyms that could be used to revise the sentence.


22. Echo Read the revised sentence: The strong current is so powerful that it can tear off a diver's mask.

23. Tell students they will now paraphrase another piece of evidence. Read aloud the portion of page 59 from "On June 26" to "Yaek area completely."

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to paraphrase the sentence with a partner by using the Paraphrase Strategies Chart.

#### Language Support

For students with beginning English proficiency, instruct pairs to briefly act out what is happening in the sentence.

---

#### Analyze Student Progress

**Monitor:** Do students accurately paraphrase the evidence and communicate the important idea?

**Offer Immediate Support:** If students need additional support paraphrasing the sentence, ask these questions: What information is most important to show how the conditions inside the cave made Tham Luang an extreme setting? What details can be removed? What is another way to say *pushes*?

---

2. Invite a few students to share their responses.

#### Key Ideas

- The rising water forces the rescuers out of Sam Yaek.
- The high water drives the rescuers all the way out of Sam Yaek.

3. Summarize that writers paraphrase evidence when it is very long or when the direct quote is not needed for strong evidence.





# Prologue to Lesson 16

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students combine sentences about extreme settings to show cause and effect. As they draft sentences, students practice using transition words or phrases to show cause and effect. This work prepares students to write knowledge statements by using transition words or phrases to show cause and effect in lesson 16.

### Learning Goal

Use transition words to combine sentences to show cause and effect.

 **LEARNING TASK:** Use the transition *as a result* to combine two sentences.

### Language Progress

In this lesson, students work on this module language goal: Use transition words and phrases to show cause and effect.

To support students with beginning English proficiency, provide an example by writing two sentences, each on a different-color sentence strip. One sentence is the cause (e.g., The bell rang.), and the other is the effect (e.g., Students left the classroom.) of that cause. Invite students to move the sentence strips to see the relationship between the cause and the effect. To support students with intermediate English proficiency, invite partners to list different ways that the sentences can be combined.

### Vocabulary

collaboration (n.)

### Materials

#### TEACHER

- Knowledge Card: *collaboration*

#### STUDENTS

- journal

### Preparation

- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

---

1. Display and Echo Read the following sentence and sentence frame: It rains constantly at Tham Luang. As a result, \_\_\_\_\_.
2. Instruct students to work with a partner to complete the second sentence.

#### Language Support

If possible, pair students who speak the same home language, and instruct them to complete the sentence.

3. Invite a few students to share their responses.

#### Key Ideas

- As a result, the cave floods.
  - As a result, the Wild Boars are trapped.
  - As a result, divers cannot rescue the Wild Boars.
4. Explain that these two sentences use the transition *as a result* to show cause and effect. Remind students that they have practiced using two sentences to show cause and effect, with a transition to start the second sentence.
  5. Tell students that they will practice using the transition *as a result* to combine two sentences into one sentence that shows cause and effect.

## LEARN 20 minutes

### Combine Sentences

---

1. Tell students that writers combine two ideas into one sentence for many reasons. Explain that students will practice combining ideas to create one sentence that is precise and eliminates repetition.

**2. Display and Echo Read these sentences:**

It rains constantly at Tham Luang. As a result, the cave floods.  
(cause) (effect)

**3. Tell students that they will combine the sentences to use fewer words to express the same cause-and-effect relationship. Underneath the two sentences, display this sentence frame:**

As a result of \_\_\_\_\_, \_\_\_\_\_.  
(cause) (effect)

- 4. Explain that the new sentence begins with the transition *as a result* plus the word *of*. That phrase is followed by the cause. The effect appears after the comma.**
- 5. Direct attention to the first blank space. Explain that to write the new sentence, students will describe the cause using a noun.**
- 6. Think aloud to model the process for finding a noun that describes the cause.**

**Teacher Note**

The process of making a noun from a verb or an adjective is called nominalization. Nominalizations are commonly used in academic English to turn actions into things, allowing writers to create abstractions and condense longer ideas into nouns or noun phrases. It's not necessary to share the term or its definition with students. However, giving students practice with this process will support their ability to recognize and understand this language feature in academic texts.

- 7. Echo Read the newly combined sentence: As a result of the rain, the cave floods.**
- 8. Explain that adding the noun is a good start, but there may be some information from the original sentence that will make the revision more precise.**
- 9. Direct attention to the word *constantly* in the displayed sentence. Explain that this word shows that the cave does not flood just because it rains once. Rather, the cave floods because it rains constantly, or all the time. Tell students that this is an important detail to include.**

**Sample Think Aloud**

I know that the first sentence describes the cause. I will ask myself this question: Which word in the first sentence best describes the cause? The big problem is that it rains. I need a noun, so I will change *rains* to the noun form: *rain*. I will write the noun in the first blank and add the word *the* before it. So this is the first part of my sentence: As a result of the rain.

10. Ask this question:

 **Does the word *constantly* belong in this sentence?**

11. Reinforce the correct answer: *Constantly* must change since *rains* changed to *rain*. Explain that the adverb *constantly* changes to the adjective *constant* to go with the noun *rain*.
12. Add the word *constant* to the displayed sentence frame, and read aloud the new phrase: As a result of the constant rain.
13. Direct attention to the second blank space in the sentence frame. Remind students that this part describes the effect. Explain that the idea from the second sentence goes in the second blank. Then read aloud this sentence: As a result of the constant rain, the cave floods.
14. Tell students to review the two original sentences, and ask this question:

 **How can we make the second part of the new sentence more precise?**

**Language Support**

For students with beginning English proficiency, ask this question: Which words in each sentence answer the question *Where*? Then ask this question: Which of the two place descriptions (Tham Luang or the cave) is the more precise, or specific?

15. Reinforce the correct response: Use the specific name of the cave to show which cave flooded.
16. Direct attention to the sentence, and replace the words *the cave* with *Tham Luang*. Echo Read the final sentence: As a result of the constant rain, Tham Luang floods.
17. Explain that the new sentence is precise and eliminates repetition.

- 18.** Tell students that they will now practice combining ideas into one sentence to show cause and effect. Display and Echo Read this pair of sentences and the sentence frame:

The rescuers collaborate successfully. As a result, they solve the problem.

As a result of \_\_\_\_\_, \_\_\_\_\_.  
(cause) (effect)

- 19.** Tell students that the first step is to identify the main reason that describes the cause. Ask this question:

 **What word in the first sentence shows the action?**

- 20.** Reinforce the correct response: the verb *collaborate*.

- 21.** Tell students that they need a noun. Review the vocabulary term *collaboration* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

#### Language Support

The term *collaboration* has a Spanish cognate: *colaboración*. Share this language connection with students whose home language is Spanish.

#### Language Expansion

For students with intermediate English proficiency, invite them to provide the noun form of the word *collaborate*.

- 22.** Ask this question:

 **Who solved the problem?**

#### Key Ideas

- the men
- they did
- the rescuers



#### Definition

**collaboration (n.):** the act of working with another person or group to achieve or do something

23. Explain that *the rescuers* is the most precise answer.
24. Instruct students to create a precise sentence by completing the sentence frame with a partner.
25. Invite students to share their responses. Reinforce the correct response: As a result of the successful collaboration, the rescuers solve the problem.

#### Teacher Note


Responses that use the pronoun *their* before *successful collaboration* or do not include an article or pronoun are also correct. You might share these two versions:

- As a result of their successful collaboration, the rescuers solve the problem.
- As a result of successful collaboration, the rescuers solve the problem.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a sentence showing cause and effect by using the transition *as a result* to combine these two sentences:
  - The Wild Boars meditate silently.
  - As a result, they can control their minds.

---

#### Analyze Student Progress

**Monitor:** Do students use the noun form of *meditate*, the adjective *silent*, and the noun *Wild Boars* rather than the pronoun *they* in their responses?

**Offer Immediate Support:** If students need additional support making the correct revisions, review the set of sentences used in the collaboration example and guide students to identify the noun created from the verb. Then ask students these questions: What is the subject of each sentence? Which subject is more precise?

---

2. Invite a few students to share their responses.

**Key Ideas**

- As a result of silent meditation, the Wild Boars can control their minds.
- As a result of their silent meditation, the Wild Boars control their minds.

3. Summarize that beginning a sentence with the transition *as a result* combines two ideas to express the cause-and-effect relationship.





# Prologue to Lesson 19

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students experiment with writing context for the introduction of an opinion essay. As they discuss the purpose of context, students practice using context to help readers understand the topic. This work prepares students to write an introductory paragraph in lesson 19.

### Learning Goal

Write context for the introduction of an opinion essay.

-  **LEARNING TASK:** For Module Task 1, share a sentence that provides additional context by describing how the chosen setting is extreme.

## Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use context to help readers understand the topic.

To support students with beginning English proficiency, share a thesis about a familiar topic (e.g., Bells are the best way to track time in school). Then provide an example of context (e.g., Bells can be heard in classrooms and on the playground). To support students with intermediate English proficiency, invite them to develop context for extreme settings by adding more details using module words (e.g., Tham Luang cave floods during the monsoons).

## Vocabulary

extreme setting

## Materials

### TEACHER

- Writing Model for Module 2 (*Learn book*, Writing)
- Module Task 1 (*Learn book*, Writing)
- Knowledge Card: *extreme setting*

### STUDENTS

- Writing Model for Module 2 (*Learn book*, Writing)
- Module Task 1 (*Learn book*, Writing)
- journal

## Preparation

- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

---

1. Display the Writing Model for Module 2, and direct students to the page in their *Learn* book.
2. Read aloud the first paragraph of the writing model.
3. Explain that the introduction consists of a hook and context. Ask these questions:



**Which section of the first paragraph is the introduction? How do you know?**

#### Teacher Note

In Prologue to lesson 9, students annotated and defined the purpose of each section of the writing model. If students engaged in the learning of Prologue to lesson 9, the annotated writing model may be a helpful resource.

4. Reinforce the correct responses:
  - **introduction**—The introduction section includes sentences 1–6.
  - **how to know**—Sentences 1–4 are the hook. They catch a reader’s attention by telling them to imagine a scene of a cave.
  - **how to know**—Sentences 5–6 are context. They define *cave* and introduce *All Thirteen* as the essay’s focus.
5. Explain that context provides background information on the topic to help the reader fully understand the thesis.
6. Tell students that they will brainstorm context for the introduction paragraph for Module Task 1.

## LEARN 20 minutes

### Examine and Experiment with Context

---

1. Remind students that context in the writing model consists of two sentences. Read aloud the fifth sentence of the writing model's introduction.

2. Ask this question:

 **What information does this sentence provide?**

3. Reinforce the correct response: definition for and background on caves.

4. Read aloud the sixth sentence. Ask this question:

 **What information does this sentence provide?**

5. Reinforce the correct responses: title of the text that the essay focuses on; name of the specific cave in the text.

6. Instruct students to turn to a partner and answer this question:

 **Why is it important to include context in the introduction of your essay?**

#### Key Ideas

- introduces the topic
- introduces the text
- provides background information to help a reader understand the thesis

7. Display Module Task 1, and direct students to the page in their *Learn* book. Read aloud the prompt.
8. Direct attention to the first sentence: Considering the circumstances and environmental conditions of each place, which setting is more extreme?
9. Tell students that the proof paragraphs in the essay will explain the circumstances and environmental conditions. Explain that to understand those points, readers must be introduced to the setting and what makes the setting extreme. Tell students that they will provide these two pieces of information as the context part of the introduction.
10. Display and direct attention to this sentence frame:

\_\_\_\_\_ is a \_\_\_\_\_ that takes place \_\_\_\_\_.  
 (title) (text type) (setting)

11. Think aloud to model how to complete the sentence frame for “All Summer in a Day.”
12. Direct students to their journals. Instruct students to write the title, text type, and setting with a partner by completing the sentence frame.
13. Invite students to share responses.

#### Key Ideas

- “All Summer in a Day” is a short story that takes place on a made-up version of Venus.
  - *All Thirteen* is an informational text that takes place in Tham Luang in Thailand.
  - *All Thirteen* is an informational text that takes place in the cave Tham Luang in Thailand.
14. Tell students that they will now develop the second piece of information needed for their Module Task 1 context: What makes the setting extreme?

#### Sample Think Aloud

I know the text title is “All Summer in a Day.” The text type is a short story. I know it takes place on a made-up version of Venus and not the real planet. So this is how I will complete the sentence frame: “All Summer in a Day” is a short story that takes place on a made-up version of Venus.

15. Review the vocabulary term *extreme setting* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
16. Instruct students to write a word or phrase that describes the extreme setting of their chosen text. Tell them to consider the challenging environmental conditions of the setting (e.g., the climate).



### Definition

**extreme setting:** a setting that is difficult to survive in due to environmental conditions

### Language Support

For students with beginning English proficiency, as needed, define *climate* as “the weather conditions in a place.”

17. Instruct students to Mix and Mingle to answer this question:

 **What makes the setting extreme in your chosen text?**

Lead students through a Mix and Mingle.

### Key Ideas

#### “All Summer in a Day”

- rains constantly
- no sun
- stormy weather

#### All Thirteen


- monsoon season
- flooding
- sharp rocks
- twisting and flooded passages

### Language Expansion

For students with intermediate English proficiency, encourage them to share two ways the setting is extreme.

**LAND** 5 minutes

## Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to share with a partner a sentence that provides additional context for Module Task 1 by describing how the chosen setting is extreme.

**Language Support**

For students with beginning English proficiency, provide this sentence frame: Venus/Tham Luang is an extreme setting because \_\_\_\_\_.

**Analyze Student Progress**

**Monitor:** Do students share background information on why their setting is extreme?

**Offer Immediate Support:** If students need additional support sharing context, brainstorm an example about how the climate makes the setting extreme in each text.

2. Invite a few students to share responses.

**Key Ideas****“All Summer in a Day”**

- Venus is an extreme setting because it rains constantly.
- On Venus, the sun only comes out for one hour every seven years.
- The stormy weather destroys Venus over and over.

**All Thirteen**

- Tham Luang is an extreme setting because it is flooded.
- The monsoons bring rain that makes Tham Luang an extreme setting.
- Tham Luang’s sharp rocks and twisting passages make it difficult to find your way.

3. Summarize that context is important because it provides background information to help readers understand the essay’s topic and thesis.



fig 4. Tham Luang cave interior.

# Prologue to Lesson 21

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students examine the “Stay Cool” sidebar to better understand why the rescue stalled. As they examine this text feature, students practice sharing about a topic, text, or opinion in a detailed and organized way. This work prepares students to describe how text features deepen understanding of the rescue in lesson 21.

### Learning Goal

Examine the sidebar in chapter 14 of *All Thirteen*.


 **LEARNING TASK:** Share how the sidebar “Stay Cool” deepens your understanding of why the rescue stalled.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Share about a topic, text, or opinion in a detailed and organized way.

To support students with beginning English proficiency, display these sentence frames, and explain that students will use them to identify communication differences: First, \_\_\_\_\_. In addition, \_\_\_\_\_. Finally, \_\_\_\_\_. Model how to complete these sentence frames during the Learn section. To support students with intermediate English proficiency, display transition words (e.g., *First, In addition, But, Finally*) for students to use in their responses throughout the lesson.

### Vocabulary

culture (n.) 

### Materials

#### TEACHER

- *All Thirteen*
- module 1 Knowledge Card: *culture*

#### STUDENTS

- *All Thirteen*

### Preparation

- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

---

1. Pair students, and assess and activate prior knowledge by asking this question:

 **Why can it be difficult to communicate with people from different places?**

#### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the question.

2. Invite a few students to share their responses.
3. Tell students that they will examine a communication challenge that occurred during the rescue of the Wild Boars in *All Thirteen*.

## LEARN 20 minutes

### Examine the Sidebar Text Feature

---

1. Direct students to the sidebar “Stay Cool” on page 100 of *All Thirteen*.
2. Tell students that a sidebar is a text feature. Display the word *sidebar*. Direct students to the first syllable of the word, and explain that *side* means “a space away from the center of something” (e.g., the side of the classroom). Tell students that a sidebar is part of the text but not the center of the story, and it provides extra information that can be helpful or interesting.

#### Teacher Note

To support students’ language acquisition, tell them that the word *sidebar* is a compound noun, which means it consists of two nouns: *side* (a space away from the center) and *bar* (something shaped like a rectangle).

3. Read aloud the portion of page 100 from the heading “Stay Cool” to “people more respect.”

4. Introduce the vocabulary term *culture* by displaying the module 1 Knowledge Card. Engage students in Vocabulary Exploration.

**Teacher Note**

Students worked with this vocabulary term in module 1.

**Language Support**

The term *culture* has a Spanish cognate: *cultura*. Share this language connection with students whose home language is Spanish.



**Definition**

**culture (n.):** the shared beliefs, traditions, language, and way of life of a particular group of people

5. Instruct students to answer these questions with a partner:

☞ **What style of communication do the UK and US cultures value?**

☞ **What style of communication does the Thai culture value?**

**Teacher Note**

As needed, tell students that *US* stands for the “United States” and *UK* stands for the “United Kingdom,” which is also called Britain.

**Language Support**

For students with beginning English proficiency, tell them *style* means “a particular way that something is done.”

6. Invite a few students to share their responses.

**Key Ideas**

- UK and US cultures value speaking your mind.
- The Thai culture values good manners and showing respect to older people and people with more authority.

7. Explain that cultures communicate differently, and the style of speaking freely with everyone is valued in UK and US cultures. Tell students that when communicating in Thai culture, it is important to show respect to people based on their age and on the nature of their relationship with you.

8. Read aloud the portion of page 100 from “The British divers” to “height of disrespect.” Tell students that *frankly* means “honestly.”

9. Ask this question:



**How did cultural differences in communication create a problem between the British divers and Thai SEAL officers?**

10. Reinforce the correct response: The British divers spoke honestly to the Thai SEAL officers in front of their troops. But in Thai culture, speaking to an officer like that does not show respect. This caused the Thai commander to “lose face,” or become less respected.

11. Tell students to listen for cultural differences in communication as you read aloud the portion of page 100 from “Differences in speaking” to “are to listen.”

12. Instruct students to answer this question with a partner:



**How does Western culture view the communication style of speaking loudly?**

13. Invite a few students to share their responses.

#### **Key Ideas**

- Speaking loudly is a good way to get people to hear your point.
- Speaking loudly can help you in a disagreement.

14. Instruct students to answer this question with a partner:



**How does Thai culture view the communication style of speaking loudly?**

**15.** Invite a few students to share their responses.

**Key Ideas**

- Speaking loudly is disrespectful.
- Speaking loudly shows you can't stay cool.
- Speaking loudly means you are immature and impatient.
- Speaking loudly can cause people to stop listening to you.

**16.** Display these sentence frames. Tell students to use the sentence frames to summarize the differences in communication styles.

- First, \_\_\_\_\_, but \_\_\_\_\_.
- In addition, \_\_\_\_\_, but \_\_\_\_\_.
- Finally, \_\_\_\_\_, but \_\_\_\_\_.

**17.** Invite a few students to share their responses.

**Key Ideas**

- First, in Thai culture, speaking loudly is seen as disrespectful, but in Western culture, it is valued.
- In addition, speaking loudly in Thai culture shows that you are impatient, but in Western culture, it can get people to hear your point.
- Finally, in Thai culture, speaking loudly makes people not want to listen to you, but in Western culture, it can help you in a disagreement.

**Language Expansion**


For students with intermediate English proficiency, encourage them to identify the effects of speaking loudly by completing this pair of sentence frames: In Western culture, speaking loudly causes people to \_\_\_\_\_. However, in Thai culture, speaking loudly causes people to \_\_\_\_\_.


- 18.** Direct attention to page 97 of *All Thirteen*, and Echo Read the title of chapter 14, “The Rescue Stalls.” Tell students that *stall* means “to stop suddenly because of a problem.” Remind students that the main reason the rescue stalled was because British divers Rick and John refused to dive. Explain that Rick and John told the Thai SEAL officers that it was “foolish for anyone to dive” (page 99) because it was too dangerous.

## LAND 5 minutes

### Demonstrate Learning

---

- 1.**  **Introduce the learning task.** Instruct students to Think–Pair–Share to answer this question:

 **How does the sidebar “Stay Cool” deepen your understanding of why the rescue stalled?**

#### Language Expansion

For students with intermediate English proficiency, encourage them to start their response by using one of the transition words (e.g., *First*, *In addition*, *Finally*).

---

#### Analyze Student Progress

**Monitor:** Do students explain how communication differences may help readers understand why the rescue stalled?

**Offer Immediate Support:** If students need additional support explaining how the sidebar connects to the rescue effort stalling, ask this question: What information or ideas in chapter 14 would be confusing without this sidebar?

---

### Key Ideas

- First, the sidebar explains the cultural differences that made it difficult for the British and Thai teams to communicate.
- The sidebar provides extra information about the conflict between Thai and Western views on speaking loudly.
- In addition, the information explains the reasons the Thai officials did not respond positively to the reports from the British divers.
- The sidebar shows how differences in communication caused the rescue to stall.

**2.** Summarize that the sidebar provides extra information that can help readers understand the main text.





# Prologue to Lesson 24

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students build on a speaker's idea about the rescuers' challenges. As they build on an idea, students practice reviewing and making conclusions about others' ideas. This work prepares students to share and support ideas during a class discussion in lesson 24.

### Learning Goal

Connect to a speaker's idea about the rescuers' challenges.

 **LEARNING TASK:** Share one way collaboration is a challenge.

## Language Progress

In this lesson, students work on this module speaking and listening goal: Review and make conclusions about others' ideas.

To support students with beginning English proficiency, guide students before the Learning Task to identify evidence that collaboration is a challenge for the rescuers.

To support students with intermediate English proficiency, prompt each pair to use multiple ways to build on a speaker's idea (e.g., asking questions, using sentence frames, and adding text details).

## Vocabulary

collaboration (n.)

environmental conditions

## Materials

### TEACHER

- Knowledge Cards: *environmental conditions, collaboration*

### STUDENTS

- Environmental Conditions Conversations (*Prologue Student Resources appendix*)
- Talking Tool (*Learn book*)
- Fluency Practice for *All Thirteen*, passage 3 (*Learn book, Fluency*)

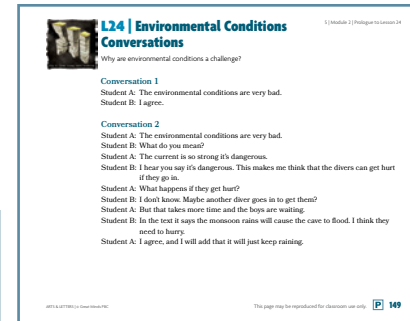
## Preparation

- none

# LAUNCH 5 minutes

## Build Knowledge About Effective Conversations

1. Distribute Environmental Conditions Conversations to pairs. Direct attention to the question: *Why are environmental conditions a challenge?*
2. Review the vocabulary term *environmental conditions* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
3. Tell students that they are going to read two different conversations that answer the question. Instruct students to decide who will be Student A and who will be Student B, and read aloud Conversation 1 and Conversation 2.



**L.24 | Environmental Conditions Conversations**

Why are environmental conditions a challenge?

**Conversation 1**  
 Student A: The environmental conditions are very bad.  
 Student B: I agree.

**Conversation 2**  
 Student A: The environmental conditions are very bad.  
 Student B: What do you mean?  
 Student A: The current is so strong it's dangerous.  
 Student B: I hear you say it's dangerous. This makes me think that the divers can get hurt if they go in.  
 Student A: What happens if they get hurt?  
 Student B: I don't know. Maybe another diver goes in to get them?  
 Student A: But that takes more time and the boys are waiting.  
 Student B: In the text it says the monsoon rains will cause the cave to flood. I think they need to hurry.  
 Student A: I agree, and I will add that it will just keep raining.

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### Definition

**environmental conditions:** the quality of the air, water, plants, climate, animals, and land in a location at a particular time

### Language Support

Model how to read aloud the conversations by inviting a student to take a part to read aloud or by inviting two fluent students to read aloud the conversations for the whole group.

4. Ask these questions:

 **How are these two conversations the same? How are they different?**

### Key Ideas

- **same:** They are both on the topic of environmental conditions.
  - **same:** They both have two people talking.
  - **different:** The first conversation is short.
  - **different:** The second conversation is longer.
5. Explain that the second conversation demonstrates how to build on a speaker's idea. Tell students they will practice building on a speaker's idea during a discussion.

## LEARN 20 minutes

### Build on a Speaker's Idea

---

1. Ask this question:

 **Which conversation does a better job of answering the question?**

2. Reinforce the correct response: Conversation 2.

3. Instruct pairs to read aloud Conversation 2.

4. Ask this question:

 **What did these two students do to have a good conversation?**

#### Language Support

Reinforce each key idea by displaying Conversation 2 and annotating the conversation text (e.g., underline the questions, circle the sentence frames, check off comments that stay on topic or use evidence).

#### Key Ideas

- ask questions
  - use sentence frames such as *I agree*, *I will add*, and *in the text*
  - stay on topic
  - use text evidence
5. Explain that in Conversation 2, the speakers build on one idea by staying on one topic, providing more evidence, and asking each other questions about the topic.

#### Language Support

Demonstrate building on ideas by using a gesture (e.g., moving one hand on top of the other).

6. Ask this question:

 **Why is it important to build on each other's ideas?**

**Key Ideas**

- shows your partner that you are listening
- ensures that you understand the other person's idea
- helps you understand the topic better

7. Direct students to the Talking Tool, located in the *Learn* book. Explain that these sentence frames can help speakers build on an idea. Echo Read these sentence frames:

- What do you mean by \_\_\_\_\_?
- I hear you say that \_\_\_\_\_. This makes me think that \_\_\_\_\_.
- In the text, \_\_\_\_\_.

8. Direct attention to Conversation 2. Ask this question:

 **What does Student B say that builds on Student A's comments?**

**Key Ideas**

- Divers can get hurt.
- Monsoons mean the divers need to hurry.

- 9. Explain that building on another person’s ideas gives the speaker time to think before deciding to agree or disagree with an opinion.
- 10. Tell students that they will now discuss a question with a partner to practice building on ideas. Display and ask this question:

 **Why is collaboration a challenge?**

- 11. Review the vocabulary term *collaboration* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

**Language Support**

The term *collaboration* has a Spanish cognate: *colaboración*. Share this language connection with students whose home language is Spanish.



**Definition**

**collaboration (n.):** the act of working with another person or group to achieve or do something

- 12. Direct students to Fluency Practice for *All Thirteen*, passage 3, in the *Learn* book. Tell students to listen for evidence of collaboration as you read aloud the second paragraph.

**Teacher Note**

Students performed the Fluency Practice for *All Thirteen*, passage 3, in lesson 23.

**Language Expansion**

For students with intermediate English proficiency, invite them to read aloud a section of the paragraph.

**Fluency Practice**  
*All Thirteen*, passage 3

1. Ask a friend or an adult to listen to you read.
2. Read aloud the fluency passage three to five times.
  1. Focus on the day’s fluency element as you read.
  2. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

**Fluency Elements**

**Accuracy:** Correctly decode the words.


**Phrasing:** Group words into phrases, and pause for punctuation.

**Expression:** Use the voice to show feeling.

**Rate:** Read at an appropriate speed.

**LAND** 5 minutesDemonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to discuss this question with a partner:

 **Why is collaboration a challenge?**

Remind students to use text details, the Talking Tool, and Conversation 2 to guide their conversation and connect to each other's ideas.

---

**Analyze Student Progress**

**Monitor:** Do students build on each other's ideas by staying on the topic, providing text evidence, and asking each other questions about the topic?

**Offer Immediate Support:** If students need additional support finding text evidence that supports their discussion, underline parts of the script to use in their conversation.

---

2. Listen for students to use these conversation strategies in their discussions:
  - Ask questions.
  - Use sentence frames such as these: I agree, and I will add \_\_\_\_\_. Based on \_\_\_\_\_.
  - Share additional details.
  - Summarize a speaker's ideas and text evidence.
  - Make conclusions by saying, "I agree" or "I disagree."
3. Summarize that students can learn more about a topic by building on a speaker's idea during a class discussion.



fig 4. Tham Luang cave interior

# Prologue to Lesson 25

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students examine and experiment with the correlative conjunction *not only/but also*. As they discuss how to connect two things that are true about the subject of a sentence, students practice using correlative conjunctions correctly. This work prepares students to write three knowledge statements by using correlative conjunctions to connect ideas in lesson 25.

### Learning Goal

Connect ideas by using the correlative conjunction *not only/but also*.

 **LEARNING TASK:** For Module Task 2, share a sentence that connects ideas by using the correlative conjunction *not only/but also*.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use correlative conjunctions correctly.

To support students with beginning English proficiency, Echo Read the model sentences in the lesson to rehearse the correct usage of *not only/but also*. To support students with intermediate English proficiency, provide additional opportunities to practice using *not only/but also* by instructing pairs to complete this sentence frame about the divers: Emotional hardships were more difficult to endure \_\_\_\_\_.

### Vocabulary

none

### Materials

#### TEACHER

- class Writing Model for Module 2 (*Learn book*, Writing)

#### STUDENTS

- Writing Model for Module 2 (*Learn book*, Writing)
- Module Task 2
- journal

### Preparation

- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

---

1. Display and read aloud the sentence frame and conjunctions:

Tham Luang is beautiful \_\_\_\_\_ dangerous.

- and
- but

2. Remind students that conjunctions, such as *and* or *but*, connect ideas.

3. Assess and activate prior knowledge by posing this prompt:



**Complete the statement by using the conjunction that best shows the relationship between ideas.**

4. Reinforce the correct responses: Tham Luang is beautiful and dangerous. Tham Luang is beautiful but dangerous.
5. Tell students they will examine a new type of conjunction that combines ideas by using both conjunctions (i.e., *and* plus *but*).

## LEARN 20 minutes

### Examine and Experiment with Correlative Conjunctions

---

1. Display the correlative conjunction *not only/but also*. Tell students that *not only/but also* is a correlative conjunction.

2. Tell students that *correlative* means “closely connected.” Explain while pointing to the phrases *not only* and *but also* that correlative conjunctions are made up of two parts that are closely connected, so the parts are always used together.

#### Language Support

For students with beginning English proficiency, explain that the word *relative* is the same as the word used for a family member. A relative is someone who one is closely connected to.

3. Rewrite the displayed sentence from Launch by using *not only/but also*, and Echo Read the sentence: Tham Luang is not only beautiful but also dangerous.
4. Tell students *not only/but also* emphasizes two different things that are true about the subject of the sentence. Explain that the second item can be unexpected. (e.g., It’s unexpected that beautiful things are dangerous.)

#### Language Expansion

For students with intermediate English proficiency, prompt them to explain why the second item is unexpected. Ask this question: Are the two ideas similar or different?

5. Display the class Writing Model for Module 2, and direct students to the page in their *Learn* book.
6. Tell students they will examine the model to learn how to create a transition that connects two reasons by using the conjunction *not only/but also*.
7. Echo Read the first sentence of the third paragraph of the Writing Model, starting with “Tham Luang is.” Explain that this sentence provides a transition between reason 1 and reason 2.
8. Instruct pairs to identify the thesis, reason 1, and reason 2 in the transition sentence.



- 15.** Direct students to their journals. Instruct students to work with a partner to complete the sentence frame by using *not only/but also* to connect the two reasons they have identified for Module Task 2.
- 16.** Tell students to complete the first blank space with the type of hardships (i.e., physical or emotional). Encourage students to refer to the displayed example and the Writing Model for Module 2.

**Teacher Note**


If a student doesn't have two reasons, provide two hardships of the same type to practice with (e.g., the physical hardships of hunger and darkness).

**Language Support**

For students with beginning English proficiency, scaffold the task by providing this sentence frame: \_\_\_\_\_ hardships are more difficult to endure not only because \_\_\_\_\_ [reason 1] but also because \_\_\_\_\_ [reason 2].

**LAND** 5 minutesDemonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to share a sentence for Module Task 2 that connects two reasons by using the correlative conjunction *not only/but also*.
- 

**Analyze Student Progress**

**Monitor:** Do students use *not only/but also* correctly to connect two ideas?

**Offer Immediate Support:** If students need additional support using the correlative conjunction, guide the whole class to draft a transition statement using the two reasons a student has identified from Module Task 2.

---

**Key Ideas**

- Physical hardships were more difficult to endure not only because of hunger but also because of darkness.
  - Emotional hardships were more difficult to endure not only because of panic but also because of depression.
2. Summarize that *not only/but also* emphasizes that two things are true about the same subject, and sometimes the second thing is unexpected.



# Prologue to Lesson 26

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students examine and experiment with elaboration. As they discuss the hardships rescue divers faced, students practice using an elaboration sentence to develop a piece of evidence. This work prepares students to write elaboration sentences for Module Task 2 in lesson 26.

### Learning Goal

Use elaboration to develop evidence about the physical hardships rescue divers faced.

 **LEARNING TASK:** Share an elaboration sentence that explains the importance of a piece of evidence.

## Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use at least one elaboration sentence to develop each piece of evidence.

To support students with beginning English proficiency, direct them to the last sentence in the third paragraph of the Writing Model, and take turns revising the sentence by using each of the last three sentence frames under Support What You Say on the Talking Tool. To support students with intermediate English proficiency, prompt students to work with a partner to create two elaboration sentences using a different subject for each one (e.g., the current, the divers).

## Vocabulary

hardship (n.)

## Materials

### TEACHER

- Knowledge Card: *hardship*

### STUDENTS

- Writing Model for Module 2 (*Learn* book, Writing)
- Fluency Practice for *All Thirteen*, passage 2 (*Learn* book, Fluency)
- Talking Tool (*Learn* book)

## Preparation

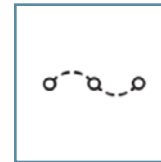
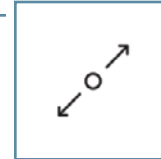
- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

1. Display and Echo Read the two goals of elaboration:

- **to extend**—to give more details, facts, definitions, or examples related to the evidence
- **to connect**—to explain why the evidence is important by connecting it to a reason from the thesis



2. Display the Writing Model for Module 2, and direct students to the page in their *Learn* book.

3. Read aloud the fifth and sixth sentence of the second paragraph of the writing model.

4. Direct attention to the sixth sentence. Assess and activate prior knowledge by asking these questions:

 **Which elaboration goal does the sentence address: extend or connect? Why?**

#### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss these questions.

5. Reinforce the correct responses:

- **goal**—connect
- **why**—The sentence connects the evidence to the reason, which is that Tham Luang is beautiful because of its size.

6. Tell students they will practice developing elaboration sentences that connect a piece of evidence to a reason from the thesis.

**LEARN** 20 minutes

## Experiment with Elaboration

## 1. Display and Echo Read this thesis and reason:

- **thesis**—The physical hardships the divers had to endure were more difficult than the emotional hardships because the divers could have been killed by the current or the sumps.
- **reason**—One of the physical hardships that was the most difficult for the divers to endure was the current.

2. Review the vocabulary term *hardship* by displaying the Knowledge Card. Engage students in Vocabulary Exploration. Explain that students will find evidence and practice elaborating on the evidence to support this thesis and reason.3. Display Fluency Practice for *All Thirteen*, passage 2, and direct students to the page in their *Learn* book.

## 4. Read aloud the passage. Instruct students to listen for information about the physical hardship caused by the current.

**Teacher Note**

Students completed their fluency practice with this passage in lesson 23. Students who participated in Prologue to lesson 19 built understanding of how the passage shows the extreme setting.

**Fluency Practice**  
*All Thirteen*, passage 2

1. Ask a friend or an adult to listen to you read.  
2. Read aloud the fluency passage three to five times.  
3. Focus on the day's fluency element as you read.  
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

**Fluency Elements**  
**Accuracy:** Correctly decode the words.  
**Phrasing:** Group words into phrases, and pause for punctuation.  
**Expression:** Use voice to show feeling.  
**Rate:** Read at an appropriate speed.

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**Definition**

**hardship (n.):** something that causes pain, suffering, or loss

## 5. Ask this question:

Which sentence provides evidence that the current was a physical hardship for the divers to endure?

## 6. Reinforce the correct response: “It’s hard going through the current, which rushes around the SEALs with a force of a river and threatens to slam them against the passage walls.”

7. Direct attention to the displayed reason sentence and think aloud to model how to record this evidence by using a direct quote.
8. Tell students that they will develop an elaboration sentence that shows why this evidence is important in developing the reason.
9. Instruct students to Think–Pair–Share to answer this question:

 **What does the evidence show about why the current was a physical hardship?**

#### Language Support

For students with beginning English proficiency, ask this question: What is the effect of the current on the divers?

#### Key Ideas

- The water made it difficult for them to move forward and complete their mission.
- The current was strong enough to hurt them.

10. Display the Talking Tool, and direct students to the page in their *Learn* book. Direct attention to the Support What You Say section, and Echo Read the last three sentence frames.

#### Teacher Note

Explain that even though this tool is designed for talking, students can also use the sentence frames to support what they write.

11. Tell students they will use these sentence frames to create an elaboration sentence that connects the evidence to a reason.
12. Think aloud to model how to create an elaboration sentence by using the first sentence stem and part of the response from step 6.

#### Sample Think Aloud

The divers need to be strong since the current “threatens to slam them against the passage walls.”

#### Sample Think Aloud

This evidence shows that the current made it difficult for the SEALs to move forward and complete their mission

- 13.** Display and Echo Read this word bank. Explain that the terms can help students create an elaboration sentence that shows how the current is a physical hardship.
- environmental conditions
  - difficulty
  - forceful
  - powerless
  - safety
  - skill
  - survive
  - threat
- 14.** Instruct students to develop a new elaboration sentence with a partner. Remind students they may use the second sentence frame, a different response about the current, and a term from the word bank.
- 15.** Invite a few students to share their sentences.

#### Key Ideas

- This evidence shows that the current was forceful enough to hurt the divers.
  - This evidence shows that the divers needed their skills to survive.
  - This evidence shows that the current threatened the divers' survival.
- 16.** Tell students they will now independently develop an elaboration sentence that connects the evidence to the reason. Instruct students to use a Talking Tool sentence stem and one or more terms from the word bank. Explain that students may use *the current* or *the divers* as the subject of their sentence.


#### Language Support

For students with beginning English proficiency, model how to create a sentence that uses the divers as the subject: This evidence means the divers were powerless against the current.

#### Language Expansion

For students with intermediate English proficiency, encourage them to experiment with alternate forms of the terms (e.g., *power*, *safe*, *skills*, *survival*, or *threatened*). If helpful, add these terms to the word bank.

**LAND** 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Share an elaboration sentence with a partner that explains why the evidence is important in showing that the current was a physical hardship for the divers. Remind students to use a Talking Tool sentence stem.

**Analyze Student Progress**

**Monitor:** Do students share a sentence that demonstrates why the evidence is important by connecting it to the reason?

**Offer Immediate Support:** If students need additional support, choose a term from the word bank and ask: How can we use this word to describe why the current was a physical hardship for the divers? Then model how to present one of the ideas by using a sentence stem.

**Key Ideas**

- This evidence means the divers could not survive the current.
  - This evidence means the current made diving very difficult.
  - This evidence shows that the SEALs couldn't use their skills to fight the current.
  - This evidence shows the current was a dangerous environmental condition that the divers faced.
  - This evidence is important because the force of the current overpowered the divers.
  - This evidence is important because the current threatened the divers' safety.
2. Summarize that writers use elaboration to show why a piece of evidence is important by connecting the evidence to a reason.



# Prologue to Lesson 28

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students use the correlative conjunction *both/and* to connect ideas about different rescuers' contributions. As they form sentences to connect ideas, students practice using correlative conjunctions correctly. This work prepares students to finish drafting Module Task 2 in lesson 28.

### Learning Goal

Connect ideas about the rescuers by using the correlative conjunction *both/and*.


 **LEARNING TASK:** Share a sentence that connects information about what is vital to the rescue by using the correlative conjunction *both/and*.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use correlative conjunctions correctly.

To support students with beginning English proficiency, allow students to work with a partner to practice using *both/and*. Encourage them to complete the sentence frame from the Launch section with additional responses. To support students with intermediate English proficiency, prompt them to complete one of the *both/and* sentence frames by using Coach Ek and one of the assigned rescuers as the subjects.

### Vocabulary

emphasis (n.) 

vital (adj.)

### Materials

#### TEACHER

- *All Thirteen*
- Knowledge Card: *vital*

#### STUDENTS

- *All Thirteen*

### Preparation

- none

**LAUNCH** 5 minutes**Build Knowledge About Conjunctions**

---

1. Display this sentence frame, and instruct students to work with a partner to complete it by using two adjectives that describe the Wild Boars: Inside the cave, the Wild Boars were \_\_\_\_\_ and \_\_\_\_\_.

**Language Support**

If possible, pair students who speak the same home language, and instruct them to complete the sentence.

**Key Ideas**

- brave
- hopeful
- hungry
- patient
- scared
- tired
- upbeat

**Teacher Note**

Accept all possible responses and encourage students to share a wide range of descriptors.

2. Invite students to share their sentences.
3. Complete the displayed sentence by using student responses, and read aloud the completed sentence (e.g., Inside the cave, the Wild Boars are scared and brave.).
4. Then change the period to an exclamation point, and read aloud the sentence with added feeling and emphasis on the word *and* (e.g., Inside the cave, the Wild Boars are scared and brave!).

5. Ask this question:

 **What was different in the way I read the two sentences?**

**Key Ideas**

- You read the second one with more feeling.
- You stressed the word *and* the second time.

6. Introduce the vocabulary term *emphasis* by displaying the term and definition. Engage students in Vocabulary Exploration.

**Language Support**

The term *emphasis* has a Spanish cognate: *énfasis*. Share this language connection with students whose home language is Spanish.

7. Explain that the exclamation point is a punctuation mark used to add emphasis. Direct attention to the sentence, and tell students that the exclamation point helped emphasize that the Wild Boars were two things: scared and brave.

8. Tell students they will now examine a correlative conjunction that is used to add emphasis.

**Definition**

**emphasis (n.):** special importance

## LEARN 20 minutes

### Connect Ideas Using *Both/And*

---

1. Tell students that *both/and* is a correlative conjunction that connects two ideas and emphasizes that each of the two things is true.

**Teacher Note**

Students who participated in Prologue to lesson 25 examined the correlative conjunction *not only/ but also*.

**Language Expansion**

For students with intermediate English proficiency, invite them to complete the sentence frame with two new ideas by using the conjunction *both/and*.

2. Tell students they will review different people’s contributions to the rescue efforts in *All Thirteen* and then connect their ideas about the contributions by using the conjunction *both/and* for emphasis.
3. Lead students through a Jigsaw to study the following text sections:
  - **Major Hodges**—the portion of page 62 from “It’s clear to” to “their problem-solving skills”
  - **Thanet**—page 92, starting with “When Thanet arrives”
  - **British cave divers**—the portion of page 150 from “Some of the” to “near-death situations underwater”

Instruct students to answer this question in their expert groups. Listen for students to address key ideas in their discussions.



### What is your person or group good at?

#### Language Support

For students with beginning English proficiency, tell them to annotate information related to the question as you read aloud the assigned passage.

#### Key Ideas

- **Major Hodges:** leadership, solving problems
- **Thanet:** understanding water, solving problems, working with what he can find, leadership
- **British cave divers:** cave diving, staying cool under pressure, surviving dangerous expeditions

4. Form groups of three students with one student from each expert group.
5. Display and Echo Read these sentence frames:
  - Both \_\_\_\_\_ and \_\_\_\_\_ had the expertise to battle the environmental conditions in the cave.
  - Both \_\_\_\_\_ and \_\_\_\_\_ were problem solvers.
6. Instruct students to work in their small group to complete the first sentence frame.

7. Invite a few students to share their responses and provide a brief rationale for their choices using details from the text.
8. Reinforce the correct responses:
  - **sentence**—Both the British divers and Thanet had the expertise to battle the environmental conditions in the cave.
  - **rationale**—The British divers were well-known experts in cave diving; Thanet understood water and the need to divert it.
9. Ask this question:

 **Why isn't Major Hodges an option for this statement?**

10. Reinforce the correct response: The text says Major Hodges knew that his team was not prepared for cave diving, nor did the team have the skills.
11. Instruct students to work in their small groups to complete the second sentence frame.
12. Invite a few students to share their responses for the second sentence and provide a brief rationale for their choices.

### Key Ideas

#### Sentence

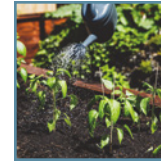
- Both Major Hodges and Thanet were problem solvers.
- Both Major Hodges and the British divers were problem solvers.
- Both Thanet and the British divers were problem solvers.

#### Rationale

- Major Hodges's team had problem-solving skills and could brainstorm ways to find the boys.
- Thanet contributed to the rescue even though he didn't have the right equipment or help from officials.
- The British divers were well known for staying cool under pressure and for figuring out how to survive "near-death situations underwater."

**LAND** 5 minutes**Demonstrate Learning**


1. Review the vocabulary term *vital* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

**Definition**

**vital (adj.):** extremely important

**Language Support**

The term *vital* has a Spanish cognate: *vital*. Share this language connection with students whose home language is Spanish.

2.  **Introduce the learning task.** Instruct students to work with a partner to complete the following sentence frame by connecting information from their expert groups: Both \_\_\_\_\_ and \_\_\_\_\_ were vital to the rescue effort because \_\_\_\_\_.

Tell students they may complete the sentence by focusing on people or on two contributions.

**Language Support**

Provide an example of a contribution as needed, such as leadership.

**Analyze Student Progress**

**Monitor:** Do students accurately connect ideas from their expert groups by using *both/and*?

**Offer Immediate Support:** If students need additional support connecting ideas, ask this question: What can you infer about what each person or group thinks is most important to get the boys out?

**3. Invite a few students to share their responses.**

**Key Ideas**

- Both Thanet and Major Hodges were vital to the rescue effort because they solved new problems that came up.
- Both Thanet and the British divers were vital to the rescue effort because they had expertise in the environmental conditions of the cave.
- Both Major Hodges and the British divers were vital to the rescue effort because they had experience with dangerous rescues.
- Both leadership and collaboration were vital to the rescue effort because they helped the rescuers develop a solid plan.
- Both skills and experience were vital to the rescue effort because the dive was very dangerous.

**4. Summarize that writers connect two ideas and emphasize that each one is true by using the conjunction *both/and*.**





# Prologue to Lesson 31

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students build understanding of what's happening in an excerpt from *Thirteen Lessons That Saved Thirteen Lives*. As they identify the cave divers' thoughts and actions, students practice sharing about a topic, text, or opinion in a detailed and organized way. This work prepares students to examine the diver's first-person point of view in lesson 31.

### Learning Goal

Identify a cave diver's thoughts and actions in an excerpt from *Thirteen Lessons That Saved Thirteen Lives*.

 **LEARNING TASK:** Describe the change the diver experienced while diving out a Wild Boar.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Share about a topic, text, or opinion in a detailed and organized way.

To support students with beginning English proficiency, create a chart and add key ideas about John's feelings for students to refer to while working on the learning task. To support students with intermediate English proficiency, prompt them to discuss with a partner John's description of his experience and what it revealed about the challenges of the rescue.

### Vocabulary

none

### Materials

#### TEACHER

- *All Thirteen*
- excerpt from *Thirteen Lessons That Saved Thirteen Lives* (*Learn* book)

#### STUDENTS

- *All Thirteen*
- excerpt from *Thirteen Lessons That Saved Thirteen Lives* (*Learn* book)

### Preparation

- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

---

1. Direct students to *All Thirteen*, and read aloud the portion of page 73 from “Rick and John” to “push them forward.”
2. Direct attention to the photograph and caption on page 179. Assess and activate prior knowledge by asking this question:

 **Based on the excerpt and photograph, how would you describe John?**

#### Key Ideas

- a leader
  - brave
  - calm
  - experienced
  - in control
  - knowledgeable
  - skilled
3. Tell students that they will now examine an excerpt from a book that John wrote about his experience in the rescue.

**LEARN** 20 minutes

## Identify Thoughts and Actions

1. Display the class excerpt from *Thirteen Lessons That Saved Thirteen Lives*, and direct students to the page in their *Learn* book.
2. Read aloud the first sentence of the excerpt, starting with “There was no.” Instruct students to follow along.
3. Ask this question:

 **How would you describe John’s feelings in this sentence?**

**Key Ideas**

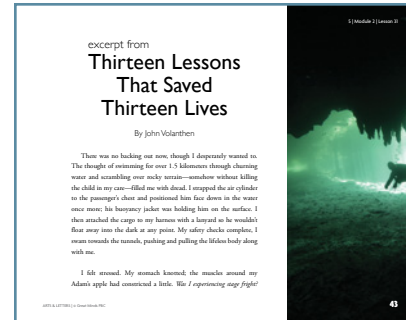
- nervous
- scared
- undecided

4. Read aloud the next sentence, starting with “The thought of.” Tell students *dread* means “a strong feeling of fear about something that will or might happen.”
5. Ask this question:

 **Why does John want to back out?**

**Key Ideas**

- He was afraid of diving a boy out through the dangerous conditions.
- He feared he might kill the boy while diving through the current and rocky passages.
- He was afraid of being responsible for getting the boy out safely.



- 6.** Explain that the opening sentences establish John’s feelings. Read aloud the portion of the first paragraph from “I strapped the” to “at any point.” Instruct students to listen for the actions John took in response to his fear.

**Teacher Note**

Provide student-friendly definitions for *buoyancy* and *lanyard*.

- 7.** Instruct students to respond to this prompt with a partner:

 **Describe John’s actions in this part.**

**Language Supports**

For students with beginning English proficiency, ask this question: Who does *the passenger* refer to?

If possible, pair students who speak the same home language, and instruct them to describe what John does.

- 8.** Reinforce the correct response: First, he puts the air cylinder on the boy. Then, he attaches the boy to his own harness so the boy won’t float away.
- 9.** Direct attention to the word *cargo*. Tell students *cargo* means “something that is carried from one place to another.”
- 10.** Instruct pairs to answer this question:

 **Using the text’s context, why do you think John refers to the boy as cargo?**

**Key Ideas**

- The boy has been sedated for the dive, so he is more like a thing to be carried than another person diving out.
- John feels totally responsible for getting the boy from one place to another. The boy depends on him to move him out of the cave.

- 11.** Read aloud the last sentence of the first paragraph, starting with “My safety checks.”

**12.** Direct attention to the phrase *lifeless body*, and ask these questions:

 **Is the boy dead or alive?**

 **Why do you think John uses this phrase?**

**13.** Reinforce the correct responses:

- **dead or alive**—alive
- **why**—because the boy is sedated so his body feels like a dead weight that John is moving out of the cave

**14.** Tell students that John uses the terms *cargo* and *lifeless* figuratively. Explain that the boy is not literally an object and he’s not dead; rather John is emphasizing that the boy is helpless and John is totally responsible for the boy’s safety.

**15.** Read aloud the portion of the excerpt from “I felt stressed” to “of silent contemplation.”

**16.** Ask this question:

 **What does John describe in this part?**

**Teacher Note**

Based on your students’ needs, pause to define select words with a synonym (e.g., *contemplation*, *momentum*).

**Language Support**

For students with beginning English proficiency, ask these questions: Does John describe his feelings or his actions? What are they?

**Language Expansion**

For students with intermediate English proficiency, tell them *stage fright* means “a nervous feeling felt by someone who is going to appear in front of an audience.” Ask this question: Why might John be experiencing stage fright?

**17.** Reinforce the correct response: He described the stress and pressure that he felt.

18. Read aloud the portion of the excerpt from “And then a” to “not entirely sure.”

19. Ask this question:

 **What sudden urge, or strong need, did John feel?**

20. Reinforce the correct response: He wanted to know the name of the boy he was diving out.

21. Read aloud the portion of the excerpt from “because previously it” to “supplies or notes.”

22. Ask this question:

 **What did John previously think was important?**

23. Reinforce the correct response: keeping the divers from getting emotionally attached to the boys.

24. Instruct students to answer this question with a partner:

 **Why do you think John believed it was important not to get emotionally attached?**

#### **Language Support**

If possible, pair students who speak the same home language, and instruct them to discuss this question.

#### **Key Ideas**

- because the divers weren’t sure the boys would survive, which made it harder to focus on the right thing to do if you get too attached to individual people
- because the divers needed to focus on the skills it takes to dive out, no matter what happens

25. Read aloud the portion of the excerpt from “I hadn’t got” to “beyond the cave.” Instruct students to listen for the change John experienced.

## LAND 5 minutes

### Demonstrate Learning

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1.  **Introduce the learning task.** Instruct students to Think–Pair–Share to respond to this prompt:

Describe the change John experienced by completing this sentence frame: Before John thought \_\_\_\_\_.  
Then John \_\_\_\_\_.

#### Language Expansion

For students with intermediate English proficiency, prompt them to include one or two specific terms from the excerpt to show their ideas.

---

#### Analyze Student Progress

**Monitor:** Do students demonstrate an understanding of John’s realization that his cargo is a specific person with family and friends?

**Offer Immediate Support:** If students need additional support identifying the change that John realized, direct attention to the portion of the excerpt from “I wanted to remind myself” to “beyond the cave.” Ask: What words does John use to describe the boy? How would you explain the change in the descriptions?

---

#### Key Ideas

- Before John thought the divers should not get to know the boys. Then John thought it’s important to remember that his cargo is just a kid, with friends and family waiting for him.
  - Before John thought he was protecting the divers by telling them not to get attached to the boys. Then John understood that knowing the identity of the boy he is diving out is important.
2. Summarize that identifying specific thoughts and actions in a text helps readers explain when and why a change in thinking takes place.





# Prologue to Lesson 32

**Essential Question** | How does an extreme setting affect a person?


## OVERVIEW

### Preview

Students discuss different opinions about elements of the rescue effort. As they discuss reasons and evidence that support different opinions, students practice reviewing and making conclusions about others' ideas. This work prepares students to share and support ideas during a class discussion in lesson 32.

### Learning Goal

Disagree with a speaker's idea by sharing and supporting ideas.

 **LEARNING TASK:** Share why it is important to restate your partner's idea before disagreeing with their opinion.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Review and make conclusions about others' ideas.

To support students with beginning English proficiency, model how to summarize a speaker's idea by converting the discussion question into a statement and by paraphrasing the speaker's opinion (e.g., I hear you say that working together was most important to the decision to drive the Wild Boars out.) To support students with intermediate English proficiency, prompt them to use additional transitions to acknowledge and disagree with a speaker's idea (e.g., Even though \_\_\_\_\_, or Although \_\_\_\_\_.)

### Vocabulary

collaboration (n.)

environmental conditions

vital (adj.)

### Materials

#### TEACHER

- *All Thirteen*
- Knowledge Cards: *vital, collaboration, environmental conditions*

#### STUDENTS

- *All Thirteen*
- Talking Tool (*Learn* book)

### Preparation

- none

**LAUNCH** 5 minutes

## Preview Vocabulary

1. Review the vocabulary term *vital* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

**Definition**

**vital (adj.):** extremely important

**Language Support**

The term *vital* has a Spanish cognate: *vital*. Share this language connection with students whose home language is Spanish.

2. Instruct students to complete this sentence frame with a partner: \_\_\_\_\_ was vital for the boys' survival.
3. Invite students to share responses.

**Language Support**

If possible, pair students who speak the same home language, and instruct them to complete the sentence.

**Key Ideas**

- Coach Ek
- diving out
- meditation
- writing to their families
- eating
- bravery
- oxygen
- rescue

4. Tell students that several ideas are valid. Explain that sharing different ideas is vital for a good discussion, and that students should agree and disagree respectfully when sharing ideas with others.
5. Tell students that they will practice disagreeing respectfully with a speaker's idea during a class discussion.

## LEARN 20 minutes

### Disagree in Discussion

---

1. Display and Echo Read this discussion question and two response options:

Which factor was most vital to the decision to dive the boys out?

- collaboration
- environmental conditions

2. Review the vocabulary term *collaboration* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

#### Language Support

The term *collaboration* has a Spanish cognate: *colaboración*. Share this language connection with students whose home language is Spanish.



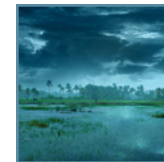
#### Definition

**collaboration (n.):** the act of working with another person or group to achieve or do something

3. Review the vocabulary term *environmental conditions* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

#### Language Support

The term *environmental conditions* has a Spanish cognate: *condiciones ambientales*. Share this language connection with students whose home language is Spanish.



#### Definition

**environmental conditions:** the quality of the air, water, plants, climate, animals, and land in a location at a particular time.

4. Tell students that they will work in small groups to review evidence in support of one factor and organize their ideas.

5. Direct students to page 163 of *All Thirteen*. Remind students that this section describes the rescuers' effort to convince Thai officials to dive the boys out.
6. Divide students into two groups.
  - **Group 1:** environmental conditions
  - **Group 2:** collaboration
7. Read aloud these excerpts. Tell students to listen for evidence of how their assigned factor was most vital to the decision to dive the boys out:
  - the portion of pages 163–164 from “If the water” to “now crowded there”
  - the portion of page 167 from “Thanet, Colonel Singhanat” to “anytime to anyone.”

**Language Support**

For students with beginning English proficiency, pause after reading each portion to allow students to jot notes about the evidence they hear.

8. Direct students to the Talking Tool, located in the *Learn* book. Tell students to use these sentence frames from the Share What You Think section during their discussion.
  - First, \_\_\_\_\_.
  - Also, \_\_\_\_\_.
  - In addition, \_\_\_\_\_.
9. Instruct students to discuss why their factor was most vital to the decision to dive the boys out, using evidence from the text.

**10.** Listen for students to address key ideas in their discussion.

**Language Support**

For students with beginning English proficiency, ask the following questions:

- **Collaboration Group**—What did the rescuers accomplish that wouldn't have happened if all of them did not participate?
- **Environmental Conditions Group**—What effect would the environmental conditions have if the team did not act quickly?

**Key Ideas**

**collaboration**

- First, Thanet met with the Americans to review the plan.
- Also, the Americans' respectful behavior was needed to convince the Thai authorities to act.
- In addition, the British divers used their expertise to create a plan that would convince the Thai officials to act.

**environmental conditions**

- First, if the water rose again, there would be no more diving.
- In addition, when the cave floods, divers wouldn't be able to bring food. So the boys would starve.
- Also, the water could flood the boys' shelter.
- In addition, the oxygen levels were too low. The boys wouldn't survive if the levels kept dropping.

**Teacher Note**

Students might organize these responses in a different order. Listen for them to begin each response with one of the sentence frames.

**11.** Tell students that they will now discuss their opinion with a member of the other group. Pair one student from Group 1 with one student from Group 2.

- 12.** Direct attention to the Talking Tool. Echo Read these sentence frames from the Share What You Think section of the Talking Tool: I hear you say that \_\_\_\_\_. However, \_\_\_\_\_.

**Teacher Note**

You may choose to tell students to represent the small group's collective thinking by replacing the pronoun *I* with the pronoun *We*.

- 13.** Explain that students will use these sentence frames to disagree with the other group's response. Tell students to summarize a speaker's idea before disagreeing with it to show that they understand and respect the speaker's point.

- 14.** Instruct the students from Group 1 to state their opinions to their partners.

**Language Support**

For students with beginning English proficiency, model how to state an opinion (e.g., collaboration was most vital to the decision to dive the boys out).

- 15.** Instruct the students from Group 2 to respond by sharing a summary of their partner's idea and a reason for disagreeing by using the sentence frames from the Talking Tool.

- 16.** Listen for students to address key ideas in their discussions.

**Key Ideas**

- We hear you say that collaboration was most vital to the decision to dive the boys out. However, the environmental conditions were most vital because the boys were not going to survive the rising water and dropping oxygen.
- We hear you say that the environmental conditions in the cave were most vital to the decision to dive the boys out now. However, collaboration was most vital because if the Thai officials did not agree to the plan to dive the boys out, the boys would probably die.

17. Instruct students from Group 2 to share their thinking by using the Talking Tool.


#### Language Expansion

For students with intermediate English proficiency, invite them to continue their conversation by summarizing their partner's idea before disagreeing with it.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to Think–Pair–Share to answer this question:

 **Why is it important to restate your partner's idea before disagreeing?**

---

#### Analyze Student Progress

**Monitor:** Do students demonstrate understanding that different ideas deepen knowledge of the topic and text?

**Offer Immediate Support:** If students need additional support understanding why it's important to restate another person's idea, ask this question: What did you learn by hearing the other group's ideas?

---

2. Reinforce key ideas.

#### Key Ideas

- shows knowledge of the topic and text
- helps to see the issue from a different perspective
- encourages everyone to develop or improve their reasons
- prompts all speakers to provide strong evidence

3. Summarize that restating someone's ideas before disagreeing during a discussion helps all participants build knowledge and skills.



# Prologue Vocabulary

## circumstance (n.)

the set of conditions that exist at a particular time in a particular place

**P** to lessons 11 and 13 | lesson 11

## collaboration (n.)

the act of working with another person or group to achieve or do something



**P** to lessons 16, 24, and 32 | lesson 14

## culture (n.)

the shared beliefs, traditions, language, and way of life of a particular group of people



**P** to lesson 21

## emphasis (n.)

special importance

**P** to lesson 28

## environmental conditions

the quality of the air, water, plants, climate, animals, and land in a location at a particular time



**P** to lessons 8, 11, 24, and 32 | lesson 1

## extreme setting

a setting that is difficult to survive in due to environmental conditions



**P** to lessons 4, 5, 12, and 19 | lesson 1

## hardship (n.)

something that causes pain, suffering, or loss



**P** to lesson 26 | lesson 22

## imagery (n.)

language that appeals to the five senses and causes people to imagine pictures in their mind

**P** to lesson 4 | lesson 4

## monsoon (n.)

1. a wind in the Indian Ocean and southern Asia that brings heavy rains
2. the rainy season that occurs in southern Asia

**P** to lesson 8 | lesson 8

## panic

1. (n.) a state or feeling of extreme fear that makes someone unable to act or think normally
2. (v.) to be overcome with and affected by extreme fear



**P** to lesson 11 | lesson 9

## paraphrase (v.)

to use different words to rewrite something that someone else has written

**P** to lesson 14

## problem (n.)

something that causes trouble or worry; a challenge

**P** to lesson 3

**survive (v.)**

to continue to live or exist  
despite difficult or challenging  
conditions



**P** to lesson 13 | lesson 1

**vital (adj.)**

extremely important



**P** to lessons 28 and 32 | lesson 3



# **Prologue Reference Charts**





# What Is a Monsoon?

1. What are monsoons?

2. What causes a monsoon?

First

Next

Then

Finally

3. What is the weather like during monsoon season?

# Paraphrase Strategies Chart

1—Identify the most important information.

2—Remove minor details or words.

3—Use my own words to retell evidence.

4—Use synonyms.

# ***Prologue Student Resources***







# L24 | Environmental Conditions Conversations

Why are environmental conditions a challenge?

## Conversation 1

Student A: The environmental conditions are very bad.

Student B: I agree.

## Conversation 2

Student A: The environmental conditions are very bad.

Student B: What do you mean?

Student A: The current is so strong it's dangerous.

Student B: I hear you say it's dangerous. This makes me think that the divers can get hurt if they go in.

Student A: What happens if they get hurt?

Student B: I don't know. Maybe another diver goes in to get them?

Student A: But that takes more time and the boys are waiting.

Student B: In the text it says the monsoon rains will cause the cave to flood. I think they need to hurry.

Student A: I agree, and I will add that it will just keep raining.

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every child  
is capable of  
greatness