

5

Extreme Settings

TEACH ▶ Module 2



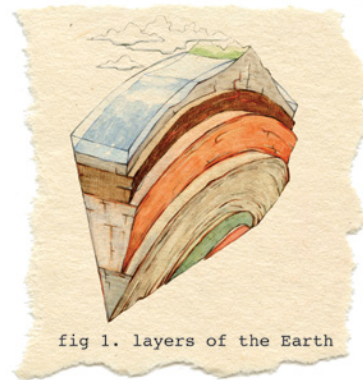


fig 1. layers of the Earth

5 | Module 2

Extreme Settings

How does an extreme setting affect a person?



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

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Arc A | “All Summer in a Day”

L1 Opening Bookend	16
<ul style="list-style-type: none">• Share experiences about extreme settings.• Explore the module topic.	
L2 Wonder	22
<ul style="list-style-type: none">• Notice and wonder about “All Summer in a Day.”• Notice and wonder about <i>Ghost</i>.	
L3 Organize	34
<ul style="list-style-type: none">• Identify key story elements in “All Summer in a Day.”• Describe <i>Ghost</i>.	
L4 Reveal	46
<ul style="list-style-type: none">• Analyze the author’s use of imagery in “All Summer in a Day.”• Examine how the artist uses space in <i>Ghost</i>.	
L5 Distill	60
<ul style="list-style-type: none">• Determine a theme in “All Summer in a Day.”• Compare <i>Ghost</i> and <i>Rubbing/Loving</i>.	
L6 Know	74
<ul style="list-style-type: none">• Express knowledge gained from “All Summer in a Day.”• Express knowledge gained from <i>Ghost</i> and <i>Rubbing/Loving</i>.	



Arc B | *All Thirteen*

L7 | Wonder 84

- Notice and wonder about *All Thirteen*.
- Support an opinion with evidence from *All Thirteen*.

L8 | Organize 96

- Summarize the events in chapters 1–3 of *All Thirteen*.
- Analyze the Writing Model for Module 2.

L9 | Organize 112

- Summarize the events in chapters 4 and 5 of *All Thirteen*.
- Examine reasons and evidence in the Writing Model for Module 2.

L10 | Know 126

- Build knowledge about caves from “A Cave Is Born,” “A Karst Cave System,” “Caves,” and “Karst Landscapes.”
- For Module Task 1, describe the expectations of the writing prompt.

L11 | Organize 140

- Describe the challenges, actions, and results of the rescue in chapters 6 and 7 of *All Thirteen*.
- Develop a list of details about Venus and Tham Luang by using information from “All Summer in a Day” and *All Thirteen*.

L12 | Reveal 154

- Analyze how reasons and evidence support a point in *All Thirteen*.
- For Module Task 1, develop reasons to support an opinion.

L13 | Organize 164

- Summarize the challenges, actions, and results of the rescue effort at Tham Luang.
- For Module Task 1, plan and write a thesis for an opinion essay.



L14 | Organize 178

- Describe the contributions of the US Air Force and the British divers to the rescue effort.
- For Module Task 1, evaluate evidence.

L15 | Reveal 192

- Analyze how reasons and evidence support the author’s point about the sump divers in *All Thirteen*.
- For Module Task 1, use elaboration to develop evidence for an opinion essay.

L16 | Know 204

- Synthesize knowledge gained from *All Thirteen*.
- For Module Task 1, orally rehearse hooks.

L17 | Reading Comprehension Assessment 1 214

- Demonstrate knowledge of extreme settings and apply reading comprehension skills to a new text related to extreme settings.

L18 | Responsive Teaching 218

- Analyze relevant questions on Reading Comprehension Assessment 1.

Arc C | *All Thirteen*



L19 | Organize 224

- Describe the next steps of the rescue effort.
- For Module Task 1, draft an introductory paragraph.

L20 | Organize 234

- Describe how Thanet and the water diversion volunteers contribute to the rescue.
- For Module Task 1, explain why Venus or Tham Luang is a more extreme setting.



L21 | Reveal 244

- Examine text features in *All Thirteen*.
- For Module Task 1, revise an opinion essay.

L22 | Organize 258

- Describe the contributions of the British cave divers to the rescue.
- For Module Task 2, develop a list of hardships the boys face in *All Thirteen*.

L23 | Reveal 270

- Compare how the team and the divers react to the discovery of the Wild Boars in *All Thirteen*.
- For Module Task 2, develop an informed opinion.

L24 | Distill 284

- Demonstrate understanding of *All Thirteen* by choosing and supporting an action that made it possible for rescuers to find the boys.
- For Module Task 2, develop a thesis based on evidence and reasons from *All Thirteen*.

L25 | Know 296

- Synthesize knowledge gained from *All Thirteen*.
- For Module Task 2, select strong evidence from *All Thirteen* that supports the thesis.

Arc D | *All Thirteen*

L26 | Organize 308

- Compare the options for rescuing the boys in *All Thirteen*.
- For Module Task 2, use elaboration to develop evidence for an opinion essay.



L27 | Reveal 320

- Analyze how reasons and evidence support the author’s point about panic in *All Thirteen*.
- For Module Task 2, draft an introductory paragraph.

L28 | Organize 334

- Describe key events from chapters 24 and 25 of *All Thirteen*.
- For Module Task 2, explain which hardships were more difficult to endure for the boys trapped in Tham Luang.

L29 | Organize 346

- Describe how the rescuers prepared to rescue the Wild Boars.
- For Module Task 2, revise an opinion essay.

L30 | Organize 356

- Describe the events of the cave rescue in *All Thirteen*.

L31 | Reveal 368

- Examine point of view in *All Thirteen* and *Thirteen Lessons That Saved Thirteen Lives*.
- For Module Task 2, revise an opinion essay.

L32 | Distill 380

- Determine why the rescue mission in *All Thirteen* succeeded.
- Collect evidence about the key contributions made by an assigned person or group.

L33 | Know 390

- Synthesize knowledge gained from *All Thirteen*.
- Determine which person or group contributed the most to the rescue in *All Thirteen*.

L34 | Reading Comprehension Assessment 2 400

- Demonstrate knowledge of extreme settings and apply reading comprehension skills to a new text related to extreme settings.



L35 | Responsive Teaching 404

- Analyze relevant questions on Reading Comprehension Assessment 2.

Module Finale

L36 | Know 410

- Apply knowledge of how people survive in extreme settings.
- For the End-of-Module Task, collect evidence from *All Thirteen* about the person or group who contributed most significantly to the rescue effort.

L37 | Know 420

- For the End-of-Module Task, use knowledge of opinion essay structure and purpose to write an introductory paragraph.
- For the End-of-Module Task, use knowledge of opinion writing to write a response.

L38 | Know 428

- For the End-of-Module Task, provide peer feedback before revision.
- For the End-of-Module Task, use peer feedback to revise an opinion essay.

L39 | Know 436

- Share responses to the End-of-Module Task to choose which person or group contributed most significantly to the rescue effort.

L40 | Closing Bookend 442

- Share knowledge gained from the module about extreme settings.
- Reflect on the module topic.



Appendices

Achievement Descriptors 448

Vocabulary 454

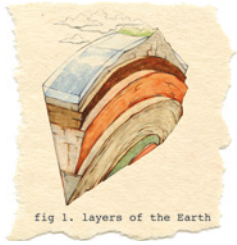
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ESSENTIAL QUESTION

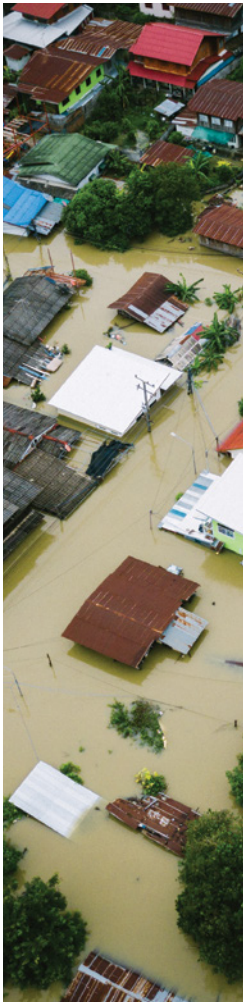
How does an extreme setting affect a person?

SUMMARY

What does it take to survive in an extreme setting? In *Extreme Settings*, students examine two distinct settings, one fictional and one real, in which it is difficult for people to survive. Throughout the module, students build knowledge about the challenges of environmental conditions, the ways humans respond to those challenges, and the complexity of collaborating to solve seemingly impossible problems. Students contemplate the relationship between humans and their environment through the module's Essential Question: How does an extreme setting affect a person?

The module opens with Ray Bradbury's short story "All Summer in a Day," in which continual torrential rain breaks for sunlight only once every seven years. The story takes place on Venus and invites readers to explore the effects of an extreme setting on characters. Students then look closely at two works of art to see how artists capture settings. *Ghost* by Rachel Whiteread is a plaster cast of a Victorian living room in London. Students consider how the reversal of positive and negative space affects their understanding of setting. Then they view a video about the the installation *Rubbing/Loving* by artist Do Ho Suh. By comparing these two works, students gain knowledge of three-dimensional art, consider how and why artists record familiar spaces, and identify how those records affect the viewer.

Next, students are launched into a riveting true story detailing the rescue of the Wild Boars, a youth soccer team trapped in a cave in Thailand in 2018. In Christina Soontornvat's *All Thirteen*, readers meet the boys and their coach, first responders, members of the military, scuba divers, and experts from around the world. Students learn about the harrowing search and rescue operation that caught the world's attention.





In *All Thirteen*, students build knowledge of cave systems, including how caves are formed and why some caves flood. To highlight the complexity of the rescue, students view a TED Talk, “The Mysterious World of Underwater Caves.” In the video, cave diver Jill Heinerth presents footage from her dives and describes the unique challenges of cave diving. Students gain the perspective of the rescue divers by reading an excerpt from *Thirteen Lessons That Saved Thirteen Lives* by diver John Volanthen.

In writing instruction, students craft opinion essays related to extreme settings. They build on their knowledge of the Painted Essay® to analyze similarities and differences between informative and opinion essays. Students learn how to gather evidence to inform and support opinions, develop evidence with elaboration, and strengthen transitions between ideas. They practice crafting varied sentences by using transitions and correlative conjunctions to connect and expand on their ideas, both orally and in writing. Peers work together to provide specific and actionable feedback on writing.



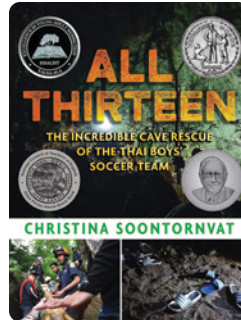
Throughout the module, students investigate what makes a setting extreme and how such settings affect people physically and psychologically. By examining experiences and environments, students gain insight into humanity’s ability to endure challenging conditions and the power of collaboration under seemingly impossible circumstances.

TEXTS

Books

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

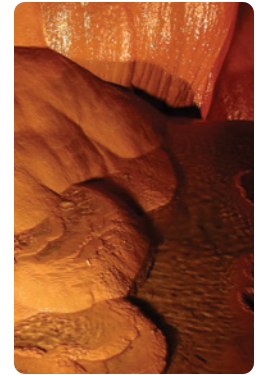
- "All Summer in a Day," Ray Bradbury

Art

- *Ghost*, Rachel Whiteread
- *Rubbing/Loving*, Do Ho Suh

Videos

- "Caves," SocMedia Films
- "Karst Landscapes," Great Minds®
- "TED: The Mysterious World of Underwater Caves," Jill Heinerth





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.

MATERIALS AND PREPARATION

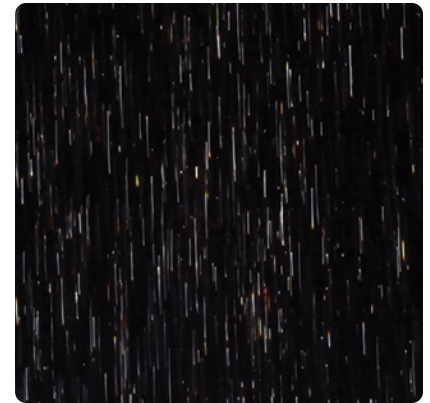
- Module 2 World Knowledge Chart
- Module 2 ELA Knowledge Chart
- Module 2 Word Analysis Chart (Great Minds® Digital Platform)
- Module 2 Speaking and Listening Goal Tracker (digital platform)

Determine how to display class versions of *Learn* book pages and lesson materials throughout the module. Use the slides available on the digital platform, or use another method of display, such as chart paper or a document camera. For a comprehensive list of all the materials used in the module, see the digital platform.

In arc A, students examine the work of art *Ghost* by Rachel Whiteread. To access images of this work, search online using the following terms: *Ghost*, Rachel Whiteread, National Gallery of Art.

LEARNING GOALS

- Build knowledge about extreme settings by reading literary and informational texts.
- Summarize sections of an informational text about a cave rescue and determine central ideas.
- Explain the interactions among events and individuals involved in the cave rescue.
- Analyze multiple accounts of the cave rescue and note how the accounts reflect different points of view.
- Write opinion essays about extreme settings and rescue efforts by using evidence from literary and informational texts.
- Strengthen writing by using precise vocabulary to explain the topic and using correlative conjunctions to connect ideas.
- Participate in discussions about extreme settings, adjusting speech to match purpose, reviewing and making conclusions about others' ideas, and sharing about a topic in a detailed way.



ASSESSMENTS

In every *Arts & Letters*™ module, students complete three types of formal assessments: module tasks, Reading Comprehension Assessments, and an End-of-Module Task. For the module tasks in this module, students have opportunities to practice writing opinion essays before writing an essay without support for the End-of-Module Task. Each module task prepares students for the End-of-Module Task.

For additional information about assessments, including texts, rubrics, achievement descriptors, scoring guidance, and report analysis, see the Assessment Guide on the Great Minds® Digital Platform.

End-of-Module Task | Opinion Writing

For the End-of-Module Task, students write an opinion essay about who contributed the most significantly to the rescue effort in *All Thirteen*. To plan their writing, students collect evidence from *All Thirteen* on an evidence organizer and develop a thesis that shares their opinion and two supporting reasons. As they write their End-of-Module Task, students use topic-specific vocabulary to develop their opinion, use correlative conjunctions, italicize text titles, and spell grade-level-appropriate words correctly. Students strengthen their writing by participating in a peer review exercise and revising their work according to a checklist.

Summary of Assessments

Lessons 10–21 | Module Task 1

Students write an opinion essay about which setting from two texts is more extreme. Students collect evidence from “All Summer in a Day” and *All Thirteen* to develop an opinion and reasons. For this module task, they write an introductory paragraph, two proof paragraphs, and a concluding paragraph. Students add context to their introductory paragraphs and add a reflection to their concluding paragraphs. Finally, students revise their essays using a checklist.

Lesson 17 | Reading Comprehension Assessment 1

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the first half of the module. The third section, Grow What You Know, assesses comprehension of a new topically related text about how an extreme setting affects a person physically and emotionally. The fourth section, Self-Reflection, gives students an opportunity to evaluate their own confidence about the assessment and identify challenges posed by the assessment text.

Lessons 22–31 | Module Task 2

Students write an opinion essay about which hardships were more difficult for the boys trapped in Tham Luang. Collecting evidence from *All Thirteen*, students develop an opinion and reasons. Students write an introductory paragraph, two proof paragraphs, and a concluding paragraph. Students include details and direct quotes to

strengthen and elaborate on their evidence. They share their essays with a peer and strengthen their writing using a checklist.

Lesson 34 | Reading Comprehension Assessment 2

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the second half of the module. The third section, Grow What You Know, assesses comprehension of a new topically related text about how an extreme setting affects a person physically and emotionally. The fourth section, Self-Reflection, gives students an opportunity to evaluate their own confidence about the assessment and identify challenges posed by the assessment text.

Lessons 36–39 | End-of-Module Task

For the End-of-Module Task, students write an opinion essay about who contributed most significantly to the rescue effort in *All Thirteen*.

ACHIEVEMENT DESCRIPTORS OVERVIEW

Achievement Descriptors (ADs) are standards-aligned descriptions that detail what students should know and be able to do based on instruction. ADs are written by using portions of various standards to form a clear, concise description of the work covered in each module. Grade-level ADs may appear in multiple modules.

Arts & Letters alignment to state standards is available on the digital platform.

The ADs are organized into five strands.

Each strand is composed of grade-level parent ADs. Some parent ADs are further divided into child ADs, and some child ADs are further broken down into grandchild ADs.

Each AD has a unique code, which indicates the strand, the AD number, and the grade to represent the parent AD. If applicable, the code may also include a capital letter to indicate a child AD and a lowercase letter to indicate a grandchild AD.

The example shows the relationship of parent, child, and grandchild ADs.

The first number in the code is the AD number, which corresponds to the list of Achievement Descriptor Numbers by Strand. The second number in the code is the grade-level number.

For a list of this module's Achievement Descriptors, see the appendix.

Achievement Descriptor Strands

MM Make Meaning from Texts

CP Compose and Present Content

BU Build Understanding

DF Develop Foundations

DM Develop Metacognition

Grade Level 5 Achievement Descriptor

CP.4.5.A.a

Parent

CP.4.5 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

Child

CP.4.5.A: Develop an introduction.

Grandchild

CP.4.5.A.a: Introduce a text or topic and an opinion clearly.

ENGLISH LANGUAGE DEVELOPMENT STANDARDS

By engaging students in a variety of language- and text-based activities, module 2 lessons align with the following English Language Development (ELD) standards. *Arts & Letters Prologue™* lessons provide additional language support to develop 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

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
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- 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

- Define and classify facts and interpretations; determine what is known vs. unknown
- 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
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

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

- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

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

- Identifying a theme from details
- 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.Interpretive: Multilingual learners will interpret language arts arguments by

- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points 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

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.

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	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Opening Bookend	Wonder “All Summer in a Day” <i>Ghost</i>	Organize “All Summer in a Day” <i>Ghost</i> 	Reveal “All Summer in a Day” <i>Ghost</i> 	Distill “All Summer in a Day” <i>Ghost</i> <i>Rubbing/Loving</i> 	Know “All Summer in a Day” <i>Ghost</i> <i>Rubbing/Loving</i>

Arc B | *All Thirteen*

Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
Wonder <i>All Thirteen</i>	Organize <i>All Thirteen</i> 	Organize <i>All Thirteen</i> 	Know <i>All Thirteen</i>	Organize <i>All Thirteen</i> 	Reveal <i>All Thirteen</i> 	Organize <i>All Thirteen</i> 

Arc B | All Thirteen

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


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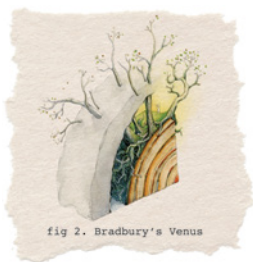
Arc D | All Thirteen

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

Lesson 36 Know <i>All Thirteen</i> “All Summer in a Day”	Lesson 37 Know <i>All Thirteen</i>	Lesson 38 Know <i>All Thirteen</i>	Lesson 39 Know <i>All Thirteen</i>  End-of-Module Task completed	Lesson 40 Closing Bookend
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Lesson 1

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

OVERVIEW

Preview

In this opening Bookend lesson, students explore the module topic and the Essential Question. Students share what they know about extreme settings. They continue to engage with the module topic through an experience that the teacher chooses. Students may explore local rock formations; experience a virtual field trip to a local, regional, or national extreme setting; read a text about an extreme setting; or engage in a teacher-created experience.

Learning Goals

- Share experiences about extreme settings.
- Explore the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss Prior Knowledge
- **Engage:** Explore, Experience, or Read

LAND

Revisit the Essential Question

Vocabulary

environmental conditions

extreme setting

survive (v.)

Materials and Preparation

- Determine how to display the Essential Question. Students continue working with the Essential Question throughout the entire module.
- Knowledge Cards: *extreme setting, survive, environmental conditions*
- Glossary for Module 2 (*Learn* book)
- Prepare materials for the selected activity in the Engage section.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH **2 minutes**

Read the Essential Question

1. Tell students that today they are starting a new module about extreme settings.
2. Display and Choral Read the Essential Question: How does an extreme setting affect a person?

Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, languages, and experiences.

LEARN **53 minutes**

Share | Discuss Prior Knowledge | **10 minutes**

1. Tell students they will share what they know about the module topic. Ask these questions:

 **What do you know about the word *setting*?**

 **What do you know about the word *extreme*?**

 **What might make a *setting* extreme?**

2. Invite a few students to share their responses. Use responses to emphasize that a setting includes the time, place, or conditions in which something happens. Tell students a setting can be real or imagined.

Teacher Note

As students share, listen closely for what they already know about the topic. Note students' prior knowledge to activate and incorporate into future discussions. Note misconceptions to correct in future instruction.

- Direct students to the Glossary for Module 2, located in the *Learn* book. Explain that students will use the term *extreme setting* repeatedly throughout the module. Introduce 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

Teacher Note

The Word Analysis Chart, located on the digital platform, identifies relevant word-part information for each vocabulary term defined in the module. Use the chart to inform additional phonics and word analysis support for students.

- Direct attention to the words *survive* and *environmental conditions* within the definition of *extreme setting*. Explain that students will also use these terms repeatedly throughout the module. Introduce the vocabulary terms *survive* and *environmental conditions* by displaying the Knowledge Cards. Engage students in Vocabulary Exploration.
- Tell students to think about a book or movie that has an extreme setting. Instruct students to Think–Pair–Share to answer this question:

 **What environmental conditions make that setting difficult to survive in?**

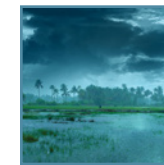
Differentiation Support

To help students identify a setting, ask this question: What environmental conditions made it difficult for Omakayas and her family to survive the winter months in *The Birchbark House*?



Definitions

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



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

Engage | Explore, Experience, or Read | 43 minutes

Choose an Explore, Experience, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | Explore Local Rock Formations

1. Using books or resources from the internet, instruct students to explore local rock formations and how they function within the broader environment, including any connections to water.

Teacher Notes

Students will read about rock formations in this module and what happens when certain rocks, such as limestone, encounter water. The purpose of this activity is to encourage interest in rock formations by exploring examples close to home.

Consider enlisting the assistance of a science colleague for resource suggestions or to serve as a coteacher for this lesson.





2. As students learn about rocks, ask these questions:

 **What do you notice about the rock formations?**

 **What do the rock formations make you wonder about your local area?**

3. Direct students to their journals. Instruct them to write down their observations. Tell students they will learn more about rock formations in this module.

Option 2 | Experience a Virtual Extreme Setting

1. Facilitate a virtual field trip or a virtual learning experience to a local, regional, or national extreme setting, such as a volcano or desert.
2. As students learn about the setting, ask these questions:
 -  **What is the climate like?**
 -  **What types of landforms and wildlife do you see?**
 -  **Is this setting extreme year-round or only at certain times?**
 -  **What conditions would make it difficult to live in this setting?**
3. Direct students to their journals. Instruct them to write down their observations. Tell students they will study two extreme settings in this module.

Option 3 | Read a Text

1. Read a volume of reading text about an extreme setting.
2. Facilitate a brief discussion about this question: In your opinion, what makes this setting extreme?

LAND 5 minutes

Revisit the Essential Question

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option from the Engage section, to initiate the discussion:
 - **Option 1**—What can we learn from the rock formations around us?
 - **Option 2**—What are the characteristics of a local, regional, or national extreme setting?
 - **Option 3**—Would it be hard to survive in this setting, and why?
2. Tell students that throughout the module they will continue to build knowledge about extreme settings.

Teacher Note

Arts & Letters student and teacher materials feature borders, header images, and other carefully chosen visuals to align with each module's knowledge. Consult About the Images, located in the appendices, to learn more about how these elements connect to the module's knowledge. As students progress through the module, share related information about the images and encourage them to make connections to what they are learning. Direct students to About the Images, located in the back of the *Learn* book, for labeled diagrams of select images.

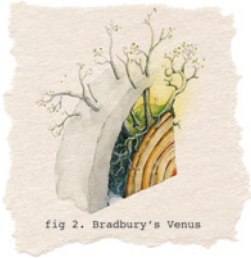
ACHIEVEMENT DESCRIPTORS**BU** Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.B

BU.4.5 Expression

DM Develop Metacognition

DM.3.5 Schema Building



Lesson 2

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

Content Framing Question | **Wonder:** What do I notice and wonder about this text?


OVERVIEW

Preview


In this Wonder lesson, students begin their exploration of extreme settings by reading “All Summer in a Day” and share what they notice and wonder. They then practice accurately reading a passage from “All Summer in a Day.” During visual art instruction, students examine Rachel Whiteread’s *Ghost*. Students record what they notice and wonder about this work of art.

Learning Goals

Notice and wonder about “All Summer in a Day.”

 **LEARNING TASK:** Write at least three things you notice about “All Summer in a Day” and at least three related questions.

Notice and wonder about *Ghost*.

 **LEARNING TASK:** Write at least two things you notice about *Ghost* and at least two related questions.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Listen Closely to “All Summer in a Day”
- **Respond:** Notice and Wonder About “All Summer in a Day”
- **Observe:** Notice and Wonder About *Ghost*

LAND

Reflect on Learning

Materials

TEACHER

- “All Summer in a Day” (digital platform)
- *Ghost* (see Preparation section for details)
- class Notice and Wonder Chart for “All Summer in a Day” (*Learn book*)
- Syllable Types (Reference Charts appendix)
- Fluency Reference Chart (Reference Charts appendix)
- Fluency Practice for “All Summer in a Day” (*Learn book*, Fluency)
- class Notice and Wonder Chart for Work of Art (*Learn book*)
- Module 2 World Knowledge Chart
- Module 2 ELA Knowledge Chart

STUDENTS

- “All Summer in a Day” (*Learn book*)
- Notice and Wonder Chart for “All Summer in a Day” (*Learn book*)
- online or print dictionaries
- Fluency Practice for “All Summer in a Day” (*Learn book*, Fluency)
- Notice and Wonder Chart for Work of Art (*Learn book*)

Preparation

- Determine how to display side by side Syllable Types and the term *tumultuously*. See the Respond section for details.
- To access images of the work of art *Ghost*, search online using the following terms: *Ghost*, Rachel Whiteread, National Gallery of Art.
- Determine how to display the knowledge charts. Students continue working with these charts throughout the entire module.

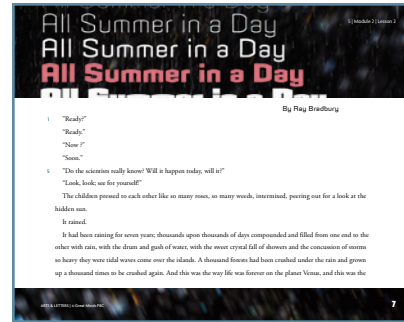
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for “All Summer in a Day” (*Learn book*, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “All Summer in a Day.”
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Explain that during a Wonder lesson the class begins to read the text for the first time to spark their curiosity. Students share what they notice and wonder about the text. Introduce “All Summer in a Day” by reading aloud the title and author. Tell students that in this lesson they will notice and wonder about “All Summer in a Day.”

**LEARN** 53 minutes

Read | Listen Closely to “All Summer in a Day” | 20 minutes

1. Display the class Notice and Wonder Chart for “All Summer in a Day.” Explain that students will continue to use notice and wonder charts to write down what they notice and wonder.
2. Direct students to the title of the short story, “All Summer in a Day.” Ask this question:

 **What do you notice and wonder about the title?**

As students share, add responses to the class Notice and Wonder Chart.

3. Tell students to keep their questions in mind as they listen closely to the story. Read aloud “All Summer in a Day.”

Teacher Note


Based on your students’ needs, pause to define select words with a synonym (e.g., *civilization*, *frail*, *immense*, *slacken*).

Respond | Notice and Wonder About “All Summer in a Day” | 18 minutes

1. Instruct students to use a nonverbal signal (e.g., a thumbs-up) if they think they can answer one of their questions about the title. Tell students that they will have an opportunity to consider their initial questions and form new ones.
2. Instruct students to read “All Summer in a Day” and annotate what they notice and wonder and unknown words.

Differentiation Support

Throughout this module, students read grade-level, complex texts. Students may read independently or require more support. Identify the level of support each student needs to progress toward independence. Implement an appropriate approach, such as reading with a partner, Choral Reading, Echo Reading, providing an audio recording, or listening to the teacher read aloud. If students listen to someone else read, instruct them to follow along with the text.

3.  **Introduce the learning task.** Direct students to their Notice and Wonder Chart for “All Summer in a Day,” located in the *Learn* book. Instruct them to write down at least three things they notice about the text and three related questions.

The image shows a 'Notice and Wonder Chart' for the story 'All Summer in a Day'. The chart is a 2x2 grid with 'Notice' on the left and 'Wonder' on the right. The title 'L2 | Notice and Wonder Chart' and the story title 'All Summer in a Day' are at the top. There is a small illustration of a sun in the top left corner. The page number '15' is in the bottom right corner.

Analyze Student Progress

Monitor: Do students write at least three things they notice about “All Summer in a Day” and at least three related questions?

Offer Immediate Support: If students need additional support identifying things to notice and wonder, prompt them to focus on the character of Margot and ask this question: What do you notice and wonder about Margot?

Plan Future Practice: Students practice noticing and wondering about a text in lesson 7.

- Invite a few students to share their responses. As they share, add responses to the class Notice and Wonder Chart.
- Ask this question:

 **What questions are you most eager to answer?**

Teacher Note

As students share what they notice and wonder, use this as an opportunity to conduct an informal, formative assessment of the knowledge and skills students have retained from the previous module. For example, do responses indicate attention to conflict and character relationships? Do they express complete thoughts? Use the information you gather to prepare for subsequent lessons with this story.

- Display side by side Syllable Types and the term *tumultuously*. Instruct students to work with a partner to identify each syllable and syllable type, decode each syllable, and accurately blend the syllables to read the word.

Differentiation Support

If students struggle with syllable division, help them annotate the vowels and consonants and apply their knowledge of common syllable division patterns (i.e., tum-ult-u-ous-ly). If students produce an inaccurate vowel sound when blending syllables to read the term, ask this question: What else could this vowel or vowel team say?

5 Module 2 Reference Charts		
Syllable Types		
Syllable Type	Examples	Definition
Closed	be-gin fun-ny	a syllable that ends in one or more consonants and the vowel sound is usually short
Open	bro-ken car-go	a syllable that ends in a vowel and the vowel sound is usually long
Vowel-Consonant-e	rep-tile mis-take	a syllable that has a vowel followed by one consonant then an e; the e is silent and the vowel is long
Vowel Team	pea-nut en-joy	a syllable with two vowels together that make one sound; that sound can be long, short, or sometimes a special sound
Vowel-r Controlled	par-ty far-ther	a syllable with ar, er, ir, or, or ur; the vowel sound often changes
Consonant-le	is-le ta-ble	an unstressed final syllable that contains a consonant before the letter l, followed by a silent e
Other: Stable Final	fic-tion	a syllable at the end of a multisyllabic word that makes a stable sound (e.g., -tion, -sion, -cian, -ture, -cial, -clous, -tious)

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

7. Direct students to an online dictionary. Instruct them to look up the meaning of one unknown word they annotated and add the definition to the margin of the text.

Teacher Note

If students do not have access to online dictionaries, they may use print dictionaries. As needed, remind students that print dictionaries are alphabetized and organized by guide words, and model how to look up a term by referring to guide words.

8. Tell students now that they have had an opportunity to read “All Summer in a Day” with curiosity and attention, they will practice reading a passage from the story with fluency.

Teacher Note


In arc A, students reinforce their understanding of the elements of fluency and have an opportunity to practice reading fluently.

9. Remind students that when readers fluently read the words in a text, they can focus on understanding the text’s meaning.

10. Display the Fluency Reference Chart, and Choral Read the definition of *fluency*. Direct attention to the term *accuracy* on the Fluency Reference Chart. Invite a few students to explain in their own words what it means to read with accuracy, and use their responses to reinforce that reading with accuracy means to correctly decode, or read, with few mistakes.

Fluency Reference Chart	
fluency (n.): the ability to read with accuracy, phrasing, and expression at an appropriate rate	
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

11. Ask this question:

 **How does reading with accuracy help you understand the meaning of a text?**

Reinforce the correct response: Reading words correctly helps me better understand what is happening in a text.

- 12.** Display the Fluency Practice for “All Summer in a Day,” and direct students to the page in their *Learn* book. Tell them to follow along as you read the fluency passage with attention to accuracy. As you read, model making a mistake (e.g., pronouncing *scientists* with the /s/ and /k/ sounds at the beginning instead of just /s/) and quickly addressing it by rereading the word correctly. After you read, ask these questions:

☞ **What did you notice about how I read the poem?**

☞ **What did you notice about what I did when I made a mistake?**

Tell students that all readers, even very accurate ones, sometimes make mistakes when they read. Explain that paying close attention to what you are reading is one way to catch mistakes and self-correct them in the moment. Emphasize that it was possible based on context in the poem to know that the familiar word *scientists* was more accurate than the guessed word */sky-un-tists/*.

- 13.** Instruct students to read the passage and put a box around any words that are challenging to decode. Tell them to share with a partner the words they annotated. Then invite a few students to share a word they annotated.

Language Support

Direct attention to the first page, and model how to put a box around a word that may be challenging for students to decode (e.g., *intermixed*). Demonstrate how to decode the word by using phonics knowledge.

- 14.** Tell students they will work with a partner to practice reading with accuracy. Explain how students can provide feedback to their partner by following these steps:
- If you hear your partner read a word incorrectly, have them pause. Then point to the word and say, “Can you figure out this word?”
 - If your partner does not know how to read the word, say the word and ask them to repeat it. Reread the sentence, and then continue reading the passage.

Fluency Practice
“All Summer in a Day”

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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15. Instruct students to read aloud the passage from “All Summer in a Day” to a partner. Instruct them to provide feedback to their partner, focusing on accuracy. Remind students to use context to quickly self-correct small mistakes in the moment.

Language Support

To support multilingual learners with beginning and intermediate English proficiency, pair them with students who fluently speak and read English.

16. Explain that throughout this arc of lessons, students will practice reading aloud this passage from “All Summer in a Day” on their own as follow-up work.

Observe | Notice and Wonder About *Ghost* | 15 minutes

1. Tell students that they will continue to notice and wonder as they observe a work of art.
2. Display *Ghost* without telling students the title of the sculpture or name of the artist. Instruct students to silently observe one angle of the work of art for at least two minutes. Then tell them to silently observe three other angles for at least 30 seconds each.

Teacher Note

Rachel Whiteread is a living English artist best known for her sculptures and installation pieces. Her work deals largely with common domestic spaces and objects, including homes and books. In *Ghost*, Whiteread has filled up the empty (negative) space of a room with a solid cast—leaving an inverted version of a room that is both familiar and strange. Her work provokes questions of permanence, preservation, and how we interact with the spaces we see and touch each day. Whiteread was the first female recipient of the prestigious Turner Prize in 1993 for her work *House*, which was, in many ways, an extension of *Ghost*.

To promote close examination of the work of art, do not provide background information about it at this point. Rather, encourage students to share and expand on what they initially notice and wonder. Students revisit this work of art during the next few lessons and learn more about its history.

3. Display the class Notice and Wonder Chart for Work of Art, located in the *Learn* book. Ask this question:

 **What do you notice about this work of art?**

Differentiation Support


To help students notice different parts of the work of art, ask these questions:

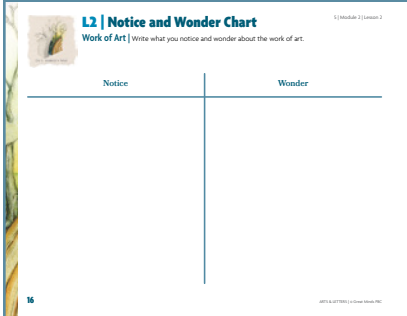
- What do you first see when you look at the whole work of art?
- What do you notice when you look at the work of art from different angles?

Teacher Note

If students mention art terms or elements from module 1 or previous years, encourage them to elaborate.

As students share, add a few responses to the class Notice and Wonder Chart.

4.  **Introduce the learning task.** Direct students to their Notice and Wonder Chart for Work of Art, located in the *Learn* book. Instruct them to examine the work of art again for at least 30 seconds. Tell students to write at least two things they notice about the work of art and two related questions.



Analyze Student Progress

Monitor: Do students write at least two things they notice about *Ghost* and at least two related questions?

Offer Immediate Support: If students need additional support noticing something and asking related questions, ask them to focus on a specific part of the work of art (e.g., the bottom of the work or one of the angles) and ask these questions: What do you notice? What does that make you wonder about?

Plan Future Practice: Students practice noticing and wondering about a work of art in lesson 5.

5. Invite a few students to share their responses. Add a few responses to the class Notice and Wonder Chart.
6. Explain that this is a three-dimensional work of art, which is why students were able to view the work from multiple angles. Ask this question:

 **What do you think it would be like to walk around this work of art?**

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and read aloud each chart title. Explain that knowledge of the world is knowledge students gain from texts in the module. Explain that knowledge of ELA is knowledge students gain as they learn reading, writing, and speaking skills. Writing statements about new learning helps people remember and track the knowledge they gain.
2. Facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:

World Knowledge

ELA Knowledge

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “All Summer in a Day” and the work of art?
- What did you learn to do?

3. Add a few student-generated knowledge statements to the charts. Place statements about key ideas from the lesson and information from the text on the World Knowledge Chart, and place statements about language arts on the ELA Knowledge Chart.

Teacher Note

Adding all students' knowledge statements to the charts is not necessary. Encourage all students to share their knowledge statements, and then choose a few to add to the charts. Alternatively, summarize students' comments into a few statements, and then add the summarized statements to the charts. We do not include a prescribed list of student knowledge statements because the discussion should flow organically and the statements should represent the authentic learning of each class. As needed, ask follow-up questions to guide students toward key ideas from the lesson, world knowledge from the texts, or ELA knowledge related to the learning goals.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.e

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.b

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B

BU.3.5 Conversation and Collaboration: BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

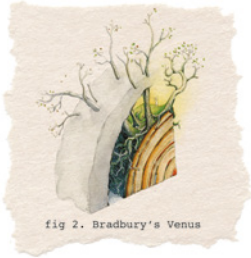
DF.5.5 Fluency: DF.5.5.A, DF.5.5.B, DF.5.5.C

DM **Develop Metacognition**

DM.1.5 Content Stages: DM.1.5.A

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 3

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

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students develop fluency with “All Summer in a Day” by reading a passage fluently with a focus on phrasing. Students establish a strong literal understanding of “All Summer in a Day” as they reread the story and create a story map. During visual art instruction, students describe the work of art by naming what they see. They ground their observations in visual evidence.

P A Prologue to lesson 3 is available for students who need additional support.

Learning Goals

Identify key story elements in “All Summer in a Day.”

LEARNING TASK: Describe the resolution to “All Summer in a Day.”

Describe *Ghost*.

LEARNING TASK: Write at least three sentences describing *Ghost*.

Vocabulary

vital (adj.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Story Elements in “All Summer in a Day”
- **Respond:** Describe the Resolution
- **Observe:** Describe *Ghost*

LAND

Reflect on Learning

Materials

TEACHER

- “All Summer in a Day” (digital platform)
- *Ghost* (see lesson 2 Preparation section for details)
- class Story Map for “All Summer in a Day” (*Learn* book)
- Knowledge Card: *vital*
- Fluency Reference Chart (Reference Charts appendix)

STUDENTS

- “All Summer in a Day” (*Learn* book, lesson 2)
- Story Map for “All Summer in a Day” (*Learn* book)
- journal
- Fluency Practice for “All Summer in a Day” (*Learn* book, Fluency)

Preparation

- none

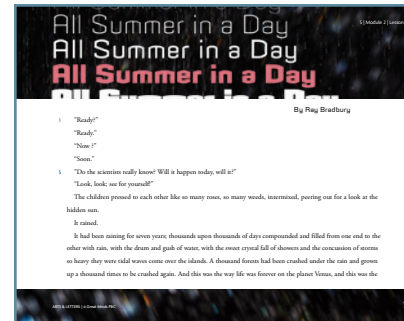
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for “All Summer in a Day” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “All Summer in a Day.”
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class rereads sections of the text and identifies what is happening to gain a basic understanding of the story. Tell students that in this lesson they will identify key story elements. Then they will read the passage from “All Summer in a Day” fluently with a focus on phrasing.

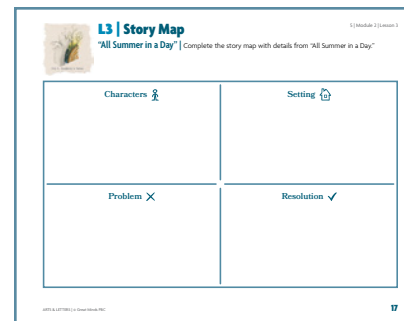
**LEARN** 53 minutes

Read | Identify Story Elements in “All Summer in a Day” | 13 minutes

1. Display the class Story Map for “All Summer in a Day” and direct students to the page in their *Learn* book. Remind students they used a story map to organize “Coyote and the Monster” in module 1.

Language Support

If students need help understanding the terms *character*, *problem*, *resolution*, and *setting*, display and review a completed story map from module 1.



- Instruct students to Think–Pair–Share to answer this question:

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

Reinforce the correct response: Venus. Explain that “All Summer in a Day” is a type of story called science fiction, which is a story about how imaginary scientific developments affect people. Tell students that in “All Summer in a Day” people live on Venus. While Venus is a real planet, the description of Venus in the story is imagined by the author.

- Instruct students to read “All Summer in a Day” and add the characters, setting, and problem(s) to their Story Map for “All Summer in a Day.”
- Tell students to share their story maps with a partner and to revise their responses as needed. Listen for students to address key ideas in their discussions.

Key Ideas

- **characters:** Margot, William, teacher, children
- **setting:** Venus, classroom, underground building, jungle
- **problem:** seven years of rain on Venus, life without sunlight

- Add the problem to the class story map: It rains on Venus for seven years, forcing people to live without sunlight.

Respond | Describe the Resolution | 25 minutes

- Explain that the problem in the story causes conflicts for the characters. Tell students that they will follow the instructional routine Jot–Pair–Share to respond to a question. Explain that this routine has three parts. First, students jot in their journals a short answer to the question. Next, they share their response with a partner. Finally, you facilitate a brief discussion with the whole class. Tell students that they will always jot their response in their journals. Instruct them to Jot–Pair–Share to answer this question:

 **What conflicts result from the problem in “All Summer in a Day?”**

Differentiation Support

If students need help distinguishing between a problem and the resulting conflict, ask this question: What conflicts are caused by the children on Venus living without sunlight?

Key Ideas

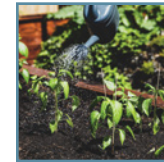
- **Margot and the other children:** The other children tease her and lock her in the closet.
- **Margot and William:** He is rude to her and then leads the other children to lock her in the closet.
- **Margot and the setting:** She doesn't want to live on Venus because she misses Earth.

As students share, add responses to the class story map. Emphasize that the main conflict is between Margot and the other children.

2. Introduce the vocabulary term *vital* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
3. Display and read aloud these word parts and their definition:
 - *vit, vita, viv* (root)—life
4. Read aloud paragraph 35, starting with “There was talk.” Instruct students to work with a partner to infer the meaning of the term *vital*. Invite a few students to share their ideas. As they share, reinforce the correct definition.
5. Facilitate a brief discussion of these questions:

 **Why does it seem vital for Margot to return to Earth?**

 **How does this cause conflict between Margot and the other children?**

**Definition**

vital (adj.): extremely important

Differentiation Support

To help students identify reasons for conflict, instruct them to compare similarities and differences between Margot and the other children. Then ask these questions:

- How do Margot's feelings cause conflict?
- What does Margot do that causes conflict?
- How do the other children's feelings cause conflict?
- What do the other children do that causes conflict?

Key Ideas

- Margot is the only child who remembers the sun, and she cannot adapt to life without it.
- Margot isolates herself from the other children because of her memories of Earth and the sun.
- The children are jealous that Margot remembers the sun.
- Margot's differences remind the children of what they are missing: the sun.
- The children are jealous that Margot's family is bringing her back to Earth, and she will get to see the sun all the time unlike the other children who must stay on Venus.

6. Direct attention to the Resolution box on the story map. Remind students that the resolution is the point in a story at which the main problem and conflicts are solved or ended. Explain that sometimes the resolution to a story is complicated and might not offer neat, satisfying solutions for the characters or the reader.

7. Tell students that the problem with Venus is solved, at least temporarily, when the children go outside to play in the sunshine for two hours. Instruct students to Think–Pair–Share to answer this question:

 **How do the children attempt to solve their conflict with Margot?**

Reinforce the correct response: They lock her in a closet.

- Instruct students to read from paragraph 74, starting with “They stood in,” to paragraph 82, ending with “each other’s glances,” and annotate the children’s words and actions.

Teacher Note


Annotation is a core practice in *Art & Letters*. As students annotate texts throughout module 2, introduce a consistent annotation system. Use your own system, or see Implementation Resources for suggestions.

- Ask these questions:

 **How do the children react to one another after they realize that Margot is still in the closet?**

 **What can you infer about the children’s feelings toward how they resolve the problem with Margot?**

Key Ideas

- children give “a little cry”
 - freeze in place
 - look away from each other
 - regret, guilt
 - shame
 - sadness
-  **Introduce the learning task.** Instruct students to work with a partner to describe the resolution in “All Summer in a Day.” Instruct them to add their responses to the Resolution box on their story maps.

Analyze Student Progress

Monitor: Do students accurately describe the resolution by indicating that there is no solution to the problem and conflict?

Offer Immediate Support: If students need additional support identifying the resolution, direct attention to page 14 starting with “They walked slowly” and ending with “let Margot out” and ask this question: What is happening in this part of the story?

Plan Future Practice: Students practice identifying story elements in module 3.

11. Invite a few students to share their responses.

Key Ideas

- The children play outside in the jungle, but they have to return to the classroom when the rain starts again.
- They realize they left Margot in the closet and let her out when they return inside.
- They feel ashamed of how they treated another human being.

Differentiation Challenges

To extend student thinking, instruct students to complete a Somebody–Wanted–But–So summary for Margot and the other children.

To encourage students to consider cause and effect, ask these questions:

- How has seeing the sun changed the children?
- How have their feelings toward Margot changed?

To expand vocabulary use, challenge students to use the terms *vital* and *survive* as they share their response.

12. Poll students by asking this question:



Does locking Margot in the closet solve, or end, the conflict between Margot and the other children?

- 13.** Display the Fluency Reference Chart and Choral Read the definition of *fluency*. Direct attention to the Phrasing row. Remind students that fluent readers read meaningful phrases, or groups of words, and pause for punctuation.
- 14.** Direct students to the Fluency Practice for “All Summer in a Day,” located in the *Learn* book. Remind them to use these annotation symbols: one slash mark (/) to indicate a short pause and two slash marks (//) to indicate a longer pause.

Teacher Note

Display the annotation symbols for reference.

Fluency Practice
“All Summer in a Day”

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

- 15.** Instruct students to work with a partner to annotate the text from paragraph 3 starting with “The children pressed” to paragraph 5 ending with “out their lives,” showing where they would pause to group words into meaningful phrases.
- 16.** Tell students they will continue to practice reading aloud this passage from “All Summer in a Day” on their own as follow-up work.

Observe | Describe *Ghost* | 15 minutes

1. Display *Ghost* without telling students the title or the artist’s name. Instruct students to look again at the work of art for at least 60 seconds. Ask these questions:
 - What do you notice this time about the work of art?
 - What do you remember most about this work of art from the last time you viewed it?
2. Explain that this work of art is a sculpture titled *Ghost*. Tell students that *Ghost* is almost 106 x 139 x 125 inches or approximately 9 feet high, 11.5 feet wide, and 10 feet deep. The sculptor, Rachel Whiteread, created the piece in 1990 out of four tiers of white plaster panels. Tell students they will work together to organize the details of this sculpture through a description.

3. Ask this question:

 **How is looking at a sculpture different from looking at a painting?**

Use responses to emphasize that a sculpture is a three-dimensional work of art that viewers can walk around and experience from multiple angles.

4. Instruct students to Think–Pair–Share to answer these questions:

 **What do you see in this work of art?**

 **Do you see any objects or shapes that you recognize? What are they?**

Key Ideas

- white or beige squares across all surfaces
- the outline of a door on one side
- thicker lines along the top and bottom
- smaller squares on one side

5. Display the different angles of the sculpture. Instruct students to Think–Pair–Share to answer these questions:

 **What details do you see based on the different angles?**


 **What textures do you see?**

Teacher Note

Students learned the term *texture* in level 3. Review the term as needed.

Key Ideas

- **details:** outline of a door on the back of the sculpture
- **textures:** grains of the boards running around the work of art, smooth surface of a window area with smaller squares that show windowpanes

6.  **Introduce the learning task.** Direct students to their journals. Instruct them to imagine that they must describe the sculpture to someone who is not in the room with the piece. Tell students to write at least three sentences describing the work of art. Encourage them to use details they shared with their partners and to use art terms they already know.

Key Ideas

- a large room
- four tiers of white plaster
- can see parts of the room including a door, window, and fireplace
- can be viewed from different angles
- can see dark soot on the fireplace
- consists of different textures such as the grains of the board running around the room and the smooth surface of the window

Analyze Student Progress

Monitor: Do students describe the scale and texture of the work of art?

Offer Immediate Support: If students need additional support describing the work of art, encourage them to focus on describing one element such as texture.

Plan Future Practice: Students practice describing a work of art in module 3.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Notes

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the term *vital*?
- What did you learn from “All Summer in a Day” and *Ghost*?
- What did you learn to do?

Adding to knowledge charts is a concrete way for students to self-assess how their learning has progressed. Students reflect on their growing knowledge of the module topic and their own development as readers and writers. This reflection helps students identify what they may need to learn more about, including topic- and text-related knowledge and ELA knowledge related to the learning goals.

ACHIEVEMENT DESCRIPTORS**MM Make Meaning from Texts**

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.b

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B

BU.3.5 Conversation and Collaboration: BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

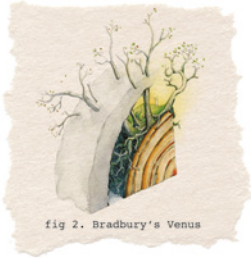
DF.5.5 Fluency: DF.5.5.A, DF.5.5.B

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.A

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 4

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

Content Framing Question | **Reveal:** What does a deeper look at imagery reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine several scenes in “All Summer in a Day” to understand how the author uses imagery to describe an extreme setting. Students develop their fluency by reading “All Summer in a Day” with expression. During visual art instruction, students examine the use of space in *Ghost*. Students consider how the artist uses space to reveal the artwork’s deeper meaning.

P A Prologue to lesson 4 is available for students who need additional support.

Learning Goals

Analyze the author’s use of imagery in “All Summer in a Day.”

LEARNING TASK: Describe what imagery reveals about the setting in “All Summer in a Day.”

Examine how the artist uses space in *Ghost*.

LEARNING TASK: Describe how the artist uses space in *Ghost* to show a familiar object in a new way.

Vocabulary

imagery (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Imagery in “All Summer in a Day”
- **Respond:** Sketch a Passage from the Text
- **Observe:** Examine Space in *Ghost*

LAND

Reflect on Learning

Materials

TEACHER

- “All Summer in a Day” (digital platform)
- *Ghost* (see lesson 2 Preparation section for details)
- Fluency Reference Chart (Reference Charts appendix)
- Fluency Practice for “All Summer in a Day” (*Learn* book, Fluency)

STUDENTS

- “All Summer in a Day” (*Learn* book, lesson 2)
- journal
- chart paper
- Fluency Practice for “All Summer in a Day” (*Learn* book, Fluency)

Preparation

- Determine how to display students’ work for the Gallery Walk. See the Respond section for details.

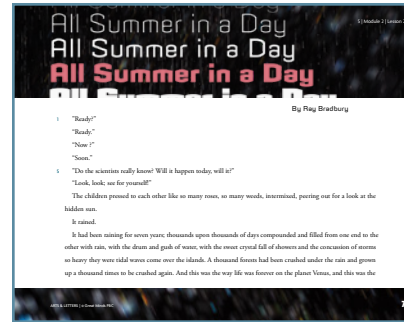
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for “All Summer in a Day” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “All Summer in a Day.”
2. Display and Choral Read the Content Framing Question: What does a deeper look at imagery reveal?
3. Explain that during a Reveal lesson the class focuses on only a part of a text—a part that is particularly complex or important. The class closely rereads and discusses this part to gain a deeper understanding of it. Tell students that in this lesson they will develop fluency with “All Summer in a Day” by reading a passage from the story with expression.

**LEARN** 53 minutes

Read | Examine Imagery in “All Summer in a Day” | 20 minutes

1. Direct students to “All Summer in a Day,” located in the *Learn* book. Instruct them to Think–Pair–Share to identify a part of the story that creates a vivid picture in their minds.
2. Use responses to demonstrate that these parts of the story include details that appeal to the five senses.
3. Remind students that authors bring their stories to life by using different techniques to describe characters, settings, events, ideas, and concepts. Explain that one technique that authors use is imagery. Introduce the term *imagery* by displaying the term and definition. Engage students in Vocabulary Exploration.
4. Tell students that they will examine imagery that the author uses to describe Margot. Engage students in Repeated Reading of paragraph 24, starting with “Margot stood alone.” Instruct them to annotate for imagery.

Definition

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

5. Instruct students to compare their annotations with a partner.

Listen for students to address key ideas.

Key Ideas

- “Margot stood alone”
- “very frail girl”
- “looked as if she had been lost in the rain for years and the rain had washed out the blue from her eyes and the red from her mouth and the yellow from her hair”
- “was an old photograph dusted from an album, whitened away”
- “her voice would be a ghost”

Teacher Note

Students may notice that metaphors and similes are also forms of imagery since they can evoke the five senses. Explain that imagery includes both figurative and literal language. Encourage students to identify the similes and metaphors that they annotate. Remind students that they have analyzed these types of figurative language in the Lincoln Hall Speech and *The Birchbark House*.

6. Explain that students will analyze the imagery by asking these questions:



What does the imagery mean?



What do I see, hear, feel, taste, or smell?

7. Think aloud to model how to analyze the imagery by answering the questions.

8. Direct students to their journals. Instruct them to work with a partner to create one sketch of Margot.

Remind students that a sketch is a quick drawing.

9. Invite a few students to share their sketches.

Sample Think Aloud

One strong piece of imagery in this passage is the description that Margot “was an old photograph dusted from an album, whitened away.” I wonder what this means? I know old photographs were in black and white. The author also writes that Margot looks like the rain has “washed out the blue from her eyes and the red from her mouth and the yellow from her hair.” This means that she lacks color. She is also described as frail, which I know means small and thin. The author says her voice “would be a ghost.” That means her voice is faint and hard to hear. What do I see? I see a very small, thin girl standing all alone. She is colorless, maybe a pale gray. What do I hear? A faint whispering, like the wind.

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

 **What does this imagery reveal about Margot?**

Key Ideas

- Margot is like a ghost who’s always there haunting the other children.
- The rain on Venus has washed away Margot’s liveliness and happiness.
- Margot is extremely sad and lifeless.

11. Form four small groups. Explain that students will be assigned a passage from the part of the story where the children run outside to play in the sunshine. Assign each group one of the following passages:

- **group 1**—paragraphs 54–59, from “The sun came” to “Much, much better”
- **group 2**—paragraph 60, from “They stopped running” to “cheeses and ink”
- **group 3**—paragraph 61, from “The children lay” to “not stop running”
- **group 4**—paragraphs 62–74, from “And then—In” to “everywhere and forever”

Teacher Note

Incorporate strategic, flexible ways to form groups of students throughout the module. Bringing together students who have different levels of reading, writing, or English language proficiency can promote rich conversation and exchange of ideas. Also, grouping students with similar levels of reading, writing, or English language proficiency can help focus students on a specific task with teacher support. As applicable, complement any of these groups by pairing students who speak the same home language.

12. Instruct students to read their assigned passage and annotate for imagery.

Key Ideas

- **group 1:** “color of flaming bronze,” “a blazing blue tile color,” “jungle burned with sunlight,” “the children, released from their spell,” “like a warm iron”
- **group 2:** “a nest of octopuses,” “color of rubber and ash,” “flesh-like weed,” “color of stones and white cheeses and ink”

- **group 3:** “the jungle mattress, and heard it sigh and squeak,” “they slipped and fell, they pushed each other, they played hide-and-see and tag, they squinted at the sun until the tears ran down their faces,” “yellowness and that amazing blueness,” “the fresh, fresh air,” “the silence which suspended them in a blessed sea of no sound and no motion,” “like animals escaped from their caves, they ran and ran in shouting circles”
- **group 4:** “one of the girls wailed,” “cupped and huge, was a single raindrop,” “sun faded behind a stir of mist,” “wind blew cold,” “like leaves before a new hurricane, they tumbled upon each other and ran,” “sky darkened into midnight in a flash,” “gigantic sound of the rain falling in tons and avalanches”

Look for students to address key ideas in their annotations.

Respond | Sketch a Passage from the Text | 20 minutes

1. Instruct groups to share their annotations and discuss these two questions:

 **What does the imagery mean?**

 **What do I see, hear, feel, taste, or smell?**

Differentiation Support

If students need additional help analyzing the imagery, ask specific questions:

- What does it mean to be released from a spell?
- What does an octopus look like?
- What does a mattress feel like and sound like?
- What does the sun look like when it is hidden by clouds and mist?

Listen for students to address key ideas in their discussions.

Key Ideas


- **group 1:** see people waking up from a trance, a bright sun, and children running; feel the warmth of the sun and hear the sounds of children shouting
 - **group 2:** see tangly, twisting branches of the jungle waving around the children; see a colorless jungle of grays, beiges, whites, and blacks
 - **group 3:** see children lying on the ground and running around in circles; feel the soft, squishy ground and hear a soft sound; smell grass and flowers; see the bright blue sky and the yellow sun; hear children's shouts, but at other times total silence
 - **group 4:** see the children's tears, the hazy mist covering the sun, a single raindrop in a child's hand, and the total darkness; feel the wetness of the rain and the children's tears; hear the children crying and the deafening thunder
2. Distribute a piece of chart paper to each group. Instruct students to work with their group to sketch a picture of their assigned passage and to label parts of their sketches to indicate senses other than sight that are important in their passage.
 3. Post the sketches. Remind students that these four sketches come from one brief part of the story when the children experience the outside world and sunshine. Invite a few students to share what they notice about each sketch. Use responses to emphasize that the final sketch is different from the other three: It is darker and sadder because the sunshine is gone again.

4. Facilitate a brief discussion of this question:

 **What do the imagery and your sketches reveal about the children and the jungle?**

Key Ideas

- The children feel like they are finally awake when they are outside in the sunshine.
- The children experience many new senses in the jungle that excite and energize them.
- Even the jungle is strange and colorless on Venus.
- Both the children and the jungle seem relieved by the sunshine.
- The children hate and fear the rain.

5.  **Introduce the learning task.** Direct students to their journals. Instruct them to explain what the imagery reveals about life on Venus. Tell students to include specific details from the passage.

Analyze Student Progress

Monitor: Do students demonstrate understanding of how the imagery in this passage emphasizes the extreme setting of Venus?

Offer Immediate Support: If students need additional support explaining how imagery adds to their understanding, ask them this question: Why do the children’s shouts of joy turn into wails?

Plan Future Practice: Students practice examining imagery in module 4.

6. Look for students to address key ideas in their responses.

Key Ideas

- Life on Venus is usually depressing and like a trap. The author says that the children are “like wild animals” that have escaped from caves and says that it seems like they wake up from a spell when they finally go outside.
- The imagery shows that when the sun shines on Venus, life is full of fun, excitement, and happiness. The jungle grows fast and waves around like an octopus while the children run around like animals.

- Tell students that they will follow the instructional routine Gallery Walk to review each group’s sketches. Explain how this routine works. First, you assign each student a starting point. Then, students silently observe the sketch. Then, on your cue, students move to the next sketch.

Teacher Note

Depending on the needs of your class, you may allow students to move and respond at their own pace rather than cueing them.

- Begin the Gallery Walk by assigning starting points.
- Close the Gallery Walk by inviting a few students to share their observations.
- Tell students that just as imagery can make a setting or story come alive, reading with expression also helps make a story come alive.
- Display the Fluency Reference Chart, and direct attention to the word *expression*. Remind students that in addition to reading with accuracy and phrasing, fluent readers also use their voice to show feeling.

Teacher Note

If time permits, ask students for examples of audiobooks they’ve listened to and how the reader’s expression contributed to their enjoyment of the story.

- Display the Fluency Practice for “All Summer in a Day,” and direct students to the page in their *Learn* book. Instruct them to review the passage. Ask these questions:

Which characters speak in this passage? How do you know?

Reinforce the correct response: The speakers alternate between the teacher, the children, and the narrator. Tell students that quotation marks signal when a speaker changes.

Fluency Practice
 "All Summer in a Day"
 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 the voice to show feeling.
Rate: Read at an appropriate speed.

13. Remind students that readers can make their voices go up or down, speak louder or softer, use more or less force, or express emotion. Tell students to also consider how punctuation (e.g., a question mark or an exclamation point) can affect a reader's voice.
14. Instruct students to take turns with a partner reading aloud the passage, focusing on reading with expression.

Differentiation Support

Instruct students to match the expression in your voice as you Echo or Choral Read the rest of the passage.

Observe | Examine Space in *Ghost* | 13 minutes

1. Display *Ghost*. Remind students that they previously learned that *Ghost* is a sculpture. Ask this question:

 **What common household feature did we describe last time?**

Reinforce the correct response: the outline of a door.

2. Ask this question:

 **What other common household features do you see in *Ghost*?**

Key Ideas

- a fireplace
- a window

3. Ask this question:

 **What is *Ghost* a sculpture of?**

Reinforce the correct response: the room of a house.

4. Remind students that *positive space* means “the area around, between, or within shapes or forms in a work of art.” Then remind them that *negative space* means “the empty space between and around the subject of a work of art.”

Language Support

If students need help understanding the terms *positive space* and *negative space*, display Barbara Hepworth’s sculpture *Mother and Child* from level 4 with examples labeled.

5. Tell students that an object takes up positive space. When an object has holes, it takes up negative space. Explain that sculptors either build up (add to) or carve away (reduce) their materials to create an object. Negative space can also be the outline created around the edges of a piece. Emphasize that just as writers make conscious choices about which words to use, artists make choices about where to create positive and negative space.

Teacher Note

Encourage students to think back to the sculpture *Mother and Child* and to their own experiences working with clay, modeling dough, or plastic bricks. Ask students to think about what choices they make, or any artist makes, when creating something three-dimensional. If time permits, consider demonstrating with actual clay, modeling dough, or plastic bricks.

6. Explain that Rachel Whiteread made a cast of a real room to make *Ghost*. That means she applied plaster to all the walls, windows, doors, fireplace, and trim of the room, let the plaster dry, and removed it. Then she put the plaster panels together to show the cast of the room. Tell students that they are seeing the imprint left by all the surfaces of the original room.

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

 **What are examples of positive and negative space in our classroom?**

Differentiation Support

If needed, show students an object in the classroom (e.g., a door or desk) to demonstrate positive and negative space.

Key Ideas

- **positive space:** tables, people, books
- **negative space:** areas between tables, air between people, empty slots between books

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

 **What are examples of positive and negative space in *Ghost*?**

Listen for students to address key ideas.

Key Ideas

- **positive space:** the empty panels and ridges of doors and windows, the air inside the room
- **negative space:** the actual door, windows, and walls

9. Explain that the artist inverts, or reverses, the positive and negative space of the room.


10. Ask this question:

 **How does Whiterhead’s use of positive and negative space affect the viewer?**

Invite a few students to share their responses, and listen for key ideas.

Key Ideas

- A viewer might feel like they are a wall because the air of the room is positive space, but there isn’t a wall as a boundary.
- Viewers see parts of the room they usually don’t see.
- Viewers might feel confused or surprised.

- 11.**  **Introduce the learning task.** Direct students to their journals. Instruct them to respond to this question: How does Whiteread get us to think differently about a familiar space, such as a home, in *Ghost*? Tell students to include details from the sculpture and to use what they know about positive and negative space.
-

Analyze Student Progress

Monitor: Do responses demonstrate understanding of how Whiteread presents a familiar space?

Offer Immediate Support: If students need additional support providing details about space, direct them to *Mother and Child* and tell them to identify examples of positive and negative space.

Plan Future Practice: Students practice analyzing space in lesson 5.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about imagery?
- What did you learn about space?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.3.5 Summary: MM.3.5.A

MM.4.5 Individuals, Events, and Ideas: MM.4.5.A

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.a, MM.5.5.A.d, MM.5.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.b

CP Compose and Present Content

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

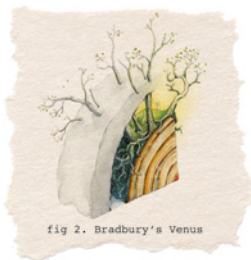
DF.5.5 Fluency: DF.5.5.A, DF.5.5.B

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 5

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

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students revisit “All Summer in a Day” to examine how the setting affects the characters in the story and to discuss the story’s theme. Students practice reading a passage from “All Summer in a Day” at an appropriate rate. During visual art instruction, students compare the use of space in *Ghost* and *Rubbing/Loving*. They consider how both artists use space to reveal a deeper meaning.

P A Prologue to lesson 5 is available for students who need additional support.

Learning Goals

Determine a theme in “All Summer in a Day.”

LEARNING TASK: During a class discussion, share an idea about a theme in “All Summer in a Day.”

Compare *Ghost* and *Rubbing/Loving*.

LEARNING TASK: Compare how the artists record space in *Ghost* and *Rubbing/Loving*.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss Themes in “All Summer in a Day”
- **Observe:** Compare Space

LAND

Reflect on Learning

Materials

TEACHER

- “All Summer in a Day” (digital platform)
- *Ghost* (see lesson 2 Preparation section for details)
- “Rubbing/Loving” (digital platform)
- Fluency Reference Chart (Reference Charts appendix)

STUDENTS

- “All Summer in a Day” (*Learn* book, lesson 2)
- journal
- Fluency Practice for “All Summer in a Day” (*Learn* book, Fluency)

Preparation

- none

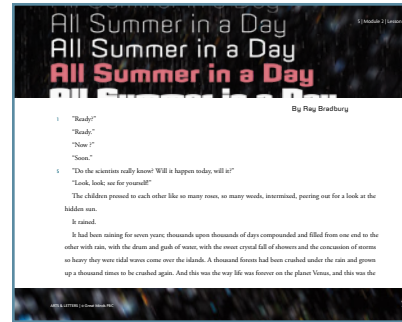
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for “All Summer in a Day” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “All Summer in a Day.”
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Explain that during a Distill lesson the class puts together what they learned from different parts of the story. The class uses the evidence they gathered from the story to discuss a central idea. Tell students that in this lesson they will revisit “All Summer in a Day” to reflect on the relationship between the setting and characters.

**LEARN** 53 minutes

Read | Prepare for a Discussion | 15 minutes

1. Explain that although science fiction stories can take place in other worlds or in the future, the conflicts in the stories are grounded in real human conflict.
2. Display and Choral Read today’s discussion question: What is a theme in “All Summer in a Day”?
3. Remind students that a theme is an important idea or a message that is conveyed by a text.
4. Explain that to prepare for the discussion, students will collect evidence to answer these two questions:
 - ☞ **How does the extreme setting affect Margot?**
 - ☞ **How do the other children respond to Margot?**

5. Instruct students to collect evidence from the text that will help them answer the questions.**Differentiation Support**

If students need help finding evidence from the text, direct them to paragraphs 12–45, starting with “Margot stood apart” and ending with “the teacher arrived.” Ask this question: How do the children respond to Margot’s poem about the sun?

Key Ideas

- **effect on Margot:** “She was a very frail girl who looked as if she had been lost in the rain for years” (para. 24).
- **effect on Margot:** “[T]he rain had washed out the blue from her eyes and the red from her mouth and the yellow from her hair” (para. 24).
- **effect on Margot:** “She was an old photograph, dusted from an album, whitened away, and if she spoke at all, her voice would be a ghost” (para. 24).
- **effect on Margot:** “Only when they sang about the sun and the summer did her lips move as she watched the drenched windows” (para. 28).
- **how the children respond:** “‘You’re lying, you don’t remember!’ cried the children” (para. 33).
- **how the children respond:** “They hated her pale snow face, her waiting silence, her thinness, and her possible future” (para. 35).
- **how the children respond:** “They surged about her, caught her up and bore her, protesting, and then pleading, and then crying, back into a tunnel, a room, a closet, where they slammed and locked the door” (para. 45).

6. Instruct students to discuss this question with a partner:

 **How does the extreme setting affect Margot?**

Language Support

To leverage students' home languages as resources to support learning, encourage students who share the same home language to discuss questions like this together, especially in preparation for larger class discussions.

Key Ideas

- She becomes like a ghost, washed out and silent.
- She stays away from the other children.
- She is unable to relate to the other children.

Respond | Discuss Themes in “All Summer in a Day” | 20 minutes

1. Display and introduce the speaking and listening goal for today’s discussion: Adjust your speech to match your audience, setting, and purpose.
2. Tell students that during the discussion they should consider their audience, setting, and purpose, just as they did for their previous discussion of *The Birchbark House*.
3. Ask this question:

 **How might speaking during a class discussion differ from speaking at recess or with friends in the cafeteria?**

Key Ideas

- use indoor voice
- take turns while speaking
- need to think through what you are going to say and how to support it


4. Facilitate a discussion of the following question:

 **How did the setting affect the characters and their interactions in “All Summer in a Day”?**

Language Support

Direct students to the Talking Tool, located in the *Learn* book. Remind them that they can practice supporting what they say with evidence by using these sentence frames:

- In the text, _____.
- For example, _____.

5.  **Introduce the learning task.** Explain that students will share a big idea or message that is conveyed in the story. Continue the discussion by asking this question:

 **What is a theme in “All Summer in a Day”?**

Differentiation Challenge

To extend student thinking, ask this question: What other word(s) would make a good title for the story “All Summer in a Day”? Explain your response.

Teacher Note

During the discussion, use the Module 2 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal. As students practice their speaking and listening skills throughout the module, continue to use the tracker to monitor students’ progress toward each goal.

Analyze Student Progress

Monitor: Do students share themes that reflect the effects of setting on people?

Offer Immediate Support: If students need additional support identifying a theme, direct them to their annotations about Margot and ask this question: What can you learn from Margot?

Plan Future Practice: Students practice discussing important ideas in lesson 24.

6. At the end of the discussion, reinforce key ideas.

Key Ideas

- Extreme settings can bring out intense feelings.
- Extreme settings affect people differently.
- Jealousy and fear can cause unkind behavior.

7. Direct students to their journals. Instruct them to write what they learned from discussing the themes in “All Summer in a Day.”

8. Remind students of the importance of adjusting their speech during a discussion. Explain to students that readers also adjust how they read so that others might understand them.

9. Display the Fluency Reference Chart, and Choral Read the definition of *rate*. Ask this question:

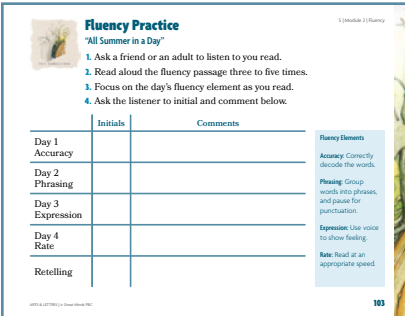
 **What does it mean to read aloud at an appropriate rate, or speed?**

Key Ideas

- read at a rate at which others can understand me
- read the way I would speak naturally, not too slow and not too fast

Use responses to emphasize that the goal of fluency is not to read as fast as you can but as well as you can.

10. Explain that students can improve their reading rate by practicing reading a text with accuracy, phrasing, and expression. Direct students to the Fluency Practice for “All Summer in a Day,” located in the *Learn* book. Choral Read the fluency passage at an appropriate rate.



Fluency Practice
 “All Summer in a Day”

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

- 11.** If time allows, instruct students to take turns reading aloud the fluency passage. Encourage students to focus on reading at an appropriate rate, with accuracy, phrasing, and expression.

Teacher Note

If you have access to digital recording tools, have students record and listen to themselves reading to hear and self-assess their oral fluency.

Observe | Compare Space | 18 minutes

- 1.** Invite a few students to share their journal entries from the previous lesson in response to this question: How does Whiteread get us to think differently about a familiar space, such as a home, in *Ghost*?

Teacher Note

When applicable, invite students to comment on what their peers have shared.

- 2.** Tell students that in today’s lesson they will look at how another artist interprets a familiar space. Explain that students will watch a video that shows how an artist created rubbings of his apartment on sheets of paper. Play “Rubbing/Loving.”

Teacher Notes

Do Ho Suh is an artist known for his intricately detailed full-scale fabric recreations of spaces in which he has lived. In the video, he discusses *Rubbing/Loving* (2016), a large-scale piece that began with the process of wrapping all the surfaces of his former apartment with white paper and then using colored pencils and pastels to create rubbings on the sheets, thus memorializing all the home’s details. After documenting the entire process, Suh vacated the apartment and placed all the paper fragments in storage. Suh splits his time among London, New York, and Seoul.

If time permits, demonstrate how to create a rubbing by holding a sheet of white paper against a wall or another textured surface while rubbing a crayon or colored pencil over the paper. Consider asking students to share their experiences with creating similar rubbings in the past (e.g., rubbings of leaves or tree bark).

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



What do you notice and wonder about *Rubbing/Loving*?

4. Ask this question:

 **What do you notice about the colors and shapes of *Rubbing/Loving*?**

Invite a few students to share their responses. Listen for key ideas.

Key Ideas

- **colors:** white or blue, depending on the room
- **shapes:** rooms of a home, walls, doors, doorways, fixtures such as knobs and switches

5. Display *Ghost*. Ask this question:

 **How do the colors of *Ghost* compare with those of *Rubbing/Loving*?**

Invite a few students to share their responses. Reinforce the correct response: The color of *Ghost* is mainly white, while *Rubbing/Loving* includes blue pencil on white surfaces.

6. Instruct students to Jot–Pair–Share to compare the size and material of each piece.

7. Invite a few students to share their responses. Listen for key ideas.

Key Ideas

- **size:** Both pieces are large in scale. *Ghost* is big enough to walk around, and *Rubbing/Loving* encompasses an entire apartment.
- **material:** *Ghost* is made of plaster, while *Rubbing/Loving* is made of rubbings on paper that can be folded and stored away.

8. Instruct students to Think–Pair–Share to answer these questions:

 **How are these two works of art similar, and how are they different?**

Differentiation Support

If students need additional support differentiating between the two pieces, ask students to look at colors, shapes, textures, subject, material, form, and size.

Key Ideas

- **similar:** Both pieces depict domestic spaces.
- **similar:** Both pieces focus on the textures of domestic spaces.
- **different:** *Ghost* is comprised of plaster, while *Rubbing/Loving* is comprised of paper rubbings.

9. Ask these questions:


 **Do the works of art show similar subjects? How do you know?**

 **Are the subjects familiar, strange, or both? How do you know based on the evidence?**

Key Ideas


- **similar subjects:** features of a home, including doors, windows, and a fireplace
- **familiar and strange:** familiar because I recognize the features of a home; strange because of the way the homes are presented (e.g., negative-turned-positive space, colored pencil rubbings)

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

 **How do both works of art document a space differently than a photograph or a painting would?**

Key Ideas

- You can see the textures of a sculpture or rubbing.
- While a photograph may be more accurate, a sculpture or rubbing imparts a sense of touch.
- The size of both pieces allows the viewer to walk around or occupy the space itself, something that is not possible with a photograph or a painting.

- 11.** Explain that both Whiteread and Suh record spaces that they are familiar with; they create a record with their art. These records are not the same as the original space. They have some of the artist's interpretation and describe to viewers a way that the artist interacted with the space. *Rubbing/Loving*, for example, has extra marks made on surfaces that Suh frequently touched, while Whiteread includes the fireplace's soot in *Ghost*.
- 12.**  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this question: What do both artists help you see about space? Tell students to include details about how each artist describes familiar spaces.

Key Ideas

- Different artists see and interpret spaces differently.
- The medium matters. Depicting space through sculpture and rubbings allows viewers to experience a space differently than they would through two-dimensional media such as photography or painting.
- Artists can present familiar spaces in ways that render them unfamiliar to a viewer.

Analyze Student Progress

Monitor: Do responses demonstrate understanding about how both artists help them see space?

Offer Immediate Support: If students need additional support articulating what both artists convey about space, direct students to their Notice and Wonder Chart for Work of Art and ask these questions: What do you notice? How does the artist create that effect in their work?

Plan Future Practice: Students practice comparing works of art in module 3.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about extreme settings from “All Summer in a Day”?
- What did you learn from *Ghost* and *Rubbing/Loving*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.2.5 Theme and Central Idea: MM.2.5.A, MM.2.5.B

MM.4.5 Individuals, Events, and Ideas: MM.4.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.b

CP Compose and Present Content

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A, CP.8.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.C, BU.3.5.D, BU.3.5.E

BU.4.5 Expression

DF Develop Foundations

DF.5.5 Fluency: DF.5.5.A, DF.5.5.B

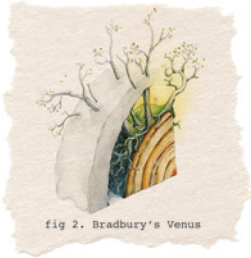
DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.D

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 6

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

Content Framing Question | **Know:** How does this text build our knowledge?


OVERVIEW

Preview


In this Know lesson, students synthesize their learning about an extreme setting in “All Summer in a Day.” Students reflect on how setting affects people emotionally before writing knowledge statements to articulate their learning. During visual art instruction, students examine how both *Ghost* and *Rubbing/Loving* build knowledge about space. Students articulate what they have learned about preserving a space through art.

Learning Goals

Express knowledge gained from “All Summer in a Day.”

 **LEARNING TASK:** Write three knowledge statements about extreme settings in “All Summer in a Day,” using transition words or phrases to show cause and effect.

Express knowledge gained from *Ghost* and *Rubbing/Loving*.

 **LEARNING TASK:** Describe how *Ghost* and *Rubbing/Loving* build knowledge about recording space.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge
- **Respond:** Express Knowledge
- **Observe:** Build Knowledge from Art

LAND

Synthesize Learning

Materials

TEACHER

- “All Summer in a Day” (digital platform)
- *Ghost* (see lesson 2 Preparation section for details)
- “Rubbing/Loving” (digital platform)
- Fluency Reference Chart (Reference Charts appendix)

STUDENTS

- “All Summer in a Day” (*Learn book*, lesson 2)
- World Knowledge Statements for Module 2 (*Learn book*)
- Sentence Strategies for Module 2 (*Learn book*, Writing)
- Fluency Practice for “All Summer in a Day” (*Learn book*, Fluency)

Preparation

- Familiarize yourself with the concept of transition words and phrases. See the Respond section for details.

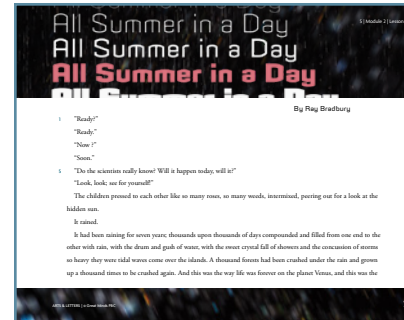
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “All Summer in a Day.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Explain that during a Know lesson, the class reflects on the knowledge they built and makes connections among texts to share what they know now. Tell students that in this lesson they will spend time thinking and writing about the knowledge they built while reading “All Summer in a Day” and studying works of art.

**LEARN** 53 minutes

Read | Review Knowledge | 15 minutes

1. Direct attention to the World Knowledge Chart. Facilitate a brief discussion about the knowledge students have built so far about extreme settings.
2. Ask this question:

 **What did we learn about people and extreme settings?**

Invite a few students to share their responses.

Key Ideas

- Extreme settings can cause conflicts between individuals, and between people and their environment.
- Extreme settings and environmental conditions affect the way people act.
- It is hard to adapt to new settings and situations, especially when they are extreme.

3. Add a few student-generated knowledge statements to the World Knowledge Chart.

Respond | Express Knowledge | 23 minutes

1. Remind students that writers use transition words or phrases to connect ideas in their writing. Assess and activate prior knowledge by asking this question:

☰ **What are examples of transition words or phrases that connect similar ideas?**

Reinforce the correct responses: *similarly*, *also*, *additionally*, and *in addition*.

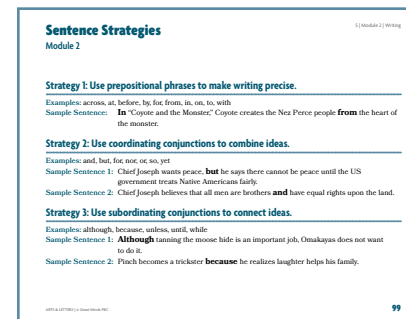
2. Display these two sentences:
 - It rains constantly on Venus.
 - The people live underground.


3. Ask this question:

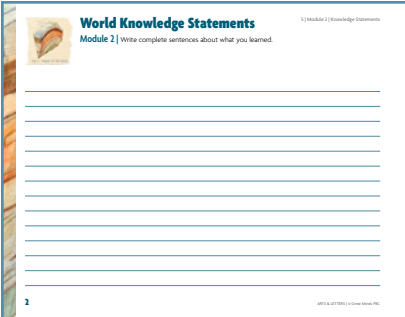
☰ **How can you connect these two ideas?**

Use responses to reinforce that *because* or *so* works best to connect the sentences because they show the cause and effect relationship between ideas.

4. Direct students to the Sentence Strategies for Module 2, located in the *Learn* book, and direct attention to Sentence Strategy 4: Use transition words and phrases to show cause and effect. Choral Read the examples of transitions that show cause and effect: *as a result*, *therefore*, and *consequently*.
5. Direct attention to Sample Sentence 1 for Strategy 4: As a result of the constant rain, the people on Venus live underground.
6. Direct attention to Sample Sentence 2 for Strategy 4: It rains constantly on Venus. Therefore, the people of Venus live underground.



7. Emphasize that while the sample sentences convey the same meaning, the first sentence contains a transition within the sentence, and the second contains a transition between two sentences. The first sample sentence opens with a transition showing the cause (constant rain) followed by a comma and then the effect (people on Venus live underground).
8. Explain that in the second sample, the transition word *therefore* appears at the beginning of the second sentence to show that the second sentence is the effect or result of the idea in the first sentence. Tell students that both the first and the second sample are effective ways of using transition words or phrases to show cause and effect.
9. Direct attention to the Your Turn section. Instruct students to fill in the blanks of the Your Turn section and include proper punctuation to complete the sentences.
10. Instruct students to work with a partner to orally rehearse connecting two sentences from the World Knowledge Chart using a transition to show cause and effect.
11.  **Introduce the learning task.** Direct students to the World Knowledge Statements for Module 2, located in the *Learn* book. Instruct students to write at least three knowledge statements to express knowledge they gained from “All Summer in a Day.” Tell students to connect or expand at least two of their knowledge statements, using transition words or phrases to show cause and effect. Remind students to include proper punctuation.



Analyze Student Progress

Monitor: Do students’ knowledge statements include transitions to show cause and effect that connect ideas about the extreme setting of Venus?

Offer Immediate Support: If students need additional support writing a sentence that expands on ideas about extreme settings, encourage them to orally share with a partner prior to writing a sentence.

Plan Future Practice: Students practice combining and expanding ideas in lesson 16.

12. Tell students they will revisit “All Summer in a Day” one more time to practice reading a passage fluently.
13. Direct attention to the Fluency Reference Chart, and remind students of the elements of fluency: accuracy, phrasing, expression, and rate.
14. Direct students to the Fluency Practice for “All Summer in a Day,” located in the *Learn* book. Form small groups of three or four students. Tell students to take turns performing a fluent reading of the passage. Instruct students to provide each student at least one piece of positive feedback that is focused on an element of fluency.

Language Support

Provide time for students to practice independently reading the passage fluently before performing for their group.

Fluency Practice
“All Summer in a Day”

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.

15. If time allows, invite a few students to perform a fluent reading of the fluency passage for the whole class.

Teacher Note

After this arc of explicit instruction on the elements of fluency (accuracy, phrasing, expression, and rate), students have numerous opportunities to practice fluent oral and silent reading during lessons. Encourage students to apply what they have learned about fluent reading when they read in class, and reinforce these skills with the fluency passages assigned for follow-up. See Implementation Resources for additional fluency resources and advice on identifying readers who need regular fluency support, setting goals, and tracking progress.

Observe | Build Knowledge from Art | 15 minutes

1. Explain to students that while Bradbury depicts an unfamiliar setting in “All Summer in a Day,” the artists, Whiteread and Suh, depict familiar spaces in unfamiliar ways. Tell students that in today’s lesson they will review both works of art again and discuss what they learned about preserving a space through art.

2. Display *Ghost*. Tell students to look at the piece for at least 30 seconds. Ask this question:


 **What did you learn from how Whiteread depicts space?**

Key Ideas

- A sculptor makes conscious choices about what to add and what to take away from a piece.
 - A very familiar space can be made unfamiliar depending on how an artist makes use of positive and negative space.
 - A sculpture can convey aspects of a space such as size and texture that another medium might not.
3. Show “Rubbing/Loving.” Tell students to think about what they learned as they view the video one more time.

 **What did you learn from how Suh depicts space?**

Key Ideas

- A space as familiar and personal as one’s home is worthy of preserving.
 - Preserving a space through rubbing conveys textures and shapes in ways another medium might not.
4.  **Introduce the learning task.** Direct students to their journals. Instruct them to describe the knowledge they built about recording space through the three-dimensional artworks *Ghost* and *Rubbing/Loving*.

Key Ideas

- A space as familiar as a home can be rendered unfamiliar based on the artist’s interpretation and the medium used.
- Certain media such as sculpture and rubbings convey aspects of space, including texture and size, that other media might not.
- An artist is intentional about their use of space.

Analyze Student Progress

Monitor: Do students share relevant details about how both pieces build their knowledge of space?

Offer Immediate Support: If students need additional support describing what these works of art communicate, prompt them to pay attention to one work of art at a time and to identify what they notice about the space.

Plan Future Practice: Students practice expressing what they learn about a work of art in module 3.

5. Invite a few students to share their responses. Ask this question:



Based on our study of “All Summer in a Day” and these two works of art, why does setting or space matter?

Key Ideas

- A setting can affect a person tremendously. (A setting can define a person.)
- A person can affect how a space is recorded because they bring their own interpretation. (A person can define a space.)

6. Explain to students that setting will be important in the next text they read in the module. Tell students they will have an opportunity to see how a setting, especially an extreme one, can test a person and a group of people.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:

 **How does an extreme setting affect a person?**

2. Use responses to reinforce these Knowledge Threads:
 - Harsh environmental conditions create extreme settings.
 - Extreme settings can affect a person physically and emotionally, making survival difficult.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “All Summer in a Day” and the two works of art?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.b, MM.12.5.C.c

CP Compose and Present Content

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.2.5 Discovery and Evidence

BU.3.5 Conversation and Collaboration: BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.5.5 Fluency: DF.5.5.A, DF.5.5.B, DF.5.5.C

DF.8.5 Punctuation

DF.13.5 Sentence Construction: DF.13.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 7

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

Content Framing Question | **Wonder:** What do I notice and wonder about this text?


OVERVIEW

Preview


In this Wonder lesson, students explore *All Thirteen* and read chapter 1 to learn about the soccer team and their location in Thailand. Students write what they notice about the text and related questions. During writing instruction, students examine the difference between a fact and an opinion and practice supporting an opinion. This work prepares students for Module Task 1, in which they write an opinion essay with reasons and evidence.

Learning Goals

Notice and wonder about *All Thirteen*.

 **LEARNING TASK:** Write at least three things you notice about *All Thirteen* and at least three related questions.

Support an opinion with evidence from *All Thirteen*.

 **LEARNING TASK:** Determine which opinion about the Wild Boars soccer team has stronger evidence from *All Thirteen* to support it.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *All Thirteen*
- **Respond:** Notice and Wonder About the Text
- **Write:** Support an Opinion with Evidence

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*
- class Notice and Wonder Chart for *All Thirteen* (*Learn* book)

STUDENTS

- *All Thirteen*
- Notice and Wonder Chart for *All Thirteen* (*Learn* book)
- journal

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *All Thirteen*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Introduce *All Thirteen* by reading aloud the title and author. Tell students that in this lesson they will write what they notice and wonder as they explore the book and read the first chapter.

Teacher Note

Throughout the book *All Thirteen*, students will encounter words in the Thai language. We recommend searching online for audio pronunciation guides to support correct pronunciation in the classroom. Suggested search terms include “pronounce Thai words in *All Thirteen*.”

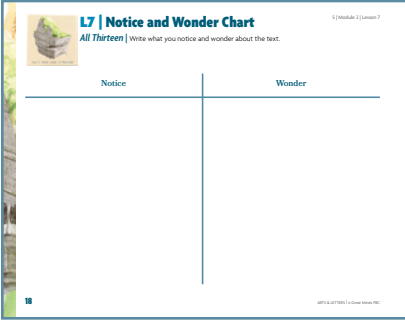
LEARN 53 minutes

Read | Read *All Thirteen* | 18 minutes

1. Display the class Notice and Wonder Chart for *All Thirteen*, and direct students to the page in their *Learn* book.
2. Direct students to *All Thirteen*. Prior to reading the first chapter, give students time to explore the book and write what they notice and related questions on their charts.
3. Ask this question:

 **What do you notice and wonder about *All Thirteen*?**

Add a few student-generated responses to the class chart.



The image shows a 'Notice and Wonder Chart' for the book *All Thirteen*. The chart is a table with two columns: 'Notice' and 'Wonder'. The title of the chart is 'L7 | Notice and Wonder Chart' and it includes the text 'All Thirteen | Write what you notice and wonder about the text.' There is a small illustration of a bowl of rice in the top left corner of the chart area. The chart is currently blank, ready for student input.

Teacher Note

As students share what they notice and wonder, listen for evidence of the knowledge and skills they built in previous lessons. In addition, listen for connections among ideas in the texts as the module progresses. Use the information you gather to prepare for subsequent lessons with this text.

4. Tell students that they are going to notice and wonder about chapter 1, “A Typical Saturday.” Read aloud the portion of pages 1–2 from the heading “June 23, 2018” to “they’ll head back.” Instruct students to follow along and annotate places in the text that capture their interest or make them wonder.
5. Read aloud page 3, starting with the heading “The Boys of the Wild Boars.” Instruct students to follow along and annotate places in the text that capture their interest or make them wonder.

Teacher Note

English nicknames became popular in Thailand starting in the 1970s. Many people in Thailand were given English words or names as their nicknames, like Wild Boar team members Mark, Nick, Night, Note, and Titan. English names are used because of the international status of English as a world language.

6. Pause to allow students to write what they notice about pages 1–3 and related questions on their charts. Invite a few students to share their responses. Add responses to the class chart.

Teacher Note

All Thirteen is an accurate account of the cave rescue in 2018 when all members of the soccer team survived the harrowing experience. However, in 2023 the captain of the team, Duangphet “Dom” Promthep, passed away. Take into account your school’s policies about covering sensitive topics if it emerges in discussion.

7. Instruct students to read the portion of pages 2–7 from “The boys buy” to “still weeks away,” skipping the sidebars “The Boys of the Wild Boars” and “This Is Mae Sai.” Instruct students to annotate places in the text that capture their interest or make them wonder.

Language Support


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

Respond | Notice and Wonder About the Text | 15 minutes

1. Direct students to the section on page 3 titled “The Boys of the Wild Boars,” and tell them that this part is called a sidebar. Explain that sidebars are not part of the main text but are connected and provide extra information to the reader that can be helpful. Tell students that they may have noticed the sidebars as they examined the text. Explain that the sidebars in this text have a green background, their own title, and are listed in the table of contents. Tell students that they won’t always read sidebars together as a class, but they are invited to read them as time allows.

Teacher Note

Sidebars in *All Thirteen* provide clear, relevant knowledge to support readers’ understanding of the text. Throughout the module, instruction on sidebars depends on the learning goals. If a sidebar is part of instruction, the direction to read it will be included in the lesson. Likewise, if the sidebar is not necessary to the lesson, students will be instructed to skip it. Sidebars provide opportunities for differentiation challenges or supports. Encourage students to read sidebars as they pertain to their interests or needs.

2. Direct students to the sidebar “This Is Mae Sai” on pages 4 and 5. Read aloud the portion of page 4 from “The boys’ home” to “school and soccer.” Instruct students to follow along and annotate places in the text that capture their interest or make them wonder.
3.  **Introduce the learning task.** Give students time to write at least three things they notice and related questions about chapter 1 on their Notice and Wonder Charts.

Analyze Student Progress

Monitor: Do students write about what they notice about *All Thirteen* and at least three related questions?

Offer Immediate Support: If students need additional support noticing something and asking a related question, direct attention to the photograph on page 6 and ask these questions: What do you notice in the photograph? What questions do you have about the photograph?

Plan Future Practice: Students practice noticing things and asking questions about the beginning of a book in module 3.

4. Form small groups. Give students time to share the questions they are most interested in learning about after reading chapter 1. Instruct students to listen for similarities and differences in their questions.
5. Instruct groups to identify one question that they are most interested in answering as they read *All Thirteen*.
6. Invite groups to share their identified question. Record questions on the class Notice and Wonder Chart. Tell students they will keep these questions in mind as they continue to read *All Thirteen*.

Write | Support an Opinion with Evidence | 20 minutes

1. Tell students that in module 2, they will write opinion essays. Ask this question:

 **What do you already know about the difference between a fact and an opinion?**

Use responses to emphasize that a fact can be verified or proved to be true or false through objective evidence, and an opinion is a personal belief or judgment about something that cannot be proved true or false.

2. Tell students that they will now look at statements related to *All Thirteen* to determine which are facts and which are opinions. Display the following statements, one at a time. Ask this question for each statement:

 **Is this a fact or an opinion?**

1. The rescue of the Thai boys' soccer team from the cave was incredible.
2. Tham Luang Nang Non is also known as the Cave of the Sleeping Lady.
3. The rescue of the Thai boys' soccer team from the cave took 17 days.
4. The Wild Boars are an excellent and dedicated soccer team.
5. Mae Sai is a small town on Thailand's northern border.

6. It is better for children to be out in nature than at home.
7. The Wild Boars practice soccer every Saturday.
8. Mae Sai is a beautiful town surrounded by stunning mountains.

Differentiation Support

To help students differentiate between fact and opinion, read aloud select statements and ask the following questions:

- Can this be proven to be true or false?
- Is it a personal belief or judgment?

Reinforce the correct responses:

- **Opinion**—1. The rescue of the Thai boys' soccer team from the cave was incredible.
 - **Fact**—2. Tham Luang Nang Non is also known as the Cave of the Sleeping Lady.
 - **Fact**—3. The rescue of the Thai boys' soccer team from the cave took 17 days.
 - **Opinion**—4. The Wild Boars are an excellent and dedicated soccer team.
 - **Fact**—5. Mae Sai is a small town on Thailand's northern border.
 - **Opinion**—6. It is better for children to be out in nature than at home.
 - **Fact**—7. The Wild Boars practice soccer every Saturday.
 - **Opinion**—8. Mae Sai is a beautiful town surrounded by stunning mountains.
3. Explain that an opinion can't be proved true or false, but writers can make an opinion stronger if they identify specific reasons that are supported with evidence. Explain that in their opinion essays, students will be expected to develop their opinion with reasons and support those reasons with evidence.


Teacher Note

This lesson is a review of writing skills taught in previous levels, including forming an opinion and supporting an opinion with reasons and evidence. As students complete the task for this lesson, look for evidence of the knowledge and skills they built in previous levels to write and support an opinion. Use the information you gather to prepare subsequent writing lessons with this text.

4. Tell students that they will practice supporting an opinion with evidence from chapter 1 of *All Thirteen*. Tell students they will answer this question: Should the Wild Boars go into Tham Luang?
5. Display the following statements. Tell students that these statements are evidence from the text that support two different opinions: The Wild Boars should go into Tham Luang, or the Wild Boars should not go into Tham Luang. Instruct students to work with a partner to determine which statements support which opinions.
 1. It is monsoon season, and it looks like it is going to rain.
 2. Tham Luang is the most visited cave in Thailand.
 3. There is a sign warning visitors not to enter during the rainy season because the cave floods.
 4. They have to be out by 5:00 for Night's birthday party.
 5. They are with Coach Ek, whom they trust deeply.
 6. It's June 23, and the heavy rains are weeks away.
 7. Their parents trust Coach Ek and support the team's adventures.
 8. Once people start exploring a cave, they want to keep going.
6. Invite volunteers to share the evidence that supports each opinion. Reinforce the correct responses:
 - **Evidence to support that the boys should go into Tham Luang**—2. Tham Luang is the most visited cave in Thailand. 5. They are with Coach Ek, whom they trust deeply. 6. It's June 23, and the heavy rains are weeks away. 7. Their parents trust Coach Ek and support the team's adventures.
 - **Evidence to support that the boys should not go into Tham Luang**—1. It is monsoon season, and it looks like it is going to rain. 3. There is a sign warning visitors not to enter during the rainy season because the cave floods. 4. They have to be out by 5:00 for Night's birthday party. 8. Once people start exploring a cave, they want to keep going.

7. Tell students to choose one piece of evidence from the list. Instruct students to Think–Pair–Share to explain how the piece of evidence supports an opinion.

Key Ideas

- The boys were with a trusted adult, so there was no reason for them to think the trip would be dangerous.
 - The heavy rains were weeks away. Therefore, they had no reason to be concerned about flooding.
 - The boys had to attend Night’s birthday party at 5:00, so they should have saved the trip for another day.
 - A sign warns visitors not to enter during monsoon season, so they should have known there was a chance they could be trapped by flood waters.
8.  **Introduce the learning task.** Direct students to their journals. Tell students to examine the evidence for the two opinions and decide which opinion has stronger evidence as support. Instruct students to explain their choice in their journals.

Analyze Student Progress

Monitor: Do students explain which opinion has stronger evidence to support it?

Offer Immediate Support: If students need additional support to choose the stronger evidence, ask these questions: Which opinion has more evidence? Which evidence more clearly supports the opinion?

Plan Future Practice: Students practice supporting an opinion with information from *All Thirteen* in lesson 12.

9. Invite a few students to share their responses.

Key Ideas

It was not safe.

- There is a sign warning visitors not to enter during the rainy season because the cave floods.

They didn't have enough time.

- They have to be out by 5:00 for Night's birthday party.
- Once people start exploring a cave, they want to keep going.

10. Tell students that they will continue to practice supporting an opinion with reasons and evidence from texts as they prepare to write Module Task 1.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *All Thirteen*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.I

CP.2.5 Planning: CP.2.5.A, CP.2.5.C

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B

BU.3.5 Conversation and Collaboration: BU.3.5.B

BU.4.5 Expression

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.A

DM.3.5 Schema Building



Lesson 8

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

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review chapter 1 and read chapters 2 and 3 of *All Thirteen* to learn what happened on June 23, 2018. Students summarize the text by describing what happened to the Wild Boars on this day. During writing instruction, students examine the Writing Model for Module 2 to determine the author's opinion and the reasons the author uses to support the opinion. Then they compare the structure of an informative essay and an opinion essay to prepare to write opinion essays throughout the module.

P A Prologue to lesson 8 is available for students who need additional support.

Learning Goals

Summarize the events in chapters 1–3 of *All Thirteen*.

LEARNING TASK: Describe what happened to the Wild Boars on June 23, 2018.

Analyze the Writing Model for Module 2.

LEARNING TASK: Compare the structure of an informative essay to an opinion essay.

Vocabulary

claustrophobia (n.)

monsoon (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *All Thirteen*
- **Respond:** Summarize Chapters 1–3
- **Write:** Examine an Opinion Essay

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*
- Syllable Types (Reference Charts appendix)
- Painted Essay®—Informative (module 1 *Learn* book, Writing)
- Painted Essay®—Opinion (*Learn* book, Writing)

STUDENTS

- *All Thirteen*
- Glossary for Module 2 (*Learn* book)
- journal
- Writing Model for Module 2 (*Learn* book, Writing)

Preparation

- Determine how to display side by side Syllable Types and the term *claustrophobic*. See the Read section for details.
- Determine how to display side by side the Painted Essay®—Informative and the Painted Essay®—Opinion. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *All Thirteen*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Direct attention to the date in bold on page 1. Tell students that they will review chapter 1 and read chapters 2 and 3 to describe what happened to the soccer team on June 23, 2018.

LEARN 53 minutes

Read | Read *All Thirteen* | 26 minutes

1. Direct attention to both knowledge charts, and instruct students to review them, looking for information they learned in the previous lesson about the people and the setting in *All Thirteen*. Ask this question:

 **What did you learn about the Wild Boars soccer team in chapter 1?**

Key Ideas

- It was a tight-knit soccer team for boys ages 11–17.
- Coach Ek often organized adventures.
- Coach Ek was like a big brother or parent to the boys.
- The team members were Adul, Bew, Dom, Mark, Mix, Nick, Night, Note, Pong, Tern, Thi, and Titan.
- They had soccer practice Saturday morning.
- It was Night's birthday, and they were expected at his party later.
- Team members went on an excursion to Tham Luang.

2. Ask this question:

 **What did you learn about the setting of *All Thirteen* in chapter 1?**

Key Ideas

- They lived in the small town of Mae Sai, Thailand.
- Mae Sai is a busy town because it's on the border of other countries.
- Most families are farmers in Mae Sai.
- It is an area of Thailand well known for caves.
- Tham Luang cave is close to the soccer field.
- It's muggy and sweaty outside the cave but cool and dark inside the cave.
- It was June 23 and weeks away from the rainy season when the cave flooded.

3. Read aloud the portion of page 7 from “They walk past” to “still weeks away.” Explain that the end of chapter 1 emphasizes the date the story takes place: June 23, 2018. Explain to students that this text is structured chronologically, or in the order that events happen, and this structure will be important as they continue reading the text. Instruct students to Think–Pair–Share to answer this question:

 **In chapter 1, what did the Wild Boars do on the morning of June 23, 2018?**

Key Ideas

- The Wild Boars had soccer practice.
- They decided to go to the cave, Tham Luang, after practice.
- They stopped to buy snacks.
- The team rode their bikes to the cave.
- The team walked into the entrance of the cave.

4. Direct attention to the picture on page 8 and the title of chapter 2 on page 9: “A Sky Full of Water.” Tell students that chapter 2 will give more information about an important term: *monsoon*.

5. Ask this question:

 **Based on the chapter title, what do you think *monsoon* means?**

6. Display the term and definitions. Engage students in Vocabulary Exploration.

7. Instruct students to read pages 9–10. Tell students to annotate information related to the term *monsoon*.

8. Instruct students to share their annotations with a partner. Invite a few students to share what they learned about monsoons from chapter 2, “A Sky Full of Water.”

Key Ideas

- It rains nearly every afternoon or evening for months during monsoon season.
 - Ninety percent of the year’s rain will fall in a few months.
 - Rain falls in thick sheets, like walking through a waterfall. Even raincoats and umbrellas do not help.
 - The rain helps plants and other vegetation grow.
 - Floods and landslides caused by the rainy season can be deadly.
 - Seasons have been less predictable, and rainfalls are more extreme.
9. Direct students to the term *monsoon* in the Glossary for Module 2, located in the *Learn* book. Instruct them to add a fact about monsoons from chapter 2 in the Notes section.

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

10. Tell students that chapter 2 also takes place on June 23, 2018. Ask this question:

 **What do we learn about June 23, 2018, at Tham Luang from chapter 2?**

Key Ideas

- It was a light day for the park rangers.
- It was not the high season for tourists.
- Monsoon season officially started the month before, but heavy rains were not supposed to start until the next month.
- There was potential for unusually high rain.
- The clouds over the mountains dropped lower.
- It started raining.

11. Direct attention to the title and subtitle for chapter 3 on page 13: “The Cave of the Sleeping Lady” and “June 23, 2018.” Emphasize that this chapter takes place on the same day as chapters 1 and 2. Read aloud the portion of pages 13–15 from “Coach Ek leads” to “enticing and dangerous.” Instruct students to listen for and annotate information about the cave, Tham Luang.

12. Ask this question:

 **What information does the author give about Tham Luang and other caves in Thailand at the beginning of chapter 3?**

Key Ideas

- **Tham Luang:** The cave got its name from an ancient princess.
- **other caves in Thailand:** Caves are sacred.
- **other caves in Thailand:** Caves provide a way to tap into the power of mountains.

- 13.** Tell students that before they continue to read about Tham Luang, they will decode a multisyllabic word from the text. Display side by side Syllable Types and the term *claustrophobic*. Instruct students to work with a partner to identify each syllable and syllable type, decode each syllable, and accurately blend the syllables to read the word.

Differentiation Support

If students struggle with syllable division, help them annotate the vowels and consonants and apply their knowledge of common syllable division patterns (i.e., claus-tro-pho-bic). If students produce an inaccurate vowel sound when blending syllables to read the term, ask this question: What else could this vowel or vowel team say?

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

- 14.** Instruct students to read the portion of pages 15–19 from “As the boys” to “Tham Luang is flooding” and to annotate information about Tham Luang.

Differentiation Support

To check students’ comprehension, instruct them to stop reading after “and head left” at the top of page 17, and ask this question: How is Tham Luang different once the boys go past the entrance chamber?

Respond | Summarize Chapters 1–3 | 12 minutes

1. Instruct students to share their annotations with a partner. Listen for students to address key ideas in their discussions.

Key Ideas

- It's wet and damp inside the cave.
- The entrance chamber and first 2,000 feet (600 meters) are large and airy rooms.
- Past the entrance chamber, it is completely dark, steep, and narrow.
- The known end of the cave is about 7 miles (11 kilometers) from the entrance.
- The water level is high.

Emphasize that there are two distinct parts of Tham Luang: the first 2,000 feet (600 meters) of the cave, including the entrance chamber, and beyond the first 2,000 feet (600 meters).

2. Remind students that in chapter 1 the boys entered the entrance chamber, and in chapter 3 the boys explored inside the cave. Display the diagram “Tham Luang Cave System with Cross Sections” on page 16 to give students a sense of the immense scale of the entrance chamber. Tell students that this diagram will help them understand where events inside Tham Luang take place. Instruct students to find the entrance chamber. Show students that the entrance chamber is labeled on the full diagram and in the inset. Direct attention to the inset, and ask this question:



How does the diagram show the size of the entrance chamber?

Teacher Note

The module lessons often refer to the diagram “Tham Luang Cave System with Cross Sections.” Since the diagram shows the structure of the cave, it will be helpful for students to refer back to the diagram as the rescuers reach different places within the cave.

Reinforce the correct response: the image of a child in comparison to the chamber and the chamber cross section scale. Explain that diagrams and maps have scales to show how the distances on the diagram or map relate to the actual distances. If students use their thumb and index finger to represent the space on the scale, they can measure the actual distance on the diagram or map.

3. Direct students to page 15 where the author says, “If you are claustrophobic, this is where you turn around.” Introduce the vocabulary term *claustrophobia* by displaying the term and definition. Engage students in Vocabulary Exploration. Ask these questions:

 **What was the cave like after the team went past the first 2,000 feet (600 meters) of Tham Luang?**

 **Why would someone with claustrophobia want to turn around?**

Key Ideas

- **what the cave was like:** tight squeezes, cave narrows, have to crawl through tight spaces, completely dark
 - **why someone would want to turn around:** scared of narrow, small spaces
4. Direct attention to the diagram “Tham Luang Cave System with Cross Sections” on page 16, and point out the smaller chambers after the entrance (e.g., chambers 1–6); the three-way junction, Sam Yaek; and Monk’s Series. Ask these questions:

 **What did the boys decide to do when they reached this junction?**

 **Why did they make this decision?**

Language Support

Explain that the term *junction* means “a place where two or more things join.” Direct attention to the red circle on the map that shows the three-way junction at Sam Yaek. Ask students to describe why that is called a junction.

Key Ideas

- **what the boys did:** took off their shoes and left their backpacks
- **what the boys did:** decided to go left
- **why:** tempted to go a little farther to see what was next
- **why:** Monk’s Series not as explored

Definition


claustrophobia (n.): the fear of being in closed or small spaces

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

 **What happened once the boys reached Hidden City/Underwater World?**

Key Ideas

- They decided to turn around.
- They found water completely blocking their way out of the cave.

6.  **Introduce the learning task.** Remind students that they have read three chapters that describe events taking place on June 23, 2018, in chronological order. Direct students to their journals. Instruct them to write a response to this prompt: Summarize what happened to the Wild Boars on June 23, 2018, as described in chapters 1–3 of *All Thirteen*. Write events in chronological order, using transition words such as *first*, *next*, *then*, and *finally*.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses?

Offer Immediate Support: If students need additional support summarizing events in chronological order, ask students these questions: What happened before the boys arrived at the cave? What happened once the boys arrived? What happened once the boys were inside of the cave?

Plan Future Practice: Students practice summarizing what happens in the text in lesson 9.

7. If time allows, invite a few students to share their summaries.

Differentiation Challenges

Using details from chapter 3, create a detailed diagram of a cave by drawing and labeling the following: boulder chokes, chambers, entrance chamber, squeezes, stalactites, stalagmites, “twilight zone,” etc.

To encourage students to evaluate the team’s actions, facilitate a brief discussion of this question: Which of the team’s decisions or actions caused them to become trapped in the cave?

8. Tell students they will continue reading the next two chapters of *All Thirteen* in the next lesson to find out more about how the team got trapped and what people did to try to find them.

Write | Examine an Opinion Essay | 15 minutes

1. Tell students that they will look at a model of an opinion essay about caves. Explain that a portion of chapter 3 will be helpful in understanding the essay. Read aloud the portion of page 17 from “Past the junction” to “very large universe.” Instruct students to listen for two opinions about caves.
2. Display the Writing Model for Module 2, and direct students to the page in their *Learn* book. Read aloud the prompt for the writing model: Which adjective best describes Tham Luang in *All Thirteen*? Choose one option from the list.
 - beautiful
 - dangerous

Lead students in a Whip Around to respond to the prompt.

Language Support

To help students respond to the question, allow time for them to annotate page 17 for the two opinions about caves.

Teacher Note

Students use the writing model throughout the module. It shows them the structure they will be expected to follow in their writing.

The on-target writing model is an example of an essay that fully meets the on-target criteria from the writing model rubric. The advanced writing model is an example of an essay that exceeds some criteria for the writing model. See the Assessment Guide for more information.

The *Learn* book also includes a checklist for the writing model. This checklist can be used to clarify expectations for writing an opinion essay.

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

Notes

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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

Notes

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Differentiation Challenge

Some students may be able to write advanced responses. For example, they may be able to write a more sophisticated thesis, add additional evidence and elaboration, and acknowledge that there may be other opinions. Use the advanced writing model to support instruction for these students.

3. Ask this question:

 **What makes this question challenging to answer?**

Reinforce the correct response: The setting is both beautiful and dangerous, and a writer could support either opinion with evidence from the text.

4. Explain that this essay was written to answer a prompt and to share the writer’s opinion about Tham Luang. Instruct students to read the writing model and to annotate information that helps identify the author’s opinion.**5. Ask this question:**

 **What is the author’s opinion?**


Reinforce the correct response: The adjective *beautiful* best describes Tham Luang.


6. Instruct students to annotate information that tells why the author thinks the adjective *beautiful* best describes Tham Luang. Ask this question:

 **What reasons does the author provide to support their opinion?**

Key Ideas

- Tham Luang is beautiful because of its structure and size.
- It is sacred and serene.

7.  **Introduce the learning task.** Display, side by side, the Painted Essay®—Informative and the Painted Essay®—Opinion. Instruct students to Think–Pair–Share to answer these questions:

 **How is the Painted Essay®—Opinion similar to the Painted Essay®—Informative?**

 **How is it different?**

Analyze Student Progress

Monitor: Do students discuss similarities in the structure of the essays and differences related to how a writer supports an opinion?

Offer Immediate Support: If students need additional support, direct students to the Painted Essay®—Opinion and the Painted Essay®—Informative and ask this question: What is different?

Plan Future Practice: Students practice writing an opinion essay about a text in lesson 19.

Painted Essay® — Informative 5 | Module 2 | Writing

Introduction
catches the reader's attention; gives some background context

Thesis

point #1 | point #2

Proof Paragraph # 1
(evidence)

transition

Proof Paragraph # 2
(evidence)

Conclusion
What? (restate your thesis)
So What? (reflect)

Key: ■ red, ■ green, ■ yellow, ■ blue

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Painted Essay® — Opinion 5 | Module 2 | Writing

Introduction
catches the reader's attention; gives some background context

Thesis

reason # 1 | reason # 2

Proof Paragraph # 1
(evidence)

transition

Proof Paragraph # 2
(evidence)

Conclusion
What? (restate your thesis)
So What? (reflect)

Key: ■ red, ■ green, ■ yellow, ■ blue

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Key Ideas

- Both have an introductory paragraph and thesis, but the thesis is different in the Painted Essay®—Opinion because it has reasons instead of points.
- Both introductory paragraphs include an introduction that catches the reader's attention and provides context.
- Both include two proof paragraphs with evidence and elaboration that connect to the thesis.
- Both include a concluding paragraph that answers the question so *what?*

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about monsoons?
- What did you learn from *All Thirteen*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.3.5 Summary: MM.3.5.B

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.b, MM.5.5.A.c, MM.5.5.C

MM.9.5 Media: MM.9.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.2.5 Planning: CP.2.5.A, CP.2.5.B

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 9

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

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read chapters 4 and 5 of *All Thirteen* to learn what happened on the evening of June 23, 2018. Students organize the information about the rescue efforts by writing the challenges, actions, and results. During writing instruction, students analyze the reasons and evidence in the Writing Model for Module 2. This work prepares students for Module Task 1, in which they write an opinion essay with reasons and evidence.

P A Prologue to lesson 9 is available for students who need additional support.

Learning Goals

Summarize the events in chapters 4 and 5 of *All Thirteen*.

LEARNING TASK: Describe what happened at Tham Luang on the evening of June 23, 2018.

Examine reasons and evidence in the Writing Model for Module 2.

LEARNING TASK: Explain how evidence supports the opinion that Tham Luang is beautiful because it is sacred and serene.

Vocabulary

panic (n.)

panic (v.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read and Annotate *All Thirteen*
- **Respond:** Summarize Chapters 4–5
- **Write:** Examine Evidence and Reasons

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*
- class Rescue Log 1 for *All Thirteen* (*Learn* book)
- Knowledge Cards: *panic, survive*
- Writing Model for Module 2 (*Learn* book, Writing)

STUDENTS

- *All Thirteen*
- Biography Reference Chart for *All Thirteen* (*Learn* book)
- Rescue Log 1 for *All Thirteen* (*Learn* book)
- journal
- Writing Model for Module 2 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *All Thirteen*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read chapters 4 and 5 and describe what happened inside and outside Tham Luang on the evening of June 23, 2018.

LEARN 53 minutes

Read | Read and Annotate *All Thirteen* | 24 minutes

1. Direct attention to the titles of chapters 4 and 5, “First on the Scene” and “Trapped.” Instruct students to look at the text features in chapters 4 and 5. Ask these questions:

 **What do you notice?**

 **What do you wonder?**

2. Emphasize that both chapters take place on June 23, 2018, the date the boys enter the cave. Read aloud chapter 4. Instruct students to annotate information about the people who were first on the scene and what they did.

3. Instruct students to share annotations with a partner. Invite a few students to share their annotations.

Key Ideas

- **first people on the scene:** Sangwut Khammongkhon, director of the Siam Ruam Jai Mae Sai Rescue Organization and an 18-person rescue team
- **first people on the scene:** Sirikorn Rescue Association in Chiang Rai
- **first person on the scene:** Narongsak Osatanakorn, governor of Chiang Rai province
- **what they did:** entered the cave
- **what they did:** set up floodlights in the entrance chamber
- **what they did:** carried ropes and air canisters to Sam Yaek
- **what they did:** found footprints, backpacks, and sandals at the junction
- **what they did:** located the passage and attempted to dive at Sam Yaek
- **what they did:** calmed families
- **what they did:** paused rescue until they could get proper equipment
- **what they did:** shut down the cave
- **what they did:** told the parents their children were trapped by floodwaters inside the cave

4. Display the Biography Reference Chart for *All Thirteen*, and direct students to the page in their *Learn* book. Explain that students can use the chart to check their understanding of the groups and individuals who worked to rescue the Wild Boars. Direct attention to the separate tables with columns titled Groups and Individuals. Tell students that throughout *All Thirteen*, some of these individuals are mentioned as members of groups and other times they are mentioned separately. Tell students that they will sometimes be asked to complete the column titled Notes for individuals. Direct attention to entries for Narongsak Osatanakorn, Thai Rescue Workers, and Thai Officials. Instruct students to add information in the Notes section that they want to remember about Governor Narongsak from chapter 4.

L9 Biography Reference Chart <i>All Thirteen</i>	
Information About Individuals	Notes
Ekkapol "Coach Ek" Chantawong Coach of Wild Boars soccer team; trapped in Tham Luang with the team	
Narongsak Osatanakorn Governor of Chiang Rai province; commander of the rescue mission	
Vernon "Steve" Unsworth British caver living in Mae Sai; mapped Tham Luang	
Major Charles Hodges US Air Force commander of squadron stationed in Japan who led planning of rescue efforts	

5. Display the class Rescue Log 1, and direct students to the page in their *Learn* book. Direct attention to and Choral Read the mission: Locate the Wild Boars inside Tham Luang. Explain that the log will help students keep track of three things as they continue reading *All Thirteen*:

- **challenges** people faced as they attempted to locate the Wild Boars
- **actions** people took to help locate the Wild Boars
- **results** of those actions

Differentiation Support

To support students as they complete the rescue log throughout the module, define and explain these terms: *challenge*, *action*, and *result*. Provide examples for each category from a familiar text.

6. Direct attention to the name “Thai rescue workers.” Explain that Thai rescue workers include the Siam Ruam Jai Mae Sai Rescue Organization and the Sirikorn Rescue Association. Tell students that individuals or groups can be listed under the Name column on Rescue Log 1.
7. Direct attention to page 22, and instruct students to read from “Sangwut isn’t sure” to “of his mind.” Think aloud to model how to complete the Challenge(s) column of the chart. Instruct students to record the details in their log.
8. Instruct students to review their annotations for what the rescue workers did in this chapter. Invite a few students to share. Add responses in the Action(s) column of the log, and instruct students to record the details in their log.

Key Ideas

- prepared for a rescue with floodlights, ropes, and air canisters
- entered the cave
- attempted to dive at Sam Yaek

L9 | Rescue Log 1
All Thirteen | Complete the rescue log for chapters 4 and 5

Mission: Locate the Wild Boars inside Tham Luang.

Name	Challenge(s)	Action(s)	Result(s)
Thai rescue workers			
Thai government officials			

25

Sample Think Aloud

The text says that the rescue workers were not sure whether the boys were actually in Tham Luang, so I will write “uncertain whether the boys were in the cave” as a challenge the workers faced. Also, the text says that Sangwut had an itching worry because of the rain coming down in torrents, so I will write that another challenge was “heavy rainfall.”

9. Ask these questions:

 **What happened as a result of the rescue workers' actions?**

 **What did they learn?**

Key Ideas

- confirmed that the boys were in the cave
- made it to Sam Yaek
- realized the left-hand opening was too small for their equipment

Add responses under the Result(s) column of the chart. Instruct students to record the details in their log.

10. Direct attention to page 25, and instruct students to read from “The governor of” to “know the truth.” Instruct students to work with a partner to complete the next row on the rescue log for Thai officials with information from chapter 4.

11. Invite a few students to share what they included on their rescue log for the Thai officials.

Key Ideas

- **Name:** Thai government officials
- **Challenge(s):** too dangerous for rescue workers to dive without proper equipment, families likely to panic when they learned that the boys were trapped in the cave
- **Action(s):** called a meeting for all of the rescue workers
- **Result(s):** paused the rescue until they had proper equipment, shut down the cave, informed families that the boys were trapped

12. Direct attention to the title of chapter 5, “Trapped,” and the date. Tell students that this chapter takes place at the same time as chapter 4: the evening of June 23, 2018. Instruct students to read chapter 5, skipping “A Cave Is Born,” and to annotate how the boys and Coach Ek reacted to being trapped in the cave.

Respond | Summarize Chapters 4–5 | 14 minutes

1. Instruct students to share annotations with a partner. Listen for students to address key ideas in their discussions.

Language Support

Define *canal* and show images of canals. Ask these questions:

- Why is the team trying to dig a canal?
- How could it help them get out of the cave?

Key Ideas

- **Coach Ek:** tried to swim out but couldn't find the surface
 - **Coach Ek:** had an idea to dig a canal
 - **Coach Ek:** found a place they could sleep and drink clean water
 - **boys:** confused and anxious
 - **boys:** worried about how their parents would react
 - **boys:** exhausted
2. Explain that after Coach Ek unsuccessfully attempted to swim through the flooded passage, the text says, "He knows if he uses the word 'trapped,' the boys could panic."
 3. Ask this question:



Based on the quotation, what do you think *panic* means?

Language Support

To help students determine the meaning of *panic*, ask these questions:

- How might the boys feel if they knew they were trapped?
- How might the boys act if they knew they were trapped?

4. Introduce the vocabulary term *panic* by displaying the Knowledge Card. Engage students in Vocabulary Exploration. Ask this question:

 **Why was Coach Ek concerned that the boys might panic?**

Key Ideas

- If they knew they were trapped, they might be more scared.
- They might be afraid if they knew there was not a way out of the cave.
- They might be afraid once they realize they have to sleep in the cave.

5. Ask this question:

 **What challenges did the boys face within the cave?**

Listen for students to address key ideas in their discussions.

Key Ideas

- can't swim out
- trapped
- need a dry place to sleep
- no food
- need clean water
- likely to panic



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

6. Display the Knowledge Card for *survive*, and direct attention to the image to spark students' memory. Remind students that *survive* means “to continue to live or exist despite difficult or challenging conditions.” Instruct students to Think–Pair–Share to answer this question:

 **What did Coach Ek do in chapter 5 to help the boys survive in the cave?**

Key Ideas

- tested the water to see whether they can swim out of the cave
 - started digging a canal
 - found a dry place for them to sleep
 - showed them where to get clean water to drink
 - stayed calm and kept them calm
7.  **Introduce the learning task.** Remind students that they have read five chapters describing events that took place on June 23, 2018, and those events were in chronological order. Direct students to their journals. Instruct them to write a response to this prompt: Summarize what happened inside and outside Tham Luang on the evening of June 23, 2018, as described in chapters 4 and 5 of *All Thirteen*. Write events in chronological order, using transitions such as *first*, *next*, *then*, and *finally*.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses?

Offer Immediate Support: If students need additional support summarizing events, ask students these questions: What happened when the rescue organizations went into the cave? What did the team try to do to get out of the cave?

Plan Future Practice: Students practice summarizing what happens in the text in lesson 13.

8. If time allows, invite a few students to share their summaries.
9. Tell students that in the next lesson they will learn more about the cave and how it flooded so quickly.

Write | Examine Evidence and Reasons | 15 minutes

1. Ask this question:

 **What do you remember about opinion essays?**

Key Ideas

- Writers of opinion essays may use the Painted Essay® structure to support reasons with evidence.
- An opinion needs to be supported by facts or evidence.

2. Explain that in this lesson students will revisit the Writing Model for Module 2 to examine evidence and reasons. Display the Writing Model for Module 2, and direct students to the page in their *Learn* book.
3. Remind students that a writer uses a source, or text, to summarize or quote evidence that supports their opinion. Ask these questions:

 **What source did the writer use to develop the reasons and evidence in this essay? How do you know?**

Key Ideas

- **source:** *All Thirteen*
- The context introduces the text.
- The evidence and elaboration in the essay are also from this text.

4. Read aloud the prompt for the writing model: Which adjective best describes Tham Luang in *All Thirteen*? Choose one option from the list.

- beautiful
- dangerous

Ask this question:

 **What is the opinion that the writer is supporting in this essay?**

Reinforce the correct response: The opinion the writer is supporting in this essay is that the adjective *beautiful* best describes Tham Luang.

5. Ask this question:

 **What are the two reasons the author states for why *beautiful* best describes Tham Luang?**

Key Ideas

- Tham Luang is beautiful because of its structure and size.
- It is sacred and serene.

6. Instruct students to read the writing model and annotate the evidence that supports the reasons. Ask this question:

 **What evidence supports the reason that Tham Luang is beautiful because of its structure and size?**

Reinforce the correct responses:

- “[T]he rocks in the cave are like ‘flowing curtains of shiny stone.’”
- “[T]he stalagmites look ‘like dragon teeth’ and the entrance to the cave is ‘big enough to hold a 747 jet.’”


7. Tell students that they will now look at how the writer expands on their evidence and connects it to their first reason. Think aloud to analyze the elaboration in the first proof paragraph.

8. Instruct students to Jot–Pair–Share to answer this question:

 **What evidence supports the reason that Tham Luang is sacred and serene?**

Reinforce the correct responses:

- “[T]here is a shrine to the Sleeping Lady at the entrance.”
- “[S]ome Buddhist monks have spent years meditating in caves because they believe mountains are powerful, and caves are a way to reach a mountain’s power.”

9.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this question: How does each piece of evidence in the writing model support the opinion and the second reason? Remind students to look at the writer’s elaboration.

Analyze Student Progress

Monitor: Do students explain how each piece of evidence supports the opinion that the cave is beautiful because it is sacred and serene?

Offer Immediate Support: If students need additional support explaining how the evidence supports the opinion, direct them to the elaboration in proof paragraph 2.

Plan Future Practice: Students practice writing evidence in lesson 11.

Sample Think Aloud

After the writer shares the evidence that the rocks look like curtains of shiny stone, they expand on that evidence by stating what the rocks look like and what they are called: “These hanging rocks are sparkling, dripping formations called stalactites and stalagmites.” Then the writer connects the evidence to their reason that the cave’s structure makes it beautiful. The writer also uses a comparison and a fact about the size of the cave and its features as evidence. To elaborate, the writer explains that the massive size of the cave is part of what makes it stunning.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the rescue?
- What did you learn from *All Thirteen*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.3.5 Summary: MM.3.5.B

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.b, MM.5.5.A.c, MM.5.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.2.5 Planning: CP.2.5.A, CP.2.5.B

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 10

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

Content Framing Question | **Know:** How do these texts build our knowledge?


OVERVIEW

Preview


In this Know lesson, students read “A Cave Is Born” and “A Karst Cave System” from *All Thirteen* and watch two videos to build knowledge of karst caves. Students explore how limestone is created, how karst caves are formed, and how those caves flood to understand the danger the Thai boys’ soccer team was in. During writing instruction, students examine Module Task 1 and the Module Task 1 Checklist. They read the writing prompt and checklist to determine what to include in an opinion essay.

Learning Goals

Build knowledge about caves from “A Cave Is Born,” “A Karst Cave System,” “Caves,” and “Karst Landscapes.”

 **LEARNING TASK:** Explain how karst caves flood quickly during monsoon season.

For Module Task 1, describe the expectations of the writing prompt.

 **LEARNING TASK:** For Module Task 1, describe the content you need to include.

Vocabulary

cave (n.)

karst (n.)

limestone (n.)

resurgence (n.)

saturated (adj.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Build Knowledge About Karst Caves
- **Respond:** Express Knowledge About Karst Caves
- **Write:** Introduce Module Task 1

LAND

Synthesize Learning

Materials

TEACHER

- *All Thirteen*
- “Caves” (digital platform)
- “Karst Landscapes” (digital platform)
- Layers of Earth diagram (digital platform)
- Tectonic Plates diagram (digital platform)
- Knowledge Cards: *cave, karst, extreme setting, environmental conditions*
- class Karst Cave Flowchart for *All Thirteen* (*Learn* book)
- Syllable Types (Reference Charts appendix)

STUDENTS

- *All Thirteen*
- journal
- Karst Cave Flowchart for *All Thirteen* (*Learn* book)
- Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)

Preparation

- Determine how to display side by side Syllable Types and the term *resurgence*. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *All Thirteen*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Tell students that they will build knowledge about how caves are formed and how karst caves flood by reading the sidebar “A Cave Is Born” and the diagram “A Karst Cave System” from *All Thirteen* and by watching “Caves” and “Karst Landscapes.”

Teacher Note

To reinforce the meaning of the word *karst*, the More video and some lessons use the term as an adjective to describe the caves in *All Thirteen*. Geologists and other scientists, however, rarely use *karst* to describe a type of cave. Instead, they refer to these types of caves as *solution caves*. Solution caves form in karst topography when rainwater and minerals in limestone combine to make a solution that erodes the rock.

LEARN 53 minutes

Read | Build Knowledge About Karst Caves | 20 minutes

1. Read aloud the portion of page 28 from “In order to” to “way it floods.” Assess and activate prior knowledge by asking this question:

 **What do you already know about caves?**

2. Introduce the vocabulary term *cave* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



3. Direct students to their journals. Play “Caves.” Ask this question:

 **What do the caves in the video look like?**

Definition

cave (n.): a hole in the side of a cliff or hill or under the ground that was formed by natural processes

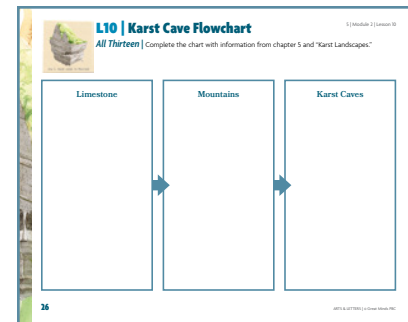
Key Ideas

- They all have a large hole in the rocks at the entrance.
- They are dark inside and look darker as they move away from the entrance.
- Many of the caves are made of rocks and have various types of rock sculptures.
- Many of the caves have dripping water and some are even filled with water.

Teacher Note

The video “Caves” provides information on how caves are formed. Students will learn about the formation of karst caves in the remainder of the lesson. This video is intended to show students the sights and sounds inside a cave.

4. Display the class Karst Cave Flowchart, and direct students to the page in their *Learn* book. Tell students that a flowchart is a visual representation of the sequence of steps in a process. Tell students they will read about three steps in the formation of karst caves.
5. Tell students that the first step is the formation of limestone. Introduce the vocabulary term *limestone* by displaying the term and definition. Engage students in Vocabulary Exploration. Tell students that calcium carbonate is a common substance found in rocks and is the main component of eggshells, gastropod shells (e.g., the shell of a snail), shellfish skeletons, and pearls.



Definition

limestone (n.): sedimentary rock composed mainly of calcium carbonate

Language Support

Point out that *stone* is part of the word *limestone*. Direct attention to the image of the karst formations on page 29 of *All Thirteen*. Instruct students to use the image to describe limestone.

6. Direct attention to the sidebar “A Cave Is Born” on page 30. Read aloud the portion of page 30 from “Like all limestone” to “carbonate into limestone.” Instruct students to annotate information about how limestone is formed.

7. Ask this question:

 **How is limestone formed from dead sea creatures?**

Key Ideas

- When sea creatures die, they sink to the bottom and decompose.
 - Minerals in shells and skeletons remain at the bottom.
 - The pressure of the ocean and several kilometers of overlying sediment press calcium carbonate into limestone.
- 8. Think aloud to model what information to add to the flowchart. Record your response on the class flowchart. Instruct students to add the same information to their charts.**
- 9. Tell students that the second step in the formation of a karst cave is the formation of mountains from limestone. Read aloud the portion of page 30 from “Our seemingly solid” to “lots of rain.” Instruct students to annotate the information about how mountains are formed.**
- 10. Display the Layers of Earth diagram. Direct attention to the mantle. Explain that this layer of Earth is made up of flowing magma, or hot liquid rock below the surface of Earth. Direct attention to the portion of Earth labeled Crust. Explain that this is the outer layer of Earth. There are seven major tectonic plates, which are large pieces of Earth’s crust and mantle.**
- 11. Display the Tectonic Plates diagram. Explain that this image shows a continental plate sliding underneath another and forcing the other up. As one plate is pushed upward, land features (e.g., mountains) develop on Earth’s crust. This mountain-building process also creates many small cracks in the crust.**
- 12. Instruct students to Think–Pair–Share to answer this question:**

 **How does this diagram show how mountains form?**

Key Ideas

- It shows one plate sliding underneath another.
- It shows how one plate is lifted higher over time.
- It shows how what was at the bottom of the sea (limestone) eventually becomes the top of the mountain.

Sample Think Aloud

In this flowchart, I want to summarize the important information about how limestone is formed. First, I include that dead sea creatures decompose and settle on the bottom of the ocean. Then I add that limestone is formed due to the pressure of the ocean and several kilometers of overlying sediment on the calcium carbonate at the bottom.

- 13.** Instruct students to add information about how mountains form from limestone to the Karst Cave Flowchart. Invite students to share what they recorded under Mountains on the chart. Add responses to the class chart.

Key Ideas

- Over millions of years, sliding plates push land from the bottom of the ocean to above the sea.
- Limestone from the bottom of the sea becomes the tops of the mountains.

- 14.** Tell students that they will read about the third step, which explains how karst caves formed from limestone mountains. Introduce the vocabulary term *karst* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



Definition

karst (n.): an area of land formed when soft rocks, like limestone, dissolve and leave behind sinkholes, caves, and underground rivers

- 15.** Read aloud the portion of pages 28–29 from “The mountain that” to “always find caves.”
- 16.** Instruct students to read the portion of page 30 from “Rainwater is slightly” to “formed deep underground” and to annotate information about how karst caves formed.

Respond | Express Knowledge About Karst Caves | 18 minutes

- 1.** Direct students to the diagram “A Karst Cave System” on page 31. Instruct students to read the inset, or zoomed-in picture on the top right, and to Think–Pair–Share to answer this question:

 **What information does the inset show about how karst caves are formed?**

Key Ideas

- Acidic rainwater dissolves the limestone.
- It widens cracks and holes in limestone.

2. Tell students to use their annotations and the inset to add information about how karst caves are formed to the Karst Cave Flowchart. Instruct students to work with a partner to complete the chart. Listen for students to address key ideas in their discussion.

Key Ideas

- Acidic rainwater dissolves the limestone and widens existing cracks.
- Over millions of years, long tunnels and chambers are formed.

3. Remind students that the text says Tham Luang is dangerous not because of how long it is, but for the way it floods. Instruct students to read the portion of page 29 from “When rain falls” to “rapids to shame” and to annotate how karst caves flood.

4. Instruct students to share their annotations with a partner. Then invite a few students to share how karst caves flood.

Key Ideas

- Rain flows into the mountain through cracks and holes.
- Rain soaks into the ground like a sponge.
- The water has nowhere to go, so it flows through the cave.
- It fills the cave.

5. Tell students that the term *saturated* describes what is happening in karst caves. Introduce the vocabulary term *saturated* by displaying the term and definitions. Engage students in Vocabulary Exploration.

Differentiation Support

To make the term *saturated* more concrete, show students two sponges: one that is dry and one that is completely filled with water, or saturated.

6. Display side by side Syllable Types and the term *resurgence*. Instruct students to work with a partner to identify each syllable and syllable type, decode each syllable, and accurately blend the syllables to read the word.

Definitions

saturated (adj.):

1. completely wet
2. completely filled with something

Differentiation Support

If students struggle with syllable division, help them annotate the vowels and consonants and apply their knowledge of common syllable division patterns (i.e., re-sur-gence). If students produce an inaccurate vowel or letter sound when blending syllables to read the term, ask this question: What else could this vowel or letter say?

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

7. Direct attention to the diagram “A Karst Cave System” on page 31. Direct attention to the word *resurgence*. Display the term and definition. Invite a student to read aloud the definition. Ask this question:

 **What does “resurgence of water at the surface” mean?**

Reinforce the correct response: The resurgence of water at the surface refers to where the water flows out of the cave.

8. Instruct students to look at all parts of the diagram and then Think–Pair–Share to answer these questions:

 **How does the diagram show how rainwater enters a karst cave?**

 **How does the diagram show why flooding occurs in karst caves?**

Key Ideas

- **how rainwater enters:** The diagram shows how rainwater can enter the cave from the top through cracks, shafts, and sinkholes in the limestone.
- **how flooding occurs:** The diagram shows how the water can quickly fill the passages and sumps.
- **how flooding occurs:** The diagram shows how the ground below the cave becomes saturated, quickly causing flooding.
- **how flooding occurs:** The diagram shows how there is a resurgence of water at the entrance to the cave, but it looks like more water is coming in than going out.

Use responses to emphasize that much more water is flowing into the cave than out of the cave.

Definition

resurgence (n.): a rising again into life, activity, or notice

9. Tell students they will now watch the video “Karst Landscapes.” Instruct students to watch for information about karst caves and how they flood.


Language Support

Subsequent lessons do not include instructions to play “Karst Landscapes.” As needed, play the video in subsequent lessons to help students make more connections between the world knowledge in the text and the video. For students whose home language is Spanish, arrange for them to view the Spanish version of the video.

10. Ask this question:

 **What information did you hear about how karst caves flood?**

Key Ideas

- Monsoon season brings heavy rainfall and floods.
 - Heavy rains gush through the cracks and holes of the karst mountains in northern Thailand.
 - Water fills the openings in the karst rock.
 - When the water comes in faster than it can flow out, the water levels rise.
 - The water fills empty passageways and caves.
11.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this prompt: Explain how karst caves flood quickly during monsoon season. Include details from *All Thirteen* and “Karst Landscapes” in your response.

Analyze Student Progress

Monitor: Do students explain that when it rains, water sinks into the holes of the karst and fills the openings, causing water to rise and flood quickly during the heavy rains of the monsoon?

Offer Immediate Support: If students need additional support describing how karst caves flood, direct them to the Gallery for “Karst Landscapes,” located in the *Learn* book.

Plan Future Practice: Students practice describing knowledge gained from *All Thirteen* in lesson 16.

12. Invite a few students to share responses.**Key Ideas**

- Monsoon season brings heavy rainfall and floods.
- Heavy rains sink into and fill the holes in karst mountains.
- The ground becomes saturated.
- Extra water has nowhere to go, so it floods the cave.
- The water fills empty passageways and caves.
- Extra water cannot flow out of the resurgence as fast as it is entering the cave.

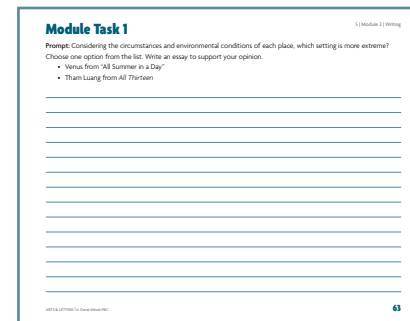
Write | Introduce Module Task 1 | 15 minutes

1. Direct students to Module Task 1, located in the *Learn* book. Display and Choral Read the writing prompt: Considering the circumstances and environmental conditions of each place, which setting is more extreme? Choose one option from the list. Write an essay to support your opinion.

- Venus from “All Summer in a Day”
- Tham Luang from *All Thirteen*

2. Remind students that they are reading about extreme settings in this module. Display the Knowledge Card for *extreme setting*, and direct attention to the image to spark students’ memory. Remind students that an extreme setting is a setting that is difficult to survive in due to environmental conditions.

3. Display the Knowledge Card for *environmental conditions*, and direct attention to the image to spark students’ memory. Remind students that environmental conditions are the qualities of the air, water, plants, climate, animals, and land in a location at a particular time.



4. Invite a volunteer to restate the prompt for Module Task 1 in their own words.

Key Ideas

- Is Venus or Tham Luang more difficult to survive in?
- What conditions make Venus or Tham Luang more extreme?

5. Display the Checklist for Module Task 1, and direct students to the page in their *Learn* book. Direct attention to the Knowledge heading, and instruct students to read the Knowledge rows.

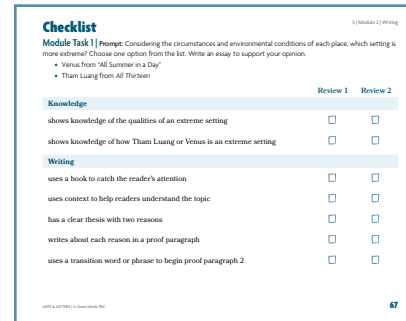
6. Direct attention to the knowledge charts. Instruct students to Jot–Pair–Share to answer this question:


What do you know about the environmental conditions of Venus and Tham Luang that could help meet the knowledge criteria?

Key Ideas

- It is always raining on Venus.
- The sun only comes out every seven years on Venus.
- Tham Luang is dark and narrow.
- Tham Luang can flood easily.

7. Instruct students to read the remainder of the checklist with a partner. Encourage students to ask clarifying questions. Tell students that they will use this checklist to guide and check their work. Explain that they will also use this checklist to provide feedback to a peer.



8.  **Introduce the learning task.** Remind students that they will write a full essay for Module Task 1. Direct students to their journals. Instruct them to respond to this prompt: Describe the content you need to include for Module Task 1.

Analyze Student Progress

Monitor: Do students explain that they will include an opinion about whether Tham Luang or Venus is more extreme, at least two reasons to support why the setting is extreme, and multiple pieces of evidence from the text that support the reasons that the setting is extreme?

Offer Immediate Support: If students need additional support explaining the knowledge they will include in the opinion essay, direct attention to the Painted Essay®—Opinion and ask these questions: What will your opinion be about in this essay? What will your reasons support? What will your evidence support?

Plan Future Practice: Students incorporate knowledge in a draft response in lesson 20.

9. Tell students that in the next lesson they will collect and review evidence from *All Thirteen* and “All Summer in a Day” to form an opinion in response to the Module Task 1 prompt.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:

 **How does an extreme setting affect a person?**

2. Use responses to reinforce this Knowledge Thread:

- Caves are beautiful, dangerous, and complex geological structures.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about karst caves?
- What did you learn about how karst caves flood?
- What did you learn from “Karst Landscapes”?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.3.5 Summary: MM.3.5.C

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.c

MM.9.5 Media: MM.9.5.B

MM.11.5 Connections: MM.11.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b, MM.12.5.C, MM.12.5.C.c

CP Compose and Present Content

CP.2.5 Planning: CP.2.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DF **Develop Foundations**

DF.3.5 Phonics and Spelling: DF.3.5.A

DM **Develop Metacognition**

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 11

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

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read chapters 6 and 7 of *All Thirteen* and describe the next steps of the rescue. Students organize the information about Vern and the Thai Navy SEALs by identifying the challenges they face, their actions, and the results of their actions. During writing instruction, students revisit “All Summer in a Day” and *All Thirteen* to develop a list of details about both settings. This work prepares students to form an opinion for Module Task 1.

P A Prologue to lesson 11 is available for students who need additional support.

Learning Goals

Describe the challenges, actions, and results of the rescue in chapters 6 and 7 of *All Thirteen*.

LEARNING TASK: Add information about the Thai Navy SEALs to Rescue Log 2.

Develop a list of details about Venus and Tham Luang by using information from “All Summer in a Day” and *All Thirteen*.

LEARNING TASK: For Module Task 1, write text-based evidence about the circumstances and environmental conditions that make each setting extreme.

Vocabulary

circumstance (n.)

treacherous (adj.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *All Thirteen*
- **Respond:** Describe the Rescue Efforts in Chapters 6–7
- **Write:** Collect Evidence for an Opinion

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*
- Syllable Types (Reference Charts appendix)
- “The Mysterious World of Underwater Caves” (digital platform)
- Knowledge Cards: *extreme setting, environmental conditions*

STUDENTS

- *All Thirteen*
- “All Summer in a Day” (*Learn* book, lesson 2)
- Biography Reference Chart for *All Thirteen* (*Learn* book, lesson 9)
- Rescue Log 2 for *All Thirteen* (*Learn* book)
- Module Task 1 (*Learn* book, Writing)
- T-chart for “All Summer in a Day” and *All Thirteen* (*Learn* book)

Preparation

- Determine how to display side by side Syllable Types and the term *treacherous*. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the Fluency Practice for *All Thirteen*, passage 1 (*Learn* book, Fluency).


LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read chapters 6 and 7 to learn who contributed to the rescue and then summarize the next steps at attempting to locate the boys in the cave.

LEARN 53 minutes

Read | Read *All Thirteen* | 20 minutes

1. Direct attention to the titles of chapters 6 and 7, “The Cave Man” and “The Dangers of Cave Diving.” Ask this question:
 **What questions do you have about chapters 6 and 7 based on their titles?**
2. Direct attention to the date on page 35. Tell students that this chapter takes place during the two days after the boys enter Tham Luang. Read aloud the portion of pages 35–38 from “June 24–25, 2018” to “the flooded passage.” Instruct students to listen for details about the Cave Man.

3. Ask this question:

 **What did you learn about the Cave Man?**

Key Ideas

- name is Vern Unsworth
- knows the cave better than anyone
- British caver who moved to Mae Sai
- began caving more than 40 years ago in England
- has a passion for mapping Tham Luang's routes
- has guided Thai friends into Tham Luang
- rescue team called him
- planned to visit Tham Luang that day

4. Direct students to the Biography Reference Chart for *All Thirteen*, located in the *Learn* book. Instruct students to read the entry for Vern Unsworth and to add important information about him in the Notes column.

5. Instruct students to read the portion of pages 36–38 from “Vern pulls up” to “or 20 kilometers” and to work with a partner to annotate information about Tham Luang.

6. Invite a few students to share their annotations.

Key Ideas

- Water was pouring out of Monk's Series into the chamber.
- Tham Luang floods every year, but the prior year it happened three weeks later.
- Monk's Series is very long, cramped, and dangerous.
- Beyond Sam Yaek, there are chambers high enough for the team to shelter.

L9 Biography Reference Chart <i>All Thirteen</i>	
Information About Individuals	Notes
Ekapol "Coach Ek" Chantawong Coach of Wild Boars soccer team; trapped in Tham Luang with the team	
Narongsak Ounakorn Governor of Chiang Rai province; commander of the rescue mission	
Vernon "Vern" Unsworth British caver living in Mae Sai; mapped Tham Luang	
Major Charles Hodges US Air Force commander of squadron stationed in Japan who led planning of rescue efforts	

7. Display Rescue Log 2, and direct students to the page in their *Learn* book. Remind students that the mission is to locate the boys in the cave. Instruct students to work with a partner to fill in the rescue log with information about the challenges Vern faced, the actions he took, and the results of those actions. Listen for students to discuss key ideas. Invite a few students to share their responses.

L11 | Rescue Log 2
All Thirteen | Complete the rescue log for chapters 6 and 7

Mission: Locate the Wild Boars inside Tham Luang

Name	Challenge(s)	Action(s)	Result(s)
Vern Unsworth			
Thai Navy SEALs			

Differentiation Support

To support students as they complete Rescue Log 2, ask these questions:

- How did the water create a challenge for Vern?
- What did Vern do to get more information about the team's location?
- What did Vern conclude about where the team was located?

Key Ideas

- **Name:** Vern Unsworth
- **Challenge(s):** water pouring out of Monk's Series into the chamber, no way to communicate from inside the cave
- **Action(s):** told rescue workers it was unlikely the team went into Monk's Series, made five trips in and out of the cave to report information
- **Result(s):** guessed that the boys could be on higher ground about one-third mile (one-half kilometer) past Sam Yaek

- 8.** Tell students that before they continue to read chapter 6, they will decode a multisyllabic word from the text. Display side by side Syllable Types and the term *treacherous*. Instruct students to work with a partner to identify each syllable and syllable type, decode each syllable, and accurately blend the syllables to read the word.

Differentiation Support

If students struggle with syllable division, guide them to annotate the vowels and consonants and apply their knowledge of common syllable division patterns (i.e., *treach-er-ous*). If students produce an inaccurate vowel sound when blending syllables to read the term, ask this question: What else could this vowel or vowel team say?

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

- 9.** Instruct students to read the portion of pages 38–41 from “Local press has” to “cave actually are” and to annotate the details about the Thai Navy SEALs.
- 10.** Ask this question:

 **What did you learn about the Thai Navy SEALs?**

Key Ideas

- Thailand’s elite special operations unit
- training modeled on the US Navy SEAL program
- SEAL is an acronym for Sea, Air, and Land
- often deployed in highly dangerous situations
- conduct underwater bomb disposal
- most highly trained open-water divers in the country
- led by Rear Admiral Apakorn Yuukongkaew

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

 **Why are the Royal Thai Navy SEALs referred to as “hope”?**

Key Ideas

- highly trained divers
- strong and fit
- look like superheroes
- belief that they could save the boys

12. Direct attention to the date on page 43. Tell students that this chapter takes place two days after the boys enter Tham Luang. Instruct students to read chapter 7, “The Dangers of Cave Diving,” and to annotate the SEALs’ actions and results.

Language Support

Direct attention to the description of a person holding their breath on page 45. Display a labeled image of the respiratory system, and instruct students to use the illustration and the text to clearly describe what happens in the body when someone holds their breath.

Respond | Describe the Rescue Efforts in Chapters 6–7 | 18 minutes

1. Tell students that the text says that people had hope because of the Thai Navy SEALs, but nobody understood the treacherous water conditions inside the cave. Introduce the vocabulary term *treacherous* by displaying the term and definition. Engage students in Vocabulary Exploration. Ask this question:

 **What made the water conditions in the cave treacherous?**

Key Ideas

- The chambers are completely full of water.
- The strong current made it difficult to move through the water.

Definition

treacherous (adj.): very dangerous and difficult to deal with

2.  **Introduce the learning task.** Instruct students to work with a partner to complete Rescue Log 2 with information about the challenges that the Thai Navy SEALs faced, the actions they took, and the results of the actions. Listen for students to discuss key ideas.

Analyze Student Progress

Monitor: Do students include details on their log about the Thai Navy SEALs' dive, what they found when they reached an area of higher ground, and what they learned?

Offer Immediate Support: If students need additional support completing Rescue Log 2, direct them to read the portion of page 47 from “Incredibly, despite the” to “the return trip.”

Plan Future Practice: Students practice summarizing knowledge gained about the rescue in lesson 13.

Invite a few students to share their responses.

Key Ideas

- **Name:** Thai Navy SEALs
- **Challenge(s):** treacherous diving conditions inside the cave, rising water levels, no experience diving in caves
- **Action(s):** widened the left-hand opening Vern described, dove past Sam Yaek
- **Result(s):** reached an area of higher ground past Sam Yaek, confirmed the boys turned left at the junction because the SEALs saw their footprints

3. Tell students that they will build knowledge about underwater caves and cave diving. Play “The Mysterious World of Underwater Caves” from 0:00 to 4:24. Instruct students to listen for information about caves or why people dive in underwater caves.

Teacher Note

Students watch the first half of the video because the content is closely connected to chapter 7. It builds knowledge about caves and cave diving through narration and visuals. The information after 3:33 may be too specific and not connect as well to *All Thirteen*.

4. Invite a few volunteers to share something they learned about caves or cave diving.

Key Ideas

- People know more about outer space than about underwater caves.
- Cave diving may be one of the most dangerous things you can do.
- Earth is like a sponge, with a lot of pores.
- People use rebreathers to dive in caves, similar to the ones astronauts use on a space walk.
- Cave divers can dive for nearly 20 hours underwater.
- Caves are home to a lot of interesting animal species.
- The layers of rock in underwater caves can tell scientists about climate change.

5. Tell students that they will take a closer look in the next lesson at the dangers of cave diving before they learn how the rescue team will tackle the problem of the rising water in Tham Luang.

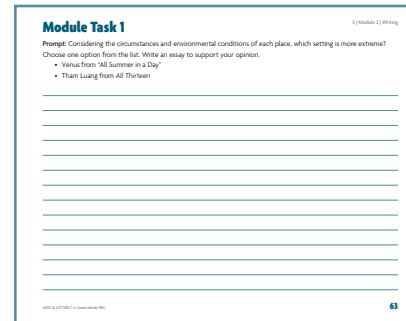
Write | Collect Evidence for an Opinion | 15 minutes

1. Display Module Task 1, and direct students to the page in their *Learn* book. Invite students to share what they remember about the prompt.

Key Ideas

- Choose a setting: Venus or Tham Luang.
- Form an opinion about which setting is more extreme.

2. Remind students that the first step to sharing an opinion is to collect and review evidence for multiple opinions. Tell students that they will collect evidence about both settings before they form an opinion in response to Module Task 1.



3. Tell students that they will follow the instructional routine Mix and Mingle to discuss each setting before collecting evidence. Explain how this routine works. First, you ask a question and students silently think about their response. Next, students find a partner and share their response. On your cue, they find a new partner and share their response. The process repeats until you end the routine. Tell students that for their first practice, they will discuss their responses with four partners. Instruct students to Mix and Mingle to answer these questions:

 **What are similarities between Venus from “All Summer in a Day” and Tham Luang from All Thirteen?**

 **What are differences?**


Listen for key ideas.

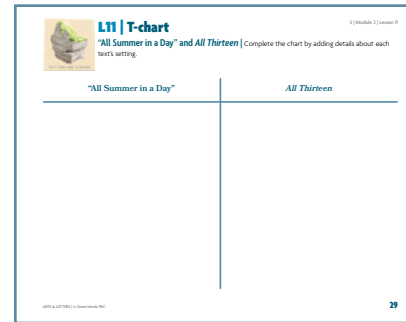
Key Ideas

- **similarities:** They are both extreme settings; there is a lot of rain in both settings.
 - **differences:** The setting for “All Summer in a Day” is not real, but Tham Luang is a real place; Tham Luang is a specific place on Earth, and Venus is a planet.
4. Remind students that Module Task 1 asks them to decide which setting is more extreme. Display the Knowledge Card for *extreme setting*, and direct attention to the image to spark students’ memory. Remind students that an extreme setting is difficult to survive in due to environmental conditions.
5. Remind students that the prompt says to consider circumstances and environmental conditions. Introduce the vocabulary term *circumstance* by displaying the term and definition. Engage students in Vocabulary Exploration.
6. Display the Knowledge Card for *environmental conditions*, and direct attention to the image to spark students’ memory. Remind students that environmental conditions are the qualities of the air, water, plants, climate, animals, and land in a location at a particular time.

Definition

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

7. Tell students that they will now collect evidence about the circumstances and environmental conditions that make each setting extreme. Display the T-chart for “All Summer in a Day” and *All Thirteen*, and direct students to the page in their *Learn* book.
8.  **Introduce the learning task.** Instruct students to work in small groups to list text-based details about the circumstances and environmental conditions that make each setting extreme on the chart. Remind students to look at both texts to find evidence.



Analyze Student Progress

Monitor: Do students accurately list text-based evidence of the circumstances or environmental conditions that make each setting difficult to survive?

Offer Immediate Support: If students need additional support finding evidence about extreme settings, direct them to paragraph 9 starting with “It had been” in “All Summer in a Day” and chapters 3 and 5 of *All Thirteen*.

Plan Future Practice: Students practice developing evidence-based reasons to support their opinion in lesson 12.

9. Lead students in a Whip Around to respond to this prompt:

 **Share a piece of evidence from the text that shows that Venus is an extreme setting.**

Key Ideas

- “It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain” (para. 9).
- Constant rain was the way of life for the people of Venus.
- They lived in an underground city.
- The description of the jungle: “It was a nest of octopuses, clustering up great arms of flesh-like weed, wavering, flowering in this brief spring. It was the color of rubber and ash, this jungle, from the many years without sun” (para. 60).
- When the rain starts again, the narrator writes that the rain is like “avalanches everywhere and forever” (para. 74).

10. Lead students in a Whip Around to respond to this prompt:

 **Share a piece of evidence from the text that shows Tham Luang is an extreme setting.**

Key Ideas

- The last flood was 20 feet high.
- “Some sections force visitors into a crouch and then a crawl, there the ceiling drops to just a few feet high. Here, cavers are well beyond the ‘twilight zone,’ the part of the cave where light from the outside world still reaches” (15).
- “Maybe you imagine getting trapped, being buried under millions of tons of stone” (17).
- Tham Luang can flood quickly during monsoon season when it is already saturated.

11. Explain that by collecting textual evidence to form an opinion, students are doing research. Tell them that *research* means “careful study to find new knowledge about a subject.” Tell students that another important component of research is collecting evidence from multiple texts.

12. Ask this question:

 **How does using evidence from more than one text help strengthen your opinion?**

Key Ideas

- ensures that you have a variety of facts to support your opinion
- shows your audience that you have greater knowledge of the topic

13. Explain that students will complete additional steps of the research process as they build knowledge about extreme settings.

Teacher Note

Research skills, such as collecting and organizing textual evidence, drawing evidence from multiple texts, and synthesizing findings, are taught in all modules of all levels in *Arts & Letters* because students are always building knowledge from texts. In module 4, students integrate additional skills, such as determining a research focus and using key terms to narrow searches for relevant information, and apply them to a formal research project.

14. Tell students they will examine their evidence in the next lesson to form an opinion about which setting is more extreme.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about cave diving?
- What did you learn from *All Thirteen*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A, MM.1.5.B

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.11.5 Connections: MM.11.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.B, MM.12.5.B.b, MM.12.5.C, MM.12.5.C.c

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.2.5 Planning: CP.2.5.D

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a, CP.3.5.A.d, CP.3.5.A.e

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



fig 3. karst caves in Thailand

Lesson 12

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

Content Framing Question | **Reveal:** What does a deeper look at reasons and evidence reveal?

OVERVIEW

Preview

In this Reveal lesson, students reread several sections in chapter 7 of *All Thirteen* to examine the author's use of reasons and evidence to support a point. Students then explain how and why the author builds readers' knowledge about the dangers of cave diving. During writing instruction, students engage in a discussion to determine reasons why Venus or Tham Luang are extreme settings. This work prepares students to write a thesis that states their opinion and reasons for Module Task 1.

P A Prologue to lesson 12 is available for students who need additional support.

Learning Goals

Analyze how reasons and evidence support a point in *All Thirteen*.

LEARNING TASK: Explain why knowledge of the dangers of cave diving is important to understanding the challenges of the rescue.

For Module Task 1, develop reasons to support an opinion.

LEARNING TASK: For Module Task 1, participate in a discussion to develop reasons why Venus or Tham Luang is a more extreme setting.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze Reasons and Evidence
- **Respond:** Explain How Reasons and Evidence Support a Point
- **Write:** Develop Reasons That Support an Opinion

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*

STUDENTS

- *All Thirteen*
- Reasons and Evidence Outline for *All Thirteen* (*Learn* book)
- journal
- T-chart for “All Summer in a Day” and *All Thirteen* (*Learn* book, lesson 11)

Preparation

- Determine how to display and save responses from Take a Stand.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *All Thirteen*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at reasons and evidence reveal?
3. Tell students they will build on their study of chapter 7 by analyzing how the author uses reasons and evidence to support her point about the dangers of cave diving.

LEARN 53 minutes

Read | Analyze Reasons and Evidence | 18 minutes

1. Explain that authors support their points with reasons and evidence. Remind students that a reason tells readers why someone thinks the way they do about a certain topic or question.
2. Engage students in Repeated Reading of page 45, starting with “Though the Navy” and ending with “the danger lies.” Ask this question:

 **What is the author’s main point?**

Key Ideas

- Cave diving is more dangerous than open-water diving.
- Caves are hostile environments for diving.
- The Thai Navy SEALs have never dived inside a cave, much less one like Tham Luang.

Use responses to emphasize the author’s main point: Cave diving is much more dangerous than open-water diving.

3. Direct students to the Reasons and Evidence Outline for *All Thirteen*, located in the *Learn* book. Tell students to write the author’s point at the top: Cave diving is more dangerous than open-water diving. Tell students they will write evidence under each Reason box to examine how the author supports this point.
4. Direct attention to the passage. Instruct students to Think–Pair–Share to answer this question:

 **Why is cave diving more dangerous than open-water diving?**

Reinforce the correct responses: You couldn’t easily return to the surface, and there are dark, twisting passages.

5. Explain that these are the two reasons that the author gives to support why cave diving is more dangerous than open-water diving. Instruct students to write each reason in a Reason box.
6. Instruct students to work with a partner to read the portion of pages 45–47 from “Your body has” to “where they started” and to write evidence under each corresponding reason.

Differentiation Support

To help students identify evidence to support each reason, ask these questions:

- Why is being able to return to the surface important to divers?
- Why are the dark, twisting passages so dangerous for divers?



The image shows a worksheet titled "L12 | Reasons and Evidence Outline" for the story "All Thirteen". It includes instructions to complete the outline for pages 45-46 and write evidence under each Reason box. The form has two sections, each with a "Point:" label and a "Reason:" label, followed by a large box for writing evidence. The page number "31" is visible in the bottom right corner.

Respond | Explain How Reasons and Evidence Support a Point | 15 minutes

1. Tell partners to form small groups of four with another partner set. Instruct students to compare their evidence for each reason.
2. Listen for students to address key ideas in their discussions. Invite a few students to share their responses.

Key Ideas

You couldn't easily return to the surface.

- Your body needs oxygen to function.
- You could run out of air before returning to the surface.
- Your body will force you to breathe if you go too long without oxygen, and you will drown.
- Your gear could malfunction.

There are dark, twisting passages.

- You could easily drop a flashlight and be in complete darkness.
- Low visibility leads to disorientation.
- Caves are not straight shots but are full of dead ends.
- Stalagmites and stalactites could slice a guideline or hurt you.

3. Ask this question:

 **What kinds of evidence does the author use to support her reasons?**

Key Ideas


- facts such as the information about running out of air before returning to the surface and how carbon dioxide builds up in a diver's lungs without oxygen
- descriptions of the inside of a cave (e.g., the silt cloud) and details about Tham Luang's passageways

Use responses to emphasize key ideas.

4. Remind students that sidebars are not part of the main text but provide detailed information about a related topic. Read aloud the sidebar on page 48, “Rules to Dive By.” Instruct students to listen for reasons why these rules were created. Ask this question:

 **How does this sidebar support the author’s point?**

Key Ideas

- explains that Sheck Exley created rules because so many people died while cave diving, especially open-water divers
 - includes the rules, which explain the things that can go wrong when cave diving
 - identifies ten specific rules, so readers know that it must be especially dangerous
 - includes a rule about overconfidence for open-water divers who might think that they already know what to do
5. Summarize students’ responses and emphasize key ideas. Explain that the author uses this sidebar to support her point that cave diving is much more dangerous than open-water diving.
6.  **Introduce the learning task.** Direct students to their journals. Instruct students to respond to the following question: Why is deep knowledge of the dangers of cave diving important to understanding the challenges of this rescue?

Analyze Student Progress

Monitor: Do students provide specific examples of the dangers of cave diving that contribute to the complexity of the rescue?

Offer Immediate Support: If students need additional support identifying the dangers of cave diving, direct them to the Reasons and Evidence Outline.

Plan Future Practice: Students practice building knowledge of the dangers of cave diving in lesson 14.

Invite a few students to share their responses.

Key Ideas

- Running out of air before returning to the surface shows the heightened risk of diving in Tham Luang.
- The potential to get lost shows the dangerous challenges faced by any cave diver attempting to rescue the boys.
- The “Rules to Dive By” sidebar explains the specialized rules and knowledge needed by cave divers to both survive and retrieve the boys from Tham Luang.
- None of the rescuers have the knowledge or experience necessary to cave dive, even the Thai Navy SEALs.

Write | Develop Reasons That Support an Opinion | 20 minutes

1. Instruct students to review details about each setting in the T-chart for “All Summer in a Day” and *All Thirteen*, located in the *Learn* book. Tell students to decide which setting is more extreme.
2. On chart paper, display the names of the two settings on opposite sides of the classroom. Lead students through Take a Stand to argue why Venus or Tham Luang is a more extreme setting based on the circumstances and environmental conditions. Explain that each side has three minutes to speak and that the opposing side gets at least one minute to respond. Allow time for more than one round of Take a Stand.
3. Ask these questions:
 - ☞ **After listening to each side, have you changed your mind?**
 - ☞ **Why or why not?**

L11 | T-chart
 "All Summer in a Day" and *All Thirteen* | Complete the chart by adding details about each text's setting.

"All Summer in a Day"	<i>All Thirteen</i>

Language Support


To help students express their opinions, provide these sentence frames:

- I now think _____ because _____.
- I still believe _____ because _____.

4. Conclude Take a Stand by switching chart paper and having groups write down the reasons they heard from the other side.

Teacher Note

Save the charts to use in lesson 13.

5.  **Introduce the learning task.** Direct students to their journals. Instruct students to write reasons why their chosen setting is more extreme. Tell students to consider the work of their groups and the responses from the opposing group.

Analyze Student Progress

Monitor: Do students write reasons that explain why their chosen setting is more extreme?

Offer Immediate Support: If students need additional support writing reasons, ask this question: Why did you choose this setting in the first place?

Plan Future Practice: Students practice developing reasons to support an opinion in lesson 15.

Invite a few students to share their responses.

Key Ideas

- **Venus:** The lack of sunlight causes people to not fully be alive and aware.
- **Venus:** The constant rain and noise affect people emotionally and physically.
- **Tham Luang:** People can get trapped in the cave and die.
- **Tham Luang:** Once trapped, people can experience physical challenges such as hypothermia and emotional challenges such as claustrophobia.

6. Tell students that developing solid reasons will help them in writing their response to Module Task 1.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about reasons and evidence?
- What did you learn from both texts?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.10.5 Argument: MM.10.5.A, MM.10.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.2.5 Planning: CP.2.5.D

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.C

DM.3.5 Schema Building



Lesson 13

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

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read chapters 8 and 9 of *All Thirteen* to learn about the challenges of rescuing the soccer team, the actions of key people, and the results of their actions. Students use this information to summarize what was happening inside and outside the cave. During writing instruction, students revisit the reasons they identified for which is a more extreme setting, Venus or Tham Luang. Students then develop a thesis for Module Task 1.

P A Prologue to lesson 13 is available for students who need additional support.

Learning Goals

Summarize the challenges, actions, and results of the rescue effort at Tham Luang.

LEARNING TASK: Write a one-sentence summary of what was happening inside the cave and another one-sentence summary of what was happening outside the cave.

For Module Task 1, plan and write a thesis for an opinion essay.

LEARNING TASK: For Module Task 1, develop a thesis based on evidence and reasons drawn from “All Summer in a Day” or *All Thirteen*.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read and Annotate *All Thirteen*
- **Respond:** Summarize Chapters 8–9
- **Write:** Develop a Thesis

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*
- Module Task 1 (*Learn* book, Writing)
- Venus and Tham Luang charts (lesson 12)

STUDENTS

- *All Thirteen*
- Rescue Log 3 for *All Thirteen* (*Learn* book)
- journal
- T-chart for “All Summer in a Day” and *All Thirteen* (*Learn* book, lesson 11)
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students read chapter 10 of *All Thirteen*.
- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *All Thirteen*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students they will read chapter 8, “Empty Bellies, Clear Minds,” and chapter 9, “At War with the Water,” to learn how Coach Ek, the Thai workers, and the volunteers helped with the rescue effort.

LEARN 53 minutes

Read | Read and Annotate *All Thirteen* | 20 minutes

1. Direct attention to the titles of chapters 8 and 9, “Empty Bellies, Clear Minds” and “At War with the Water.” Ask this question:

 **From the chapter titles, what might these chapters be about?**

Key Ideas

- **chapter 8:** This chapter might be about how hungry the Wild Boars were inside the cave.
- **chapter 8:** This chapter might be about what the Wild Boars were thinking while they were trapped.
- **chapter 9:** This chapter might be about how the workers had to fight off the water.
- **chapter 9:** This chapter might be about how the Wild Boars had to get away from flood water.

2. Direct students to page 51 and read aloud the date: June 26, 2018. Ask this question:

 **How long had the Wild Boars been trapped inside Tham Luang?**

Reinforce the correct response: The Wild Boars had been trapped inside Tham Luang for three days.

3. Read aloud the portion of pages 51–53 from “June 26, 2018” to “where they are,” and instruct students to listen for information about how the boys spent their time.

4. Ask this question:

 **What was the team’s dilemma?**

Key Ideas

- They kept checking to see whether the water had gone down, and it had not.
- Two of the boys shared a story they heard that suggested there was a tunnel deep inside the cave that led to the surface.
- The team had to decide whether to look for this tunnel or not.

5. Instruct students to Think–Pair–Share to answer these questions:

 **What decision did the Wild Boars make? Why?**

Key Ideas

- **decision:** to stay where they were
- **reason:** no way to know whether the story was real
- **reason:** had water to drink
- **reason:** could make it even more difficult to get out if they went further back in the cave

6. Tell students to read the portion of pages 53–55 from “By the third” to “their own mind” and annotate the challenges the Wild Boars faced and the actions Coach Ek took to solve their problems.

Language Support

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

Differentiation Challenges

To encourage building knowledge about meditation, read aloud the sidebar titled “Meditation” and ask this question: How does this explanation of meditation support your understanding of the chapter?

To encourage students to summarize concisely, instruct them to state the main idea of “Meditation” in exactly five words.

To expand students’ vocabulary use, instruct them to read “Meditation” and generate a list of synonyms for the term *meditation*. Then tell them to form sentences that contain these synonyms.

To extend student thinking, read “Meditation” and ask this question: Why is meditating vital to the team while they are in the cave?

7. Invite a few students to share their annotations.

Key Ideas

- **challenge:** “[T]heir hunger has multiplied.”
- **coach’s action:** “Coach Ek urges the boys to rest.”
- **challenge:** “The total darkness of caves can cause some people to hallucinate, seeing flares of color at the edges of their vision.”
- **coach’s action:** “Coach Ek keeps careful track of the flashlights.”
- **challenge:** “[L]osing your mind is the most frightening of all.”
- **coach’s action:** “To help them even more, he tells them to meditate.”


8. Direct students to Rescue Log 3 for *All Thirteen*, located in their *Learn* book. Remind students that though Coach Ek needed to be rescued along with the rest of the Wild Boars, he still helped the rescue effort. Instruct students to use their annotations to complete the Challenge(s) and Action(s) columns for Coach Ek.
9. Invite a few students to share their responses.

Name	Challenge(s)	Action(s)	Result(s)
Coach Ek			
Thai Rescue Workers			
Thai Navy SEALs			

Key Ideas

- **Challenge(s):** no food, total darkness
- **Action(s):** told boys to lower metabolism by resting and huddling together for warmth, managed flashlights to conserve batteries, led boys through meditation

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

 **Why was it important for Coach Ek to help the boys lower their metabolism and avoid rapture?**

Language Support

To support student understanding of *metabolism* and *rapture*, lead students to notice the definitions that the author provides. Direct attention to the restatement of *metabolism* on page 53 and to the restatement of *rapture* on page 54. Tell students to note that metabolism is the rate at which your body converts food into energy, and rapture is a panic attack that seizes people deep underground.

Key Ideas

- helped them survive without food
- gave them control over their bodies and hunger pains

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

 **How did Coach Ek’s actions in chapter 8 contribute to the rescue effort?**

Key Ideas

- taught the boys how to stay calm and focused
- kept the boys as healthy and calm as possible
- taught them to survive so they could be rescued

Tell students to complete the Result(s) column of Rescue Log 3 for Coach Ek.

12. Tell students they will learn more about what was going on outside the cave in chapter 9. Display the map on page 16 titled “Tham Luang Cave System with Cross Sections.” Direct attention to the Sam Yaek three-way junction. Read aloud the portion of page 57 from “It rains heavily” to “higher and higher.” Ask this question:

 **Why was the current strong and water level high at Sam Yaek on June 25 and 26?**

Reinforce the correct response: Water was pouring into Sam Yaek from Monk’s Series.

13. Instruct students to read the portion of pages 57–59 from “Days later, the” to “boys will die” and to annotate additional challenges caused by the rising water levels.

Differentiation Support

Direct students to the map on page 16 to help them visualize what the Thai Rescue Workers were doing (e.g., direct attention to Chambers 1, 2, and 3).

Respond | Summarize Chapters 8–9 | 18 minutes

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

 **What challenges did the rising water levels cause?**

Key Ideas

- Thai Navy SEALs could not dive past Sam Yaek to find the boys because the current was too strong and conditions were dangerous.
 - The rising water levels pushed everyone out of the Sam Yaek area.
2. Emphasize that many people tried to lower water levels to find the Wild Boars. Tell students that they will follow the instructional routine Jigsaw to closely study one group that tried to help and share their learning with students who studied a different group. Explain how this routine works. First, you assign each student to an expert group to study their assigned text. Next, students work in their expert groups to gain a deep understanding of their assigned text. Then, you form new groups that include at least one student from each expert group. Finally, students take turns sharing their learning about the assigned text.
 3. Begin the Jigsaw by assigning each student to an expert group to read about one of these groups:
 - Thai Rescue Workers: the portion of pages 57–59 from “It rains heavily” to “soon is low”
 - Thai Navy SEALs: the portion of page 59 from “The Thai Navy” to “boys will die”
 4. Instruct students to complete the rescue log for the Thai Rescue Workers and Thai Navy SEALs in chapter 9, “At War with the Water.” Listen for students to address key ideas in their discussions.

Differentiation Support

To help students comprehend the text and complete the rescue log, direct them to the Biography Reference Chart, located in the *Learn* book. Instruct them to read the rows for Thai Rescue Workers and Thai Navy SEALs to remember the people in this chapter.

Key Ideas


- **Name:** Thai Rescue Workers
- **Challenge(s):** no way to communicate from inside the cave, difficult to see inside the cave, rising water levels
- **Action(s):** carried in floodlights, set up communications in Chamber 3, installed pumps to try to lower water levels
- **Result(s):** made communication easier and faster, were pushed out of Sam Yaek by rising water
- **Name:** Thai Navy SEALs
- **Challenge(s):** treacherous diving conditions at Sam Yaek: powerful current, sharp rocks, and low visibility
- **Action(s):** tried to dive past Sam Yaek
- **Result(s):** could not get past the junction due to the strong current and low visibility, which discouraged Vern enough for him to tell Governor Narongsak to bring special divers to Sam Yaek

Explain to students that sometimes an action does not yield an immediate result. They may find the result of an action later in the text.

5. Direct students to the dates listed at the beginning of chapters 8 and 9. Ask this question:

 **When did the events of these two chapters happen?**

Reinforce the correct response: The events of these two chapters happened at roughly the same time.

6.  **Introduce the learning task.** Direct students to their journals. Instruct students to complete two one-sentence summaries: one sentence that summarizes the Wild Boars' experience inside the cave and another sentence that summarizes the rescue efforts outside the cave.

Analyze Student Progress

Monitor: Do students write summaries that demonstrate clear understanding of the situations inside and outside Tham Luang?

Offer Immediate Support: To help students write summaries, direct them to Rescue Log 3 for *All Thirteen*, located in the *Learn* book.

Plan Future Practice: Students practice summarizing knowledge gained about the rescue in lesson 14.

7. If time allows, invite a few students to share their summaries.

Write | Develop a Thesis | 15 minutes

1. Display Module Task 1, located in the *Learn* book. Read aloud the prompt: Considering the circumstances and environmental conditions of each place, which setting is more extreme? Choose one option from the list. Write an essay to support your opinion.

- Venus from “All Summer in a Day”
- Tham Luang from *All Thirteen*

Poll students to see which setting they chose.

2. Remind students that an informed opinion is one that is supported by reasons and evidence. Explain that it is important to review the evidence and reasons to affirm or revise their opinion before they begin writing their essay. In this lesson, students review the reasons and evidence and then write a thesis for Module Task 1 that states their opinion and two reasons.

3. Remind students that in the Writing Model for Module 2, the writer supported their opinion that the adjective *beautiful* best describes the cave, but another writer could have a different opinion with reasons to support it. Display the following opinion and list of evidence:

Caves like Tham Luang are dangerous because they

- flood easily,
 - are not sterile,
 - have sharp rocks like stalagmites,
 - are deep underground, far from the surface,
 - can cause claustrophobia, and
 - are in total darkness.
4. Think aloud to model how to find broader categories to generate reasons from the evidence list.
 5. Instruct students to Think–Pair–Share to discuss other ways they could categorize the evidence into reasons.

Key Ideas

- Claustrophobia and total darkness support this reason: They cause people to panic.
 - Flooding easily and being deep underground support this reason: It is easy to become trapped.
 - The sharp rocks and the nonsterile environment support this reason: It is hard to survive inside a cave.
6. Direct attention to the class charts titled Venus and Tham Luang from lesson 12. Remind students that these charts list the reasons that Venus and Tham Luang are extreme settings.

Sample Think Aloud

As I read this list, I ask myself, “What do these details have in common?” The first three pieces of evidence are about the physical features of caves, and the last three pieces of evidence are about how caves might make a person feel. To support the opinion that *dangerous* best describes caves, one reason could be that they have treacherous physical features. My second reason could be that some people feel caves are scary environments.

7. Direct students to the T-chart for “All Summer in a Day” and *All Thirteen*, located in the *Learn* book. Remind students that they listed details about each setting on these T-charts. They will use some of these details as evidence to support their reasons.
8. Instruct students to review the lists on their T-charts and ask themselves two questions:
- Which setting has more evidence on my T-chart?
 - What does the evidence have in common?
9. Instruct students to circle the setting with the most evidence on the T-chart and to write down the two reasons at the bottom of the column. Look for students to affirm or revise their opinion and select two reasons.


L1 | T-chart
 "All Summer in a Day" and *All Thirteen* | Complete the chart by adding details about each text's setting.

"All Summer in a Day"	<i>All Thirteen</i>

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Differentiation Support

To help students categorize evidence, instruct them to work with a partner who is analyzing the same setting.

10. Direct students to the Evidence Organizer for Module Task 1, located in the *Learn* book.
11.  **Introduce the learning task.** Instruct students to write a thesis in their organizer. Remind students to use quotation marks with the titles of short stories and to underline or italicize the titles of books.

Evidence Organizer
 Module Task 1 | Collect evidence to support each reason in your thesis. Elaborate on the evidence.
 Prompt: Considering the circumstances and environmental conditions of each place, which setting is more extreme? Choose one option from the list: "Verus" from "All Summer in a Day" or "Tham Luang" from "All Thirteen". Write an essay to support your opinion.

Thesis: _____
 Source: _____

Reason	Evidence	Elaboration

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Analyze Student Progress

Monitor: Do students write a thesis that clearly states which setting is more extreme with reasons drawn from evidence?

Offer Immediate Support: For an example of a thesis, direct students to the thesis in the Writing Model for Module 2, located in the *Learn* book.

Plan Future Practice: Students practice developing a thesis in Module Task 2.

12. Invite a few students to share their theses.

Key Ideas

- The setting of the planet Venus in “All Summer in a Day” is more extreme than the karst cave Tham Luang because Venus is constantly stormy and the characters are trapped.
- Tham Luang from *All Thirteen* is a more extreme setting because of flooding during monsoon season and the conditions inside the cave.

13. Tell students they will revisit their evidence in the next lesson.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the Wild Boars?
- What did you learn from *All Thirteen*?
- What did you learn to do?

2. Assign the follow-up work to read chapter 10 of *All Thirteen* before the next lesson.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.3.5 Summary: MM.3.5.B

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.9.5 Media: MM.9.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.2.5 Planning: CP.2.5.D

CP.3.5 Content

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.a, CP.4.5.B, CP.4.5.B.a

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.8.5 Punctuation: DF.8.5.F

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 14

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

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review chapter 10 and listen to chapter 11 of *All Thirteen* to identify challenges, actions of key people, and results on the rescue log. Then they write to describe the contributions of the US Air Force and the British divers. During writing instruction, students evaluate evidence to determine when to use a quotation and when to paraphrase. Students record their reasons and evidence on their Evidence Organizer for Module Task 1.

P A Prologue to lesson 14 is available for students who need additional support.

Learning Goals

Describe the contributions of the US Air Force and the British divers to the rescue effort.

LEARNING TASK: Write about what the US Air Force, led by Major Hodges, and the British divers did to contribute to the rescue.

For Module Task 1, evaluate evidence.

LEARNING TASK: For Module Task 1, evaluate evidence to determine when to paraphrase and when to use a direct quotation.

Vocabulary

amateur (n.)

collaboration (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read and Annotate *All Thirteen*
- **Respond:** Describe Contributions to the Rescue
- **Write:** Evaluate Evidence

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*
- Syllable Types (Reference Charts appendix)
- Knowledge Card: *collaboration*
- Drainage System Under Sink photograph (digital platform)

STUDENTS

- *All Thirteen*
- Biography Reference Chart for *All Thirteen* (*Learn* book, lesson 9)
- Rescue Log 4 for *All Thirteen* (*Learn* book)
- journal
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)
- T-chart for “All Summer in a Day” and *All Thirteen* (*Learn* book, lesson 11)
- Writing Model for Module 2 (*Learn* book, Writing)

Preparation

- Determine how to display side by side Syllable Types and the term *collaboration*. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *All Thirteen*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review chapter 10, “The Problem Solvers,” and read chapter 11, “The Sump Divers,” to learn how the US Air Force and the British divers contributed to the rescue effort.

LEARN 53 minutes

Read | Read and Annotate *All Thirteen* | 20 minutes

1. Conduct a poll in response to this question: Is it easier to solve a problem alone or with a group of people?
2. Display side by side Syllable Types and the term *collaboration*. Instruct students to work with a partner to identify each syllable and syllable type, decode each syllable, and accurately blend the syllables to read the word.

Differentiation Support

If students struggle with syllable division, help them annotate the vowels and consonants and apply their knowledge of common syllable division patterns (i.e., col-lab-or-a-tion). If students produce an inaccurate vowel sound when blending syllables to read the term, ask this question: What else could this vowel say?

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

3. Display the Knowledge Card and definition. Invite a student to read aloud the definition. Ask this question:

 **Why is collaboration with others an effective way to solve a problem?**

Key Ideas

- You can share knowledge and resources.
- You can offer and receive support and guidance.
- You can get more work done in less time.

4. Remind students that they were introduced to some new collaborators in chapter 10, “The Problem Solvers.” Ask this question:

 **Which rescuers are introduced in chapter 10?**

Reinforce the correct response: the US Air Force under the leadership of Major Charles Hodges.

5. Direct students to the Biography Reference Chart for *All Thirteen*, located in the *Learn* book. Direct attention to the table titled Information About Individuals and the row for Major Charles Hodges. Instruct students to work with a partner to review page 61. Have partners write key details about Major Charles Hodges in the Notes column next to his name.

Invite a few students to share their responses.

Key Ideas

- US Air Force Major
- Commander of the 320th Special Tactics Squadron stationed in Okinawa, Japan
- learned how to be a good leader



Definition

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

L9 Biography Reference Chart All Thirteen	
Information About Individuals	Notes
Ekkapol "Coach Ek" Chantawong Coach of Wild Boars soccer team; trapped in Tham Luang with the team	
Narongsak Osatanakorn Governor of Chiang Rai province; commander of the rescue mission	
Norman "Nev" Unsworth British cave diver; rescued in Mae Sai; mapped Tham Luang	
Major Charles Hodges US Air Force commander of squadron stationed in Japan who led planning of rescue efforts	

6. Emphasize that Major Hodges and his team were requested by the Thai government to help find the Wild Boars. Direct students to Rescue Log 4 for *All Thirteen*, located in the *Learn* book. Direct attention to the name US Air Force. Tell students to write the challenges that the US Air Force faced: no proof of life for Wild Boars and no experience diving in caves. Instruct students to work with a partner to complete the Action(s) column by answering this question:

L14 | Rescue Log 4
All Thirteen | Complete the rescue log for chapters 10 and 11.

Mission: Locate the Wild Boars inside Tham Luang.

Name	Challenge(s)	Action(s)	Result(s)
US Air Force			
Rick and John			

What did the US Air Force team contribute to the rescue?

Teacher Note

Thailand was the first Asian nation to establish formal diplomatic relations with the United States in 1833. Because the US and Thailand are longtime allies, US and Thai armed forces have regular training exercises together too.

Differentiation Support

To help students identify actions and results, direct them to relevant portions of the text on pages 63 and 69.

7. Invite a few students to share their responses.

Key Ideas

- brainstormed solutions: drill into the side of the mountain, suck water out of the cave so divers can dive, look for alternate entrances to the cave, and send in a diver
 - joined the search for alternate entrances to the cave
 - contacted oil companies for equipment to help pumping effort
 - updated the commander that the boys were likely dead
8. Explain to students that they will meet several other very important collaborators in chapter 11, “The Sump Divers.” Read aloud the portion of pages 71–72 from “June 27–28, 2018” to “find the boys.”
9. Direct attention to the word *amateurs* on page 72. Instruct students to work with a partner to infer the word’s meaning based on clues from the first and second paragraphs of page 72.

- 10.** Invite a few pairs to share their guesses and explain how they used clues in the paragraphs to make an inference.
- 11.** Display the term and definitions of *amateur*. Engage students in Vocabulary Exploration.
- 12.** Ask this question:

 **Why was the minister doubtful that a group of amateurs could solve their problems?**

Key Ideas

- Thailand’s most elite military was already at Tham Luang, and if anyone was going to find the boys, it would be them.
- The British divers had no military ranking.
- There was no professional organization that paid the British divers.
- Some would consider what the British divers did a hobby.

- 13.** Read aloud the portion of pages 72–73 from “The conditions at” to “the Thai authorities.”
- 14.** Display the picture of pipes underneath a kitchen sink. Explain that the author uses this metaphor to provide readers with a visual example of a sump. Instruct students to Think–Pair–Share to answer this question:

 **Why does the author say the sump is a “major bummer”?**

Key Ideas

- Sumps are like the U-shaped section of pipes underneath a kitchen sink, so they always hold water.
- Sumps are gnarly and nasty.
- Diving in sumps is grueling and dangerous.
- When diving in sumps, a diver cannot communicate with others on the outside or receive any medical help.
- British sumps are cold, cramped, and murky.

Definitions

amateur (n.):

1. a person who takes part in an activity (such as a study or sport) for pleasure and not pay
2. a person who engages in something without experience or skill

- 15.** Direct attention to the table titled Information About Groups on the Biography Reference Chart for *All Thirteen*. Tell students to find the names Rick Stanton and John Volanthen in the Members column. Explain that while Rick and John appear in two groups, they are always linked to cave diving.

Teacher Note

Remind students that they can add details about Rick and John in the Notes column on the Information About Individuals table. While Rob Harper was part of the rescue efforts, he does not feature as prominently as Rick and John in *All Thirteen*. Therefore, he does not have an entry on the Information About Individuals table of the Biography Reference Chart.

- 16.** Instruct students to continue reading until the end of chapter 11 and to annotate details about Rick and John, the actions that they take, and the results of their actions.

Language Support

Based on your students' needs, pause to define select words with a synonym (e.g., *eddying*, *groggy*, *hostile*).

Respond | Describe Contributions to the Rescue | 15 minutes

- 1.** Direct attention to the names Rick and John on the rescue log. Instruct students to work with a partner to complete the rescue log for Rick and John.

Differentiation Support


To help students identify the actions and results, ask these questions:

- What does *snatch* mean?
- What do Rick and John learn as a result of the dive and snatch?

2. Invite a few students to share their responses.

Key Ideas

- **Challenge(s):** treacherous diving conditions, rising water levels
- **Action(s):** dove into cave, got past Chamber 3, found Thai Water Well Association workers, performed a snatch of the workers
- **Result(s):** realized how treacherous the water conditions were, worried that the Wild Boars would panic during a rescue dive

3.  **Introduce the learning task.** Direct students to their journals. Instruct students to use Rescue Log 4 to describe what the US Air Force, led by Major Hodges, and Rick and John contributed to the rescue effort.

Analyze Student Progress

Monitor: Do responses demonstrate understanding of what the US Air Force and the British divers contributed to the rescue?

Offer Immediate Support: If students need additional support identifying what the US Air Force and the British divers contributed, ask this question: What did Major Hodges, Rick, and John learn about the conditions inside Tham Luang?

Plan Future Practice: Students practice summarizing in lesson 19.

Invite a few students to share their responses.

Key Ideas

- **US Air Force:** brainstormed solutions
- **US Air Force:** joined the search for alternate entrances to the cave
- **US Air Force:** contacted oil companies for equipment to help pumping effort
- **Rick and John:** dove into the cave and got past Chamber 3
- **Rick and John:** realized how treacherous the water conditions were and worried that the Wild Boars would panic during a rescue dive

4. Ask this question:

 **What role did collaboration play in the rescue so far?**

Key Ideas

- Vern gave the names of the cave divers to the Thai local officials.
- Major Hodges reached out to oil companies for drilling equipment.
- Vern advised rescuers that the Wild Boars would go into Monk’s Series.
- Thai officials kept the parents informed about the rescue.
- Thai rescue workers pumped water out of the cave so Thai Navy SEALs could dive and attempt to locate the Wild Boars.

Write | Evaluate Evidence | 18 minutes

1. Direct students to the Evidence Organizer for Module Task 1, located in the *Learn* book. Invite a few students to share their theses.
2. Tell students that in this lesson they will review the evidence they listed on their T-chart for “All Summer in a Day” and *All Thirteen*, located in their *Learn* book, to determine which evidence best supports their reasons.
3. Direct students to the Writing Model for Module 2, located in the *Learn* book. Remind students of the thesis: “The adjective *beautiful* best describes Tham Luang because it has stunning natural formations, and it is a serene and sacred place for many people.”

Evidence Organizer 5 | Module 2 | Writing

Module Task 1 | Collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: Considering the circumstances and environmental conditions of each place, which setting is more extreme? Choose one option from the list: Venus from “All Summer in a Day” or Tham Luang from *All Thirteen*. Write an essay to support your opinion.

Thesis: _____

Source: _____

Reason	Evidence	Elaboration

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L11 | T-chart 5 | Module 2 | Lesson 9

“All Summer in a Day” and *All Thirteen* | Complete the chart by adding details about each text’s setting.

“All Summer in a Day”	<i>All Thirteen</i>

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4. Display the following quotations from *All Thirteen*:

- “a gaping chamber dripping with stalactites, as beautiful and awe-inspiring as any cathedral built by humans” (35).
- “When the dripping water lands on the cave floor, it can also build a stack of minerals that grows from the ground up called a stalagmite” (15).

Differentiation Support

If students need help picturing a cathedral, show a picture of one or explain that it is the main church of an area that is headed by a bishop. Cathedrals are often very large and ornate.

5. Instruct students to Think–Pair–Share to answer these questions:

 **Which piece of evidence best supports the reason that Tham Luang is beautiful because it has stunning natural formations?**

 **Why?**

Key Ideas

- The first quotation best supports the reason because the author compares a large chamber in a cave to a cathedral, which is a specific type of church that is very large and fancy.
- *Awe-inspiring* in the first quotation shows the effect of the cave’s beauty on visitors, and the quote includes the word *beautiful*, which is a part of the thesis.

Use responses to emphasize that the descriptive detail in the first quotation clearly shows the cave’s beauty, whereas the second quotation gives facts about the formations.

6. Explain that writers carefully select textual evidence to support their reasons. When a text’s descriptive language supports one of their reasons, writers should consider quoting from the text.

7. Direct attention to proof paragraph 2. Explain that in this paragraph the writer paraphrases details from *All Thirteen* rather than quoting the text directly.

Language Support

If students need help recalling how to paraphrase, explain that the term *paraphrase* means “to use different words to rewrite something that someone else has written.”

8. Read aloud the second piece of evidence in proof paragraph 2: “In addition, the text says that some Buddhist monks have spent years meditating in caves because they believe mountains are powerful, and caves are a way to reach a mountain’s power.”

9. Display the original passage from the text:

“Some caves contain entire temples inside them, and Buddhist monks have been known to spend years meditating in the darkness within. A mountain holds power, and a cave provides a way to tap into that power.”

10. Instruct students to Think–Pair–Share to answer these questions:



Does the writer paraphrase the reason why caves are sacred in proof paragraph 2?




Why or why not?

Key Ideas

- Yes. The writer uses their own words to share the main idea that Buddhist monks meditate there and that caves are considered powerful.
- Yes. However, the writer could have also included that there are temples in caves, since temples are sacred places.

Explain that when a piece of evidence is very long or when a reader can understand the evidence without reading it directly from the text, writers paraphrase the evidence in their essays.

- 11.** Instruct students to review their list of evidence for Venus or Tham Luang on their T-chart and to underline evidence that they would like to use in their essay. Instruct students to add evidence to their Evidence Organizer for Module Task 1, located in the *Learn* book. Remind students that evidence can be quoted or paraphrased from the text.
- 12.**  **Introduce the learning task.** Instruct students to choose one piece of evidence from their organizer and explain to a partner why they quoted or paraphrased that evidence.

Analyze Student Progress

Monitor: Do students select strong evidence that supports their reasons?

Offer Immediate Support: If students need additional support adding evidence, direct them to specific pages for evidence collection: the first two pages in “All Summer in a Day” and pages 15–17 in *All Thirteen*.

Plan Future Practice: Students practice evaluating evidence in module 4.

- 13.** Invite a few students to share their reasons and evidence.

Key Ideas

The setting of the planet Venus in “All Summer in a Day” is more extreme than the karst cave Tham Luang because Venus is constantly stormy and the characters are trapped.

- **reason 1:** constantly stormy; **evidence:** “echoing tunnels of the underground city” (para. 28); “the tattering drum, the endless shaking down of clear bead necklaces upon the roof” (para. 12); “A thousand forests had been crushed under the rain” (para. 9).
- **reason 2:** characters are trapped; **evidence:** it had been raining for seven years all day, every day; “And this was the way life was forever on the planet Venus” (para. 9); “avalanches everywhere and forever” (para. 74).

Tham Luang from *All Thirteen* is a more extreme setting because of flooding during monsoon season and the conditions inside the cave.

- **reason 1:** flooding during monsoon season; **evidence:** “A changing climate has been making the seasons less predictable” (10); “They walk past a faded sign warning visitors not to enter during the rainy season, as the cave floods at that time” (7); “Karst caves are known to flash flood in an instant” (29).
- **reason 2:** conditions inside the cave; **evidence:** “The cave winds along, down steep and slippery sections” (15); “Without a flashlight, the darkness is complete” (15); “It [flood water] is as cloudy as a cup of milky coffee” (27).

14. Tell students that they will revisit their evidence in the next lesson.

15. Instruct students to review their list of evidence to determine whether there are any quotations that are better suited for paraphrasing. Tell students that they may need to find additional evidence to add to their Evidence Organizer for Module Task 1.

LAND 5 minutes

Reflect on Learning

- 1.** Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about collaboration?
- What did you learn from *All Thirteen*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.b, MM.5.5.A.c, MM.5.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b, MM.12.5.C, MM.12.5.C.c

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.2.5 Planning: CP.2.5.B, CP.2.5.D

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a, CP.3.5.A.d, CP.3.5.A.e, CP.3.5.A.f

CP.4.5 Structure

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression



Lesson 15

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

Content Framing Question | **Reveal:** What does a deeper look at reasons and evidence reveal?

OVERVIEW

Preview

In this Reveal lesson, students revisit several passages in chapter 11 of *All Thirteen* to examine the author’s use of reasons and evidence to support a point. Students explain how the author makes her point about the sump divers. During writing instruction, students elaborate on the evidence they collected from “All Summer in a Day” or *All Thirteen*. This prepares students to write their proof paragraphs for Module Task 1.

Learning Goals

Analyze how reasons and evidence support the author’s point about the sump divers in *All Thirteen*.

LEARNING TASK: Explain how the author uses reasons and evidence to support the idea that sump divers are the right people for the rescue in *All Thirteen*.

For Module Task 1, use elaboration to develop evidence for an opinion essay.

LEARNING TASK: For Module Task 1, write elaboration to develop evidence for each reason.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze Reasons and Evidence
- **Respond:** Explain How Reasons and Evidence Support a Point
- **Write:** Develop Elaboration

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*

STUDENTS

- *All Thirteen*
- “All Summer in a Day” (*Learn* book, lesson 2)
- journal
- Writing Model for Module 2 (*Learn* book, Writing)
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *All Thirteen*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at reasons and evidence reveal?
3. Tell students they will build on their study of chapter 11, “The Sump Divers,” by analyzing how the author uses reasons and evidence to support a point about the sump divers.

LEARN 53 minutes


Read | Analyze Reasons and Evidence | 15 minutes

1. Direct students to the chapter title on page 71, “The Sump Divers.” Read aloud the portion of pages 71–72 from “Luckily, that night” to “find the boys.” Ask this question:

 **What do we know so far about the men on Vern’s list?**

Key Ideas


- world’s best cave divers
 - trio of British amateurs
 - no military ranking
 - do not get paid for their work
2. Instruct students to Think–Pair–Share to answer these questions:

 **Do you think these are the right people for the rescue? Why or why not?**

3. Instruct students to listen for the author’s answer to the same question. Read aloud the portion of page 72 from “And the three” to “find the boys.” Tell students to listen for a shift in how the author describes the men and what they do.

4. Instruct students to Think–Pair–Share to answer these questions:

 **Does the author think these are the right people for the rescue?**

 **How do you know?**

Differentiation Support

To help students determine the author’s point, ask this question: What does the author say about the hobby of the men?

Reinforce the correct responses: Yes, the author thinks these are the right people. She says that their hobby is what is needed to find the boys.

5. Explain that students will now examine how the author supports her point that the amateurs are the right people for the rescue. Engage students in Repeated Reading of the portion of page 73 from “For all of” to “the Thai authorities.” Tell them to listen for details the author provides to support her point.

6. Ask this question:

 **What details does the author provide to support her point?**

Key Ideas

- “Many of the world’s notorious sumps can be found on the British Isles.”
- “It’s no wonder that some of the world’s best sump divers are members of the British Cave Rescue Council (BCRC).”
- “The BCRC is a group of volunteers who specialize in finding and rescuing people (and farm animals!) who are lost or trapped in caves.”

7. Think aloud to model explaining how an author uses details to support a point.

Sample Think Aloud

I know that the author’s point is how the sump divers are the right people to find the boys. By including details such as “some of the world’s best sump divers are members of the British Cave Rescue Council,” this paragraph shows how the sump divers are among some of the world’s best sump divers, and their specialty is rescuing people who are trapped in caves.

Respond | Explain How Reasons and Evidence Support a Point | 18 minutes

1. Explain that students will now work with a partner to examine other passages that support the author's point about the sump divers. Pair students, and assign them one of the following passages:
 - the portion of pages 74–75 from “The next day” to “what lies beyond”
 - the portion of page 77 from “By the time” to “group is through”
2. Instruct students to reread the passage and to Think–Pair–Share to answer this question:

 **How does this passage support the author's point about the sump divers?**


Differentiation Support

To help students determine how the passage supports the author's point, ask these questions:

- What experience do the sump divers have?
- What skills and knowledge do they possess?

Key Ideas

- **pages 74–75:** The sump divers take risks to find the boys, even though their experience tells them the conditions inside the cave are getting dangerous.
- **pages 74–75:** “But given the urgency of finding the boys, they decide to see” shows the risks the sump divers are willing to take to help the boys.
- **page 77:** The sump divers have the experience and skill required to successfully complete an unplanned rescue of the trapped workers.
- **page 77:** “[U]ntil the entire group is through” shows that the divers are successful in their rescue efforts despite being unprepared.

3.  **Introduce the learning task.** Direct students to their journals. Instruct them to respond to this prompt: Explain how the author supports the point that the sump divers are the best people for the job. Tell students to include specific evidence from the text in their responses.
-

Analyze Student Progress

Monitor: Do students demonstrate understanding of the reasons why the members of the British Cave Rescue Council are the best divers for this type of rescue?

Offer Immediate Support: If students need additional support explaining how the author makes her point, remind them to refer to their journal response to the following question from lesson 12: Why is deep knowledge of the dangers of cave diving important to understanding the challenges of this rescue?

Plan Future Practice: Students practice closely re-examining passages in lesson 21.

4. Invite a few students to share their responses.

Key Ideas

- Members of the British Cave Rescue Council are among the best sump divers in the world, even though they are amateurs and volunteers.
- Members of the British Cave Rescue Council build their skills diving in the British sumps, which are “cold, cramped, and murky.”
- The sump divers specialize in and have experience with finding and rescuing people who are lost or trapped in caves.
- The sump divers take risks to find the boys, even though their experience tells them the conditions inside the cave are getting dangerous.
- The sump divers have the experience and skill required to successfully complete an unplanned rescue of the trapped workers.

Write | Develop Elaboration | 20 minutes

1. Remind students that they have already collected evidence for Module Task 1. Tell them that in this lesson they will focus on elaboration.
2. Display the Writing Model for Module 2, and direct students to the page in their *Learn* book. Tell them that in proof paragraph 1 the writer provides the following reason: “Tham Luang is beautiful because of its structure and size.”
3. Read aloud proof paragraph 1. Tell students to annotate the elaboration. Invite a few students to share their annotations.

Key Ideas

- “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.”
 - “Descriptions like dragons and jets show just how huge Tham Luang is.”
 - “The giant rocks and chambers in Tham Luang are impressive and amazing!”
4. Remind students of the two goals of elaboration:
 - **to extend**—give more details, facts, definitions, or examples related to the evidence
 - **to connect**—explain why the evidence is important by connecting it to a reason from the thesis

5. Ask this question:

 **How does this elaboration help extend or connect the author’s evidence?**

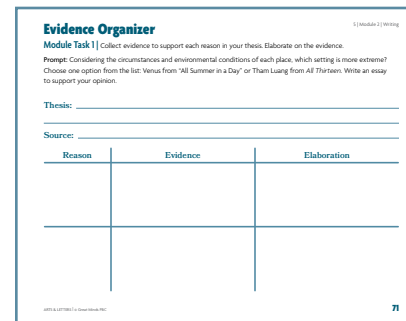
Key Ideas

- **extend:** “These hanging rocks are sparkling, dripping formations” and “this shows that Tham Luang looks like it is full of gorgeous, sparkling lights” provide specific details that help a reader visualize the beauty of Tham Luang.
- **connect:** “Descriptions like dragons and jets show just how huge Tham Luang is” illustrates the author’s point that Tham Luang is beautiful because of its sheer size.
- **connect:** “The giant rocks and chambers in Tham Luang” illustrates the author’s point that Tham Luang is beautiful because of its structures.

6. Instruct students to read proof paragraph 2 with a partner and to annotate the elaboration. Invite a few students to share their responses.

Key Ideas

- “This shrine illustrates that Tham Luang is a special place.”
- “Monks need quiet and stillness to meditate and focus on the small things that they would never notice in the outside world.”
- “This shows that Tham Luang is a very calm and peaceful place.”

7. Direct students to their Evidence Organizer for Module Task 1, located in the *Learn* book. Instruct them to review their thesis, two reasons, and evidence.


Evidence Organizer [Module 2 Writing]

Module Task 1 | Collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: Considering the circumstances and environmental conditions of each place, which setting is more extreme? Choose one option from the list: Venus from “All Summer in a Day” or Tham Luang from “At the Waterfall”. Write an essay to support your opinion.

Thesis: _____

Source: _____


Reason	Evidence	Elaboration

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- Instruct students to orally rehearse elaboration for one piece of evidence in their organizer. Emphasize that in Module Task 1 they can extend their evidence by providing specific details to clearly show how the setting is extreme. Encourage students to provide feedback to each other about whether the elaboration both extends the evidence and connects it to the thesis.

Language Support

To support students' oral rehearsals, direct them to the Support What You Say section of the Talking Tool, located in the *Learn* book, and encourage them to use these sentence frames:

- This evidence shows _____.
 - This evidence means _____.
 - This evidence is important because _____.
-  **Introduce the learning task.** Instruct students to write elaboration in complete sentences for three additional pieces of evidence on their organizers.

Analyze Student Progress

Monitor: Do students demonstrate understanding of extending or connecting each piece of evidence with elaboration?

Offer Immediate Support: If students need additional support elaborating on evidence, ask them to identify a piece of evidence on their organizer and ask these questions: What details in the text tell more about this evidence? How does the evidence connect to Venus or Tham Luang being an extreme setting?

Plan Future Practice: Students practice writing elaboration in Module Task 2.

- Tell students they will continue preparing to draft Module Task 1 in the next lesson.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about reasons and evidence?
- What did you learn from *All Thirteen*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.10.5 Argument: MM.10.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.2.5 Planning: CP.2.5.B, CP.2.5.D

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a, CP.3.5.A.d, CP.3.5.A.e

CP.4.5 Structure

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.C

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 16

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

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students reflect on what they have learned about the environmental conditions that made the rescue in *All Thirteen* challenging. They express their knowledge by writing statements that use transition words and phrases to show cause and effect relationships. During writing instruction, students revisit the writing model to examine the hook in the introductory paragraph. Students orally rehearse different hooks for Module Task 1.

P A Prologue to lesson 16 is available for students who need additional support.

Learning Goals

Synthesize knowledge gained from *All Thirteen*.

LEARNING TASK: Write knowledge statements by using transition words and phrases to show cause and effect relationships.

For Module Task 1, orally rehearse hooks.

LEARNING TASK: For Module Task 1, orally rehearse different hooks, including one that uses a description.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge
- **Respond:** Express Knowledge
- **Write:** Rehearse Hooks

LAND

Synthesize Learning

Materials

TEACHER

- *All Thirteen*
- “The Mysterious World of Underwater Caves” (digital platform)
- Writing Model for Module 2 (*Learn* book, Writing)
- Knowledge Card: *environmental conditions*

STUDENTS

- *All Thirteen*
- Sentence Strategies for Module 2 (*Learn* book, Writing)
- World Knowledge Statements for Module 2 (*Learn* book)

Preparation

- none

Follow-Up

- Before lesson 19 students read chapters 12 and 13 of *All Thirteen*.
- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *All Thirteen*, passage 2 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will reflect on what they learned about the environmental conditions and the rescue efforts in chapters 1–11 of *All Thirteen*.

LEARN 53 minutes

Read | Review Knowledge | 18 minutes

1. Direct students to the front cover of *All Thirteen*, and read aloud the full title: *All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team*. Tell students that the author chose the adjective *incredible* to describe the rescue. Instruct them to Think–Pair–Share to answer this question:



Based on chapters 1–11, what other adjective could you use to describe the rescue?

2. Explain that in today's lesson students have the opportunity to reflect on what they know about the environmental conditions of the cave and the seemingly impossible situation the rescuers face to rescue the boys.
3. Display the Knowledge Card for *environmental conditions* and direct attention to the image to spark students' memory. Remind students that environmental conditions are the quality of the air, water, plants, climate, animals, and land in a location at a particular time.
4. Direct attention to the World Knowledge Chart and instruct students to review the knowledge statements.

5. Facilitate a brief discussion to answer this question:

 **Which environmental conditions made this rescue effort so challenging?**

Key Ideas

- Monsoon season started early.
- It was raining.
- Karst caves flood easily from the rising groundwater and from the rainfall above the cave.
- Tham Luang has sumps that are deep, tight, and dark.
- It is cold and damp inside a cave.
- The Wild Boars had no food and very little fresh water.
- The current of the water inside the cave was very strong.
- The water inside the cave was so muddy that the divers could not see.
- The pumps and equipment produced gas and fumes inside the cave.
- There were electrical wires in the water.

Respond | Express Knowledge | 15 minutes

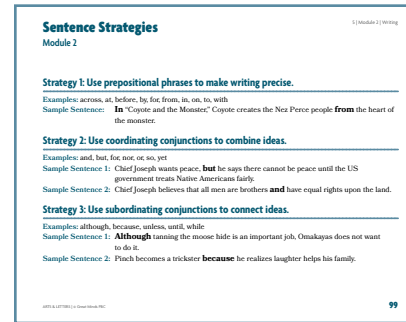
1. Explain that students will now have an opportunity to express their knowledge of the extreme environmental conditions at Tham Luang by writing sentences with transitions to connect ideas.
2. Remind students that writers use transition words and phrases to show cause and effect relationships in their writing. Assess and activate prior knowledge by asking this question:

 **Which transition words or phrases show cause and effect?**

Reinforce the correct responses: *as a result*, *therefore*, and *consequently*.

3. Display Sentence Strategies for Module 2, and direct students to the page in their *Learn* book. Direct attention to Sentence Strategy 4: Use transition words and phrases to show cause and effect. Instruct students to review the Sample Sentences and the Your Turn sentences that they completed in the previous Know lesson. Remind them that these transition words can be used within a sentence or to transition between sentences.
4. Direct attention to the World Knowledge Chart. Instruct students to work with a partner to orally connect sentences from the knowledge chart, using transitions to show cause and effect relationships.

Invite a few students to share their sentences.




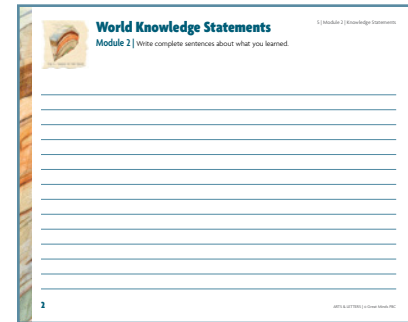
Language Support

As students orally rehearse knowledge statements, direct them to the Gallery for “Karst Landscapes,” located in the *Learn* book.

Key Ideas

- As a result of monsoon season starting early, Tham Luang flooded while the Wild Boars were inside the cave.
- Karst caves flood from the top and bottom. Therefore, the water current inside Tham Luang was very strong, and visibility was low.
- The water levels were very high inside the cave. Consequently, the rescue team used pumps that made air inside the cave hard to breathe.

5.  **Introduce the learning task.** Direct students to the World Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to write at least three knowledge statements to express how environmental conditions made the rescue challenging. Tell students to use transition words or phrases to show cause and effect relationships. Remind them to include proper punctuation.



Analyze Student Progress

Monitor: Do students write knowledge statements that correctly use one of the transition words or phrases?

Offer Immediate Support: If students need additional support writing a knowledge statement, direct them to the Action(s) and Result(s) columns of their rescue logs and instruct them to use transition words and phrases to express the relationship between the actions and results.

Plan Future Practice: Students practice writing knowledge statements in lesson 25.

6. Invite a few students to share their knowledge statements.

Key Ideas

- As a result of the flooding, the Thai rescue workers could not get past Sam Yaek.
- The current and visibility inside Tham Luang were poor. Therefore, the Thai Navy SEALs could not dive past Sam Yaek.
- The Wild Boars were in complete darkness. Consequently, Coach Ek managed the flashlights to conserve batteries.

Write | Rehearse Hooks | 20 minutes

1. Display the Writing Model for Module 2, located in the *Learn* book. Tell students to pay attention to how the writer captures the readers' attention. Ask this question:

 **How does the writer craft the hook?**

Key Ideas

- The writer starts by asking readers to imagine a particular place.
 - The writer provides sensory details to help readers visualize the place.
 - The writer connects the description of the place to the focus of the essay.
2. Tell students that the writer uses description to hook, or grab, readers' attention. Explain that hooks with a description help readers take part in the introduction by imagining the place that the writer describes.
 3. Tell students that writers are not the only people who use description in hooks. Play "The Mysterious World of Underwater Caves" from 0:58 to 1:20. Ask this question:

 **How does Dr. Heinerth grab the audience's attention?**


Key Ideas

- She involves the audience by asking them to imagine that they were plunged into darkness while sitting in this room.
- She describes what a cave diver must do in that situation by asking the audience to imagine what it is like to swim and crawl through large spaces to find the exit.
- She provides details such as "following a thin guideline" and "just waiting for the life support to provide your very next breath" to give the audience a real sense of what cave diving is like.

4. Remind students of the other types of hooks they have studied: question, fact, and definition.

Teacher Note

If time permits, ask students to share examples of how they used each type of hook in their previous writing and ask which type of hook they found to be effective and why.

5.  **Introduce the learning task.** Instruct students to orally rehearse different hooks, including a hook with a description, for Module Task 1. Encourage students to provide feedback to each other about whether the hook captures the reader's attention.

Analyze Student Progress

Monitor: Do students orally rehearse various hooks, including a hook with a description?

Offer Immediate Support: If students need additional support rehearsing a hook with a description, ask this question: What would you like to describe? Help students brainstorm words that describe the setting.

Plan Future Practice: There is no additional instruction on writing hooks for an opinion essay in this level.

6. Invite a few students to share their responses.

Key Ideas

- **question:** Have you ever wondered what it would be like to live on another planet?
- **fact:** During Thailand's monsoon season, the clouds dump 90 percent of the year's rainfall.
- **definition:** An extreme setting is defined as a setting that is difficult to survive in due to environmental conditions.
- **description:** Imagine a world where it constantly rains, and the sun only appears once every seven years.

7. Tell students that they will begin drafting Module Task 1 in lesson 19.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:

 **How does an extreme setting affect a person?**

2. Use responses to reinforce these 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.
 - People adjust their behaviors and mindsets to survive extreme settings.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about extreme settings?
 - What did you learn about hooks?
 - What did you learn to do?
3. Assign the follow-up work to read chapters 12 and 13 of *All Thirteen* before lesson 19.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b, MM.12.5.C, MM.12.5.C.c

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.2.5 Planning: CP.2.5.B, CP.2.5.D

CP.3.5 Content

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.a

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.8.5 Punctuation

DF.13.5 Sentence Construction: DF.13.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 17

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


OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 1. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students read chapters 12 and 13 of *All Thirteen*.

Learning Goal

Demonstrate knowledge of extreme settings and apply reading comprehension skills to a new text related to extreme settings.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 1.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Read:** Read *All Thirteen*

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- *All Thirteen*

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 1.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.


LAUNCH **2 minutes**

Read the Essential Question

1. Display and Choral Read the Essential Question: How does an extreme setting affect a person?
2. Tell students that in this lesson they will show and grow what they know about extreme settings by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN **55 minutes**

Respond | Complete an Assessment | **40 minutes**

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment includes four sections. In the first section, students demonstrate fluency by reading aloud a new text related to extreme settings. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Notes

Students may complete Reading Comprehension Assessment 1 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 1. Use this information to plan responsive teaching for lesson 18.

Read | Read *All Thirteen* | 15 minutes

1. Instruct students who completed the assessment to read chapters 12 and 13 of *All Thirteen*. Those who are still working on the assessment can read chapters 12 and 13 of *All Thirteen* during the regularly scheduled volume of reading time or as follow-up.

LAND 3 minutes**Revisit the Essential Question**

1. Instruct students to share with a partner one thing they learned about extreme settings from the text for Reading Comprehension Assessment 1.
2. Tell students that they will continue to build knowledge about extreme settings as they read additional module texts.

ACHIEVEMENT DESCRIPTOR**DM** Develop Metacognition**DM.3.5 Schema Building**



Lesson 18

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


OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 1. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with roots and module terms. Reviewing the assessment, roots, and module terms solidifies students' understanding of extreme settings and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 1.

 **LEARNING TASK:** Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 1.

Vocabulary

selected module 2 terms

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- Knowledge Cards: *cave, collaboration, environmental conditions, extreme setting, karst, panic, survive, vital*

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Glossary for Module 2 (*Learn* book)
- Word Parts Web for *vit, vita, viv* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 1 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 1 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH **2 minutes**

Read the Essential Question


1. Display and Choral Read the Essential Question: How does an extreme setting affect a person?
2. Tell students that they will listen and follow along with the text for Reading Comprehension Assessment 1 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, and strengthen their reading comprehension skills.

LEARN **55 minutes**

Read | Listen Closely to the Assessment Text | **10 minutes**

1. Read aloud the text for Reading Comprehension Assessment 1, modeling fluent reading.

Respond | Revisit the Assessment | **25 minutes**

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 1. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 1.

Analyze Student Progress

Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 1?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

Plan Future Practice: Students practice discussing responses to an assessment in lesson 35.

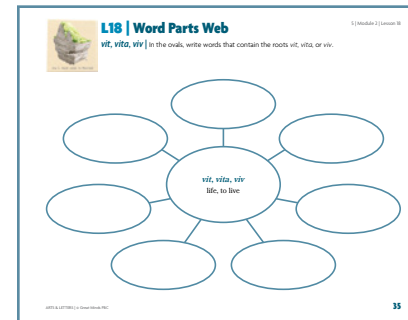
Engage | Build Vocabulary | 20 minutes

1. Remind students that knowing the definition of a root can help readers understand the meanings of new words. Direct students to the term *vital* in the Glossary for Module 2, located in the *Learn* book. Invite a few students to identify the root and share the root's definition. Reinforce the correct response: *vit, vita, viv* means “life or to live.”
2. Direct students to the Word Parts Web for *vit, vita, viv*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the roots *vit, vita*, or *viv* and then add those words to their webs. Tell students to use glossaries and dictionaries as needed.

Language Support

To leverage students' home languages as resources to support learning, prompt students to make cross-linguistic connections between their home languages and English through cognates and morphology.

3. Invite a few students to share their words. Students may generate words such as these: *survive/survival, revive, revitalize/revitalization, vitamin, vivid, vitally, vivacious*. Correct any misunderstandings or misapplied affixes.



4. Instruct students to choose two or three words on their web and quickly sketch an image to illustrate each word. Tell students to add their drawings underneath or next to the words they represent.
5. Invite a few students to share one of their drawings. Ask these questions:

 **What do you notice about the drawings?**

 **How do they relate to the meaning of *vit*, *vita*, and *viv*?**

6. Remind students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.
 - **Share What You Know:** Choose one Knowledge Card, and read aloud the term and definition. Direct students to the World Knowledge Statements for Module 2, located in the *Learn* book. Instruct students to write a knowledge statement containing the term and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
 - **Create a Word Web:** Display a Knowledge Card, and instruct students to generate a web of words and phrases in their journal to express the knowledge they have gained about that term.

Teacher Note

Reviewing Knowledge Cards offers an opportunity to deepen students' understanding of the knowledge of the module. Consider which Knowledge Threads to elevate when selecting words for the activity. Find the Knowledge Threads in the module overview.

LAND **3 minutes**

Reflect on the Assessment

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students that they will continue to build their knowledge about extreme settings as they read more module texts.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.d, MM.5.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

BU Build Understanding

BU.2.5 Discovery and Evidence

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.4.5 Reflection and Evaluation



fig 4. Tham Luang cave interior.

Lesson 19

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

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review chapters 12 and 13, read chapter 14 of *All Thirteen*, and summarize the next steps of the rescue. Students organize the information in these chapters by adding notes to the rescue log about challenges, actions of key people, and results. During writing instruction, students orally rehearse context for their introductory paragraphs. Then they draft their introductory paragraphs for Module Task 1.

P A Prologue to lesson 19 is available for students who need additional support.

Learning Goals

Describe the next steps of the rescue effort.

LEARNING TASK: Write a two- or three-sentence summary of the contributions Coach Ek and Thanet make to the rescue.

For Module Task 1, draft an introductory paragraph.

LEARNING TASK: For Module Task 1, explain whether Venus or Tham Luang is a more extreme setting.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read and Annotate *All Thirteen*
- **Respond:** Describe Contributions to the Rescue
- **Write:** Write an Introductory Paragraph

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*

STUDENTS

- *All Thirteen*
- Biography Reference Chart for *All Thirteen* (*Learn* book, lesson 9)
- Rescue Log 5 for *All Thirteen* (*Learn* book)
- journal
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)
- Module Task 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapter 15 of *All Thirteen*.
- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *All Thirteen*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review chapter 12, “Coach Ek,” and chapter 13, “The Water Expert,” and read chapter 14, “The Rescue Stalls,” to find out what happens next in the rescue effort.

LEARN 53 minutesRead | Read and Annotate *All Thirteen* | 20 minutes

1. Remind students that they read about Coach Ek in chapter 12 and Thanet in chapter 13. Direct students to the Biography Reference Chart, located in the *Learn* book. Direct attention to the Information About Groups column, and tell students that Coach Ek is listed as part of the Wild Boars and Thanet is listed as part of the water diversion volunteers.
2. Tell students that these men also appear in the Information About Individuals column. Encourage students to add details about Coach Ek and Thanet in the Notes column as they discuss these chapters.
3. Read aloud page 87 from “Sadly, Ek knows” to “he tells them.” Instruct students to Think–Pair–Share to answer these questions.

☞ **What personal challenges did Coach Ek face as a child?**

☞ **How did he use what he learned to help the boys survive?**

L9 Biography Reference Chart All Thirteen	
Information About Individuals	Notes
Ekkapol “Coach Ek” Chantawong Coach of Wild Boars soccer team; trapped in Tham Luang with the team	
Narongsak Oatamakorn Governor of Chiang Rai province; commander of the rescue mission	
Vernon “Vern” Unsworth British caver living in Mae Sai; mapped Tham Luang	
Major Charles Hodges US Air Force commander of squadron stationed in Japan who led planning of rescue efforts	

Key Ideas

- born in Myanmar and moved to Thailand as a migrant child and stateless person
- lost both parents and a brother at a young age
- trained as a novice monk and eventually became a soccer coach
- knows how resilient children can be and uses that knowledge to push the boys to keep fighting to survive

Teacher Note

Coach Ek and three of the Wild Boars were considered stateless, which means they were not officially Thai citizens and did not legally belong to any country. Read the sidebar “Thailand’s Stateless People” on pages 82–83 for more information.

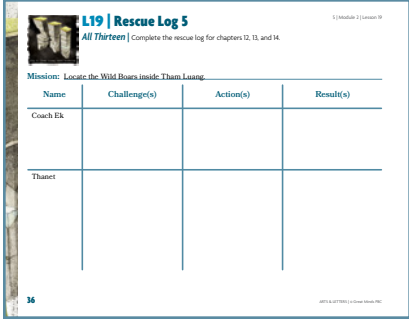
4. Direct students to Rescue Log 5, located in the *Learn* book. Instruct them to work with a partner to complete the rescue log with information about Coach Ek’s contributions to the rescue.
5. Listen for students to discuss key ideas.

Key Ideas

- **Challenge(s):** fear, hopelessness, and hunger
- **Action(s):** used his training as a novice monk to motivate the boys to keep fighting to survive
- **Result(s):** motivated the boys to survive and remain hopeful

6. Remind students that they read about Thanet in chapter 13. Ask this question:

 **What problem does Thanet decide to focus on in chapter 13?**



L19 | Rescue Log 5
All Thirteen | Complete the rescue log for chapters 12, 13, and 14.

Mission: Locate the Wild Boars inside Tham Luang.

Name	Challenge(s)	Action(s)	Result(s)
Coach Ek			
Thanet			

Reinforce the correct response: lowering water levels in the cave by drilling under the pond at Sai Tong.

Differentiation Support

To help students identify the problem that Thanet decides to focus on, ask these questions:

- What did we learn about Thanet in chapter 13?
- What challenges does Thanet find when he arrives on the scene?

7. Direct students to the map on page 5. Direct attention to the location of Sai Tong in relation to Tham Luang.
8. Instruct students to work with a partner to complete the rescue log with information about Thanet's contributions to the rescue.

Listen for students to address key ideas in their discussions.

Key Ideas

- **Challenge(s):** treacherous diving conditions, high water levels inside the cave, lack of resources
 - **Action(s):** tried to get leaders to order resources, discovered that Tham Luang could be drained through a pond at Sai Tong, organized engineers and farmers to drill a wider opening in the pond to drain water from Tham Luang
9. Direct attention to the title of chapter 14, "The Rescue Stalls." Tell students that *stall* means "to stop suddenly because of a problem." Instruct students to read chapter 14 and annotate reasons why the rescue stalls.

Language Support

Based on your students' needs, pause to define select words with a synonym (e.g., *appalling*, *grim*, *parish*).

Key Ideas

- "[T]hey [Rick and John] have refused to reenter Tham Luang" (98).
- "The swift current and low visibility not only make it hard to swim—they make it impossible to lay a guideline" (98).
- "Relationships between the diving team and the Thai authorities become tense" (99).

Respond | Describe Contributions to the Rescue | 15 minutes

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

 **What were some reasons why the rescue stalled?**

Key Ideas


- Rick and John refused to dive because it was too dangerous.
- They knew if they died, no one else could make the dive inside the cave.
- Tension rose between the Thai government officials and Rick and John because of cultural differences that made it difficult to communicate.

2. Ask this question:

 **Why did Rick and John refuse to dive back into Tham Luang?**

Key Ideas

- swift current
- low visibility
- impossible to lay a guideline due to conditions
- won't risk their lives since they are the only ones who can do the rescue

3.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a two- or three-sentence summary of how Coach Ek and Thanet contribute to the rescue effort. Tell students to use Rescue Log 5 and their annotations to assist them in writing their summaries.


4. Instruct students to Think–Pair–Share to answer the same question for Module Task 1.

Key Ideas

- extreme settings
- Venus
- Tham Luang

5. Explain that even though the prompt has two options, students should develop context for the option that they chose.

6. Instruct students to share their thesis with a partner and to orally rehearse context for their introductory paragraph. Tell students to listen carefully and provide feedback to their partner about context.

7.  **Introduce the learning task.** Instruct students to draft an introductory paragraph that responds to the Module Task 1 prompt.

Teacher Notes

In this lesson, students begin Module Task 1. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

Students may be at different phases in completing their introductory paragraphs. Some students may finish their introductory paragraphs during the lesson, in which case they can work on their proof paragraphs. Some students may need additional time in the next lesson to complete the introductory paragraph.

Analyze Student Progress

Monitor: Do students' introductory paragraphs demonstrate an understanding of context?

Offer Immediate Support: If students need additional support composing an introductory paragraph, remind them to use the writing section of the Checklist for Module Task 1.

Plan Future Practice: Students practice writing introductory paragraphs for Module Task 2.

8. Tell students they will continue drafting Module Task 1 in the next lesson.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about Coach Ek or Thanet?
 - What did you learn from *All Thirteen*?
 - What did you learn to do?
2. Assign the follow-up work to read chapter 15 of *All Thirteen* before the next lesson.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.3.5 Content: CP.3.5.A, CP.3.5.A.d, CP.3.5.A.e

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.a, CP.4.5.B, CP.4.5.B.a

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.B

DF.8.5 Punctuation: DF.8.5.F

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 20

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

Content Framing Question | **Organize:** What is happening in this text?


OVERVIEW

Preview

In this Organize lesson, students review chapter 15 and read chapters 16 and 17 of *All Thirteen* to learn about the challenges facing the Wild Boars inside the cave and the contributions of Thanet and the water diversion volunteers outside the cave. Students add notes to the rescue log about challenges, actions of key people, and results. During writing instruction, students orally rehearse a proof paragraph. Then they draft their proof and concluding paragraphs for Module Task 1.

Learning Goals

Describe how Thanet and the water diversion volunteers contribute to the rescue.

 **LEARNING TASK:** Write a two- or three-sentence summary informing rescue workers at Tham Luang of the work that Thanet and the water diversion volunteers were doing.

For Module Task 1, explain why Venus or Tham Luang is a more extreme setting.

 **LEARNING TASK:** For Module Task 1, draft proof and concluding paragraphs.

Vocabulary

diversion (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read and Annotate *All Thirteen*
- **Respond:** Describe Contributions to the Rescue
- **Write:** Write an Opinion Essay

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*

STUDENTS

- *All Thirteen*
- Rescue Log 6 for *All Thirteen* (*Learn* book)
- journal
- Checklist for Module Task 1 (*Learn* book, Writing)
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)
- Module Task 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *All Thirteen*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review chapter 15, “The Beautiful Game,” and read chapters 16, “Going Back In,” and 17, “Creating a Diversion,” to find out what happened next in the rescue effort.

LEARN 53 minutes

Read | Read and Annotate *All Thirteen* | 20 minutes

1. Ask this question:

 **What challenges did the Wild Boars face in chapter 15?**

Key Ideas

- bodies could have started shutting down
- hypothermia
- little sleep

2. Direct attention to page 104 from “The boys haven’t” to “is huddling together.” Ask this question:

 **Why was hypothermia a serious risk for the boys?**

Key Ideas

- felt painfully cold
- heart failure
- huddling together meant little sleep
- lack of sleep meant weaker immune systems
- could cause hallucinations

3. Explain that chapter 15 focuses on the Wild Boars’ challenges inside the cave, while chapters 16 and 17 focus on the challenges of the rescue efforts outside the cave. Read aloud the title of chapter 17, “Creating a Diversion.” Introduce the vocabulary term *diversion* by displaying the term and definition. Engage students in Vocabulary Exploration.

4. Instruct students to read chapters 16 and 17 and explore why the volunteers needed to create a diversion. Tell students to annotate Thanet’s challenges, actions, and results.

Differentiation Support

To support students’ comprehension, provide sticky notes in two colors. Instruct students to use one color to annotate what Thanet and his team do to help solve the problem and the other color to annotate what the cave divers do to help solve the problem.

Definition

diversion (n.): the act of changing the direction or use of something

Respond | Describe Contributions to the Rescue | 15 minutes

1. Instruct students to share their chapter 16 and chapter 17 annotations with a partner.
2. Direct students to Rescue Log 6 for *All Thirteen*, located in the *Learn* book. Instruct students to work with a partner to complete the rescue log for Thanet and the water diversion volunteers and for Rick and John in chapters 16 and 17.

Listen for students to discuss key ideas.

Key Ideas

Thanet and the water diversion volunteers

- **Challenge(s):** treacherous diving conditions, high water levels inside the cave
- **Action(s):** drilled 13 wells, pumped water from Sai Tong and the main cave
- **Result(s):** water lowered enough that the Thai SEALs set a base camp in Chamber 3 and Rick and John dove again

Rick and John

- **Challenge(s):** treacherous diving conditions
- **Action(s):** dove again and got to the junction at Sam Yaek
- **Result(s):** brought hope back to the rescue effort


Thanet and the water diversion volunteers

- **Challenge(s):** sinkholes dumping water into the cave
- **Action(s):** created barriers between the stream and the sinkholes, brought in pipes to carry water away from the sinkholes, built dams
- **Result(s):** stopped some of the water from flowing into Tham Luang, caused many injuries for volunteers

L20 | Rescue Log 6
All Thirteen | Complete the rescue log for chapters 16 and 17.

Mission: Locate the Wild Boars inside Tham Luang.

Name	Challenge(s)	Action(s)	Result(s)
Thanet and the water diversion volunteers			
Rick and John			
Thanet and the water diversion volunteers			

3. Direct students to the map on page 5. Direct attention to the location of Sai Tong in relation to Tham Luang. Explain that given the distance between the two sites, the rescue workers at Tham Luang might not have necessarily known what the water diversion volunteers were doing at Sai Tong.
4.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a two- or three-sentence summary informing rescue workers at Tham Luang of the work that Thanet and the water diversion volunteers were doing. Tell students to refer to Rescue Log 6 and their annotations to assist them in writing their summaries.

Analyze Student Progress

Monitor: Do student summaries include accurate, text-based responses from the rescue log?

Offer Immediate Support: If students need additional support writing a summary, direct them to pages 116–117 from “The way they” to “from the sinkholes” and ask this question: What is happening in this part of the text?

Plan Future Practice: Students practice summarizing in lesson 22.

Write | Write an Opinion Essay | 18 minutes

1. Explain that in this lesson students will continue writing their Module Task 1 by drafting proof and concluding paragraphs.

Differentiation Support

At the start of this lesson, students will be at different phases in completing Module Task 1. Some students may require additional time to complete the learning task from the previous lesson. Review students' progress toward completion and adjust timing of this lesson as needed.

2. Display the Checklist for Module Task 1, located in the *Learn* book. Instruct students to review the checklist, and ask this question:

Why is a checklist helpful when planning and drafting your writing?

Key Ideas

- reminds writers what to include in an essay
- contains categories and descriptions for each part of the essay
- guides self-evaluation throughout the writing process

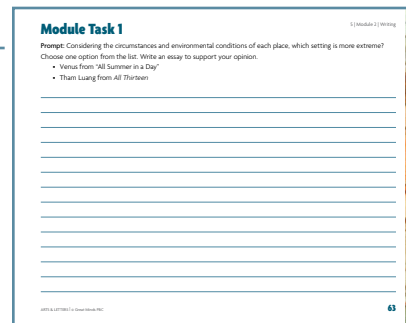
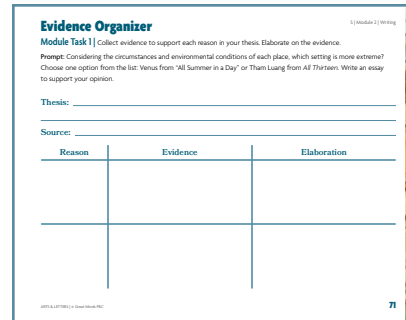
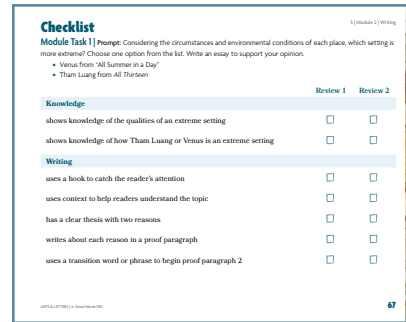
3. Direct students to the Evidence Organizer for Module Task 1, located in the *Learn* book. Instruct them to read the evidence they have collected for Module Task 1.

4. Instruct students to orally rehearse proof paragraph 1 with a partner.

5. **Introduce the learning task.** Direct students to Module Task 1, located in the *Learn* book. Instruct students to draft their proof and concluding paragraphs for Module Task 1.

Language Support

To leverage students' home languages as resources to support learning, allow students to brainstorm and draft by using all their linguistic knowledge.



Analyze Student Progress

Monitor: Do students' proof paragraphs include a topic sentence, evidence, and elaboration to support a reason from the thesis?

Offer Immediate Support: If students need additional support constructing a proof paragraph, remind them to use the Writing section of the checklist for key paragraph components and to refer to the writing model for an example.

Plan Future Practice: Students practice writing proof paragraphs for Module Task 2 in lesson 27.

6. Instruct students to review their proof paragraphs and to Jot–Pair–Share to answer this question:

 **Why is your topic interesting or important to a reader?**

Differentiation Support

As needed, prompt students to think about the question so *what?* in their concluding paragraphs by asking questions such as these:

- Why do settings matter?
- What do extreme settings show us?

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about water diversion?
- What did you learn from *All Thirteen*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a, CP.3.5.A.d, CP.3.5.A.e

CP.4.5 Structure: CP.4.5.B, CP.4.5.B.a, CP.4.5.B.b, CP.4.5.C

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B

BU.3.5 Conversation and Collaboration: BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A, DF.3.5.B

DF.8.5 Punctuation: DF.8.5.F

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



fig 4. Tham Luang cave interior.

Lesson 21

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

Content Framing Question | **Reveal:** What does a deeper look at visual elements reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine text features, including photographs, maps, charts, and diagrams, from chapters 16 and 17 of *All Thirteen*. Students explain how these visual elements deepen their understanding of the setting and the water diversion efforts. During writing instruction, students use the Checklist for Module Task 1 to provide peer feedback. This work prepares students to use feedback from their peers to revise an opinion essay for Module Task 1.

P A Prologue to lesson 21 is available for students who need additional support.

Learning Goals

Examine text features in *All Thirteen*.

LEARNING TASK: Describe how the text features in *All Thirteen* deepen understanding of the water diversion efforts of the rescue.

For Module Task 1, revise an opinion essay.

LEARNING TASK: For Module Task 1, use peer feedback to revise an opinion essay.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Text Features
- **Respond:** Explain How Text Features Deepen Understanding
- **Write:** Revise Module Task 1

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*

STUDENTS

- *All Thirteen*
- Rescue Log 6 for *All Thirteen* (*Learn* book, lesson 20)
- Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *All Thirteen*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at visual elements reveal?
3. Tell students that they will examine the visual elements in chapters 16 and 17 and discuss how these visual elements help readers understand the water diversion efforts of the rescue.

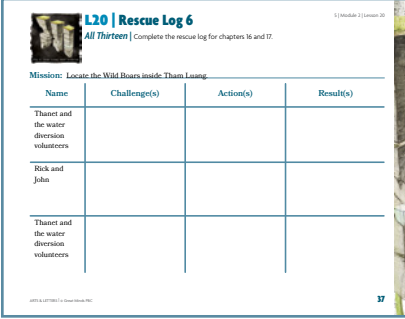
LEARN 53 minutes

Read | Examine Text Features | 20 minutes

1. Read aloud the title of chapter 17, “Creating a Diversion.”
2. Display Rescue Log 6 for *All Thirteen*, and direct students to the page in their *Learn* book. Ask these questions:

How did the actions of Thanet and his team in chapter 17 contribute to the rescue?

What were the results of their actions?



L20 | Rescue Log 6
All Thirteen | Complete the rescue log for chapters 16 and 17.

Mission: Locate the Wild Boars inside Thanet Lounge.

Name	Challenge(s)	Action(s)	Result(s)
Thanet and the water diversion volunteers			
Rick and John			
Thanet and the water diversion volunteers			

Key Ideas

- **Action(s):** created barriers between the stream and the sinkholes
- **Action(s):** brought in pipes to carry water away from the sinkholes
- **Action(s):** built dams
- **Result(s):** stopped some of the water from flowing into Tham Luang
- **Result(s):** caused many injuries for volunteers

3. Remind students that *diversion* means “the act of changing the direction or use of something.” Display and read aloud these word parts and their definitions:

- *di-* (prefix)—two, twice, or double
- *vers, vert* (root)—turn

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



How do the prefix and root relate to the meaning of the word *diversion* as it is used in chapter 17?

Key Ideas

- Thanet and his team “turned” the water in another direction.
- The water was going in one direction, and when it was diverted, it went in another direction (two directions).
- Thanet was turning, or changing, the direction of the water to keep water out of Tham Luang.

Teacher Note

Students will continue morphology word work with the roots *vers* and *vert* on the Responsive Teaching day in lesson 35.

5. Tell students that the author includes various text features, specifically visual elements, that help readers understand complex scientific ideas, such as the water diversion efforts described in chapters 16 and 17. Instruct students to look quickly through the text to review the various types of visual elements. Ask this question:

 **What types of visual elements do you see in this text?**

Key Ideas

- photographs
 - maps
 - diagrams
 - charts
6. Instruct students to choose a visual element from chapters 1–15 that helps them understand the text better. Instruct students to Think–Pair–Share to answer this question:

 **How does this visual element help you understand *All Thirteen*?**

Key Ideas

- The map or diagram helps a reader know where the boys/rescuers were.
 - The diagram helps a reader understand how karst caves flood.
 - The photograph helps a reader visualize the people/places that the text describes.
7. Tell students they will now look more closely at the visual elements in the text and how they help a reader understand the setting and the water diversion efforts. Read aloud the portion of page 110 from “At Sai Tong” to “Sai Tong cave,” and instruct students to listen for information about the water diversion efforts.

8. Direct attention to the photograph on page 111, and instruct students to examine the photograph and to read the caption. Tell them to annotate how the photograph helps a reader understand the text. Think aloud to model how this visual element helps a reader understand the water diversion efforts.
9. Tell students that some visual elements introduced earlier in the text can also help them gain a deeper understanding of information shared in later chapters. Remind students that the map of Thailand on page 5 helps them understand where the water diversion efforts took place. Display the map on page 5 and instruct students to find Sai Tong on the map. Think aloud to model an explanation of how the map helps a reader understand the setting of the water diversion efforts described on page 110.
10. Tell students that they will now look at more examples of how visual elements in the text help a reader better understand the water diversion efforts. Direct students to page 115. Engage them in Repeated Reading of pages 115–116, starting with “Vern explains to” and ending with “Thanet start there.” Instruct students to annotate for information about the water diversion efforts.

Language Support

Provide student-friendly definitions for the noun and verb forms of *surface*.

- What does it mean for the divers to surface to the top of the water?
- What does it mean for the water to pour into the cave from the surface?

11. Invite a few students to share their annotations.

Key Ideas

- Pumps will be more effective if they stop water from flowing into the junction at Sam Yaek.
- Most of the water in Sam Yaek comes from Monk’s Series in the north.
- Water in Monk’s Series flows in from the surface.

Sample Think Aloud

The photograph shows two of the four super-pumps described on page 110. I can tell from the picture that a lot of water was coming out of each pump. I can also tell that the super-pumps were pumping the water very quickly because the water is the only blurry part of the image, which means it was moving quickly. This visual helps me understand the massive amount of water that the super-pumps were pumping away from Tham Luang.

Sample Think Aloud

The map helps me understand where Sai Tong is in relation to Tham Luang. From the map, I see that the pumping at Sai Tong was not happening in the cave. The pond is located east of Tham Luang cave and south of the entrance. This helps me understand that the pumping was happening far away from where the boys were trapped in the cave. However, pumping the water away from Sai Tong helped lower the level of the water in Tham Luang.

- 12.** Display the diagram “Tham Luang Cave System with Cross Sections” on page 16 and instruct students to locate Sam Yaek and Monk’s Series. Ask this question:

 **How does this diagram help a reader understand the setting of the water diversion efforts described on pages 115–116?**

Key Ideas

- The diagram shows Sam Yaek’s location.
- Monk’s Series is north of Sam Yaek and the rest of the cave.
- Where Thanet was pumping water is not on the map, so it must be far away.
- The diagram shows the relationship between three important locations: where the water was coming in, the cave entrance, and where the Wild Boars were sheltered.

- 13.** Display the diagram “A Karst Cave System” on page 31, and instruct students to look for connections to the information from pages 115–116. Instruct them to Think–Pair–Share to answer this question:

 **How does the diagram help a reader understand the water diversion efforts described on pages 115–116?**

Key Ideas

- The diagram shows a disappearing stream on top of the mountains that is similar to the one in the photograph.
- It shows the water pouring from the surface into the cave below.
- It helps a reader understand that if the water were diverted, there would be less water inside the cave.

Respond | Explain How Text Features Deepen Understanding | 15 minutes

1. Instruct students to read pages 116–121, starting with “The next day.” Tell students to annotate information about the setting and process of the water diversion.


Language Support

Briefly define these words:

- **dam**—a structure to stop water
- **porous**—full of holes
- **sinkhole**—a hole in the ground that drains into rock and feeds groundwater systems and underground streams

Differentiation Support

To support comprehension, rewatch the video “Karst Landscapes.”

2. Direct students to examine and annotate the following visual elements for information about the water diversion efforts connected to the information from pages 116–121:
 - the photographs on pages 117–120
 - the diagrams/maps on pages 5, 16, and 31
3.  **Introduce the learning task.** Form small groups. Instruct groups to discuss the following questions:



How do the visual elements deepen understanding of how the water diversion happened?



How do the visual elements deepen understanding of the setting where the water diversion took place?

Remind students to use details from the text to support their responses.

Analyze Student Progress

Monitor: Do students explain how the visual elements, including pictures, maps, charts, and diagrams, help a reader understand how and why the water is diverted from Tham Luang?

Offer Immediate Support: If students need additional support explaining how the visual elements help a reader, ask this question: What information from the text would be missing or confusing if the visual elements were not there?

Plan Future Practice: Students practice examining visual elements in lesson 25.

4. Listen for students to address key ideas in their discussions.

Key Ideas

- On page 117, the photograph of a dam helps a reader deepen understanding of how dams were used to stop water that was flowing on top of the mountain from entering sinkholes and feeding the groundwater system.
- On pages 118–119, the photographs help a reader understand why diverting water before waterfalls was important because of the great amount of water coming in.
- The photographs on pages 118–119 also show the team using long pipes to move water away from the streams and sinkholes.
- The photograph on page 120 shows how they used bamboo when they didn't have pipes. It shows how the bamboo is long like a pipe and curved to be able to carry water.
- The map of Thailand helps a reader understand the location by showing that Pha Mee is north and west of Tham Luang cave. This map helps a reader understand that even though the water diversion efforts were happening far from where the boys were, the efforts affected the amount of water that entered the cave.
- The diagram on page 31 shows how the water was sinking into the porous limestone from the streams above the mountain. The diagram shows that when there is a sinkhole, the cave can quickly fill with water. This helps a reader understand why diverting the water at Pha Mee was necessary to keep water out of the cave.

- Invite a few students to share their responses.
- Tell students they will continue reading the text in the next lesson to find out the next steps of the rescue.

Write | Revise Module Task 1 | 18 minutes

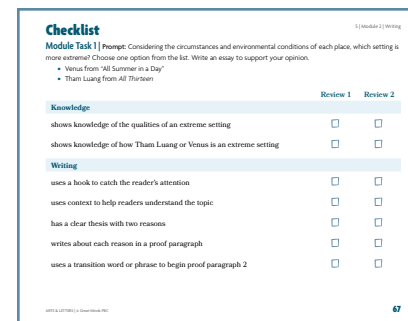
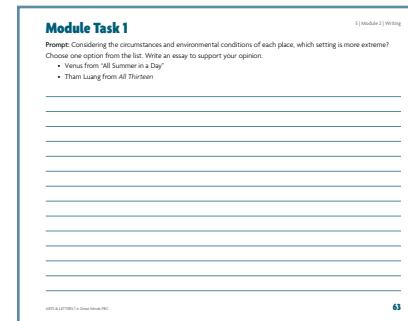
- Direct students to Module Task 1, located in the *Learn* book. Provide additional time to complete writing from the previous lesson for students who require it.

Differentiation Support

At the start of this lesson, students may be at different phases in completing Module Task 1. Some students may require additional time to complete the learning task from the previous lesson. Review your students' progress toward completion and adjust the timing of this lesson as needed.

- Display the Checklist for Module Task 1, and direct students to the page in their *Learn* book. Tell students they will work with a partner and provide feedback based on one element of the checklist.
- Remind students that when they provided feedback in previous lessons, it was specific to the criteria on the checklist, it was actionable in the lesson, and it strengthened their partner's writing.
- Display sample feedback about a writer's context for Module Task 1:

“The context you provide gives a lot of details about the plot of ‘All Summer in a Day.’ It might help to remove some information about the characters and add more details about the setting. This will help the reader better understand why the setting is extreme.”



Ask these questions:

 **What makes this feedback specific?**

 **What makes this feedback actionable?**

 **What makes this feedback supportive?**

Key Ideas

- **specific:** It is specific to this row of the checklist: uses context to help readers understand the topic.
- **actionable:** It gives the writer suggestions for what they can add or remove to make the writing stronger.
- **supportive:** It tells the writer why making the revision will make their writing stronger.

5. Tell students they will practice giving specific, actionable, and supportive feedback as a class before providing feedback to their partner. Direct attention to the checklist and read aloud this row: “uses evidence from *All Thirteen* or ‘All Summer in a Day’ to support each reason.”
6. Display this piece of feedback: “I like your evidence.” Ask this question:

 **How can you make this feedback more specific?**

Key Ideas

- Give feedback about whether the evidence is from *All Thirteen*.
- Give feedback about whether the evidence supports a reason.

7. Instruct students to Think–Pair–Share to answer these questions:

 **How can you make this feedback more actionable?**

 **How can you make this feedback more supportive of strengthening the writing?**


Key Ideas

- **actionable:** Give the writer an idea for additional or better evidence to choose from the text.
- **actionable:** Give the writer an idea for evidence they may want to remove from their proof paragraph.
- **supportive:** Point out what is good about a piece of evidence.
- **supportive:** Tell why other evidence would strengthen the writing.

- 8.** Instruct students to provide their partner with feedback that focuses on this row of the checklist: “uses evidence from *All Thirteen* or ‘All Summer in a Day’ to support each reason.”

Teacher Note

Students may complete the Checklist for Module Task 1 on their *Learn* book page. Alternatively, they may use shared digital documents for peer review. Using technology gives students experience leveraging digital feedback tools.

- 9.**  **Introduce the learning task.** Instruct students to revise their Module Task 1 response based on their peer review.

Analyze Student Progress

Following completion of Module Task 1, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

- 10.** Invite a few students to share the revisions they made to their writing.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about visual elements in a text?
- What did you learn from *All Thirteen*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.d

MM.9.5 Media: MM.9.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a, CP.3.5.A.d, CP.3.5.A.e

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.a, CP.4.5.B, CP.4.5.B.a, CP.4.5.B.b, CP.4.5.C

CP.5.5 Language: CP.5.5.B

CP.6.5 Revision

CP.7.5 Editing

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.A

BU.3.5 Conversation and Collaboration: BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A, DF.3.5.B

DF.8.5 Punctuation: DF.8.5.F

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.C

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 22

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

Content Framing Question | **Organize:** What is happening in this text?


OVERVIEW

Preview


In this Organize lesson, students read chapters 18 and 19 of *All Thirteen* to learn about the challenges of rescuing the soccer team, actions of key people, and results of their actions. Students summarize the events by writing a newspaper headline. During writing instruction, students examine Module Task 2 and the Checklist for Module Task 2. This work prepares them to list some of the physical and emotional hardships the boys face in *All Thirteen*.

Learning Goals

Describe the contributions of the British cave divers to the rescue.

 **LEARNING TASK:** Write a newspaper headline that summarizes what happened in chapter 19.

For Module Task 2, develop a list of hardships the boys face in *All Thirteen*.

 **LEARNING TASK:** Using evidence from the text, develop a list of hardships the boys endured in Tham Luang.

Vocabulary

hardship (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read and Annotate *All Thirteen*
- **Respond:** Write a Newspaper Headline
- **Write:** Develop a List of Hardships

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*
- Knowledge Card: *hardship*

STUDENTS

- *All Thirteen*
- Rescue Log 7 for *All Thirteen* (*Learn* book)
- journal
- Module Task 2 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)
- index cards

Preparation

- Determine how to save students' index cards. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *All Thirteen*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read chapter 18, “One Last Try,” and chapter 19, “Brilliant,” and summarize the rescue efforts on the rescue log. They will then write a headline to summarize the most important information from chapter 19.

LEARN 53 minutes

Read | Read and Annotate *All Thirteen* | 23 minutes

1. Remind students that the water diversion efforts and lack of rain provided good conditions for the cave divers. Direct attention to the titles of chapters 18 and 19, “One Last Try” and “Brilliant.” Instruct students to Think–Pair–Share to answer this question:

 **Based on the chapter titles and what you know from previous chapters, what do you think is going to happen in chapters 18 and 19?**

Key Ideas

- The divers will try to find the boys again.
- It's the last time they are going to try.
- Someone has a good idea for finding the boys.
- Something good happens.

Differentiation Support

Direct students to the Biography Reference Chart, located in the *Learn* book. Instruct students to read the rows for Rick Stanton, John Volanthen, and the British Cave Rescue Council to remember who the people are in chapter 18.

2. Tell students they will listen to portions of chapter 18, “One Last Try.” Tell students that this chapter takes place on July 2, which is the tenth day that the Wild Boars have been trapped in the cave. Read aloud the portion of page 123 from “On the tenth” to “through possible solutions,” and the portion of page 126 from “During his pre-dive” to “to stay alive.” Instruct students to listen for information about how the divers prepared for their dive.

Language Support

Using the context of the text, define *ritual*.

3. Pause to allow students to annotate information about how the divers are preparing for their dive. Then instruct students to share their annotations with a partner. Invite a few students to share their annotations.

Key Ideas

- checked their gear and emergency equipment
 - visualized the upcoming dive
 - mental rehearsals: imagined problems that might arise and walked through possible solutions
 - stayed focused on the present
4. Tell students they will listen to the rest of chapter 18, “One Last Try.” Read aloud the portion of pages 126–127 from “Rick and John squeeze” to “of human feces,” and instruct students to listen for what happened during Rick and John’s dive.

5. Pause to allow students to annotate information about what happened during Rick and John’s dive. Instruct students to Think–Pair–Share to answer this question:

 **What happened during Rick and John’s dive?**

Key Ideas

- went past Sam Yaek
- laid their own guideline
- fought the current
- came up in a dry chamber beyond the junction
- smelled something awful, human feces

6. Ask this question:

 **Why did the awful smell “fill Rick with relief”?**

Differentiation Support

To help students understand the context, direct them to page 127 and ask this question: Why would Rick feel relief at smelling human feces instead of decomposing dead bodies?

Key Ideas

- It meant that the boys were likely still alive.
- They possibly found where the boys were.

Differentiation Challenges

To encourage building knowledge about breathing equipment for divers, read pages 124–125, “Rebreathe, Reuse, Recycle,” and share a few interesting facts about the diving gear that the cave divers used during this dive.

To encourage students to synthesize knowledge, use details from “Rebreathe, Reuse, Recycle” to create a detailed diagram of a rebreather and label the carbon dioxide and oxygen.

To encourage students to evaluate the benefits and disadvantages of a rebreather, read “Rebreathe, Reuse, Recycle” and ask these questions: Do you think the cave divers should use a rebreather? Why or why not?

7. Direct students to Rescue Log 7, located in their *Learn* book. Instruct them to work with a partner to complete the Name, Challenge(s), and Action(s) columns of the rescue log with information from chapter 18. Tell students to leave the last column blank, as they will learn more about the results of the divers' actions in chapter 19.

8. Invite a few students to share their responses.

Name	Challenge(s)	Action(s)	Result(s)
Rick and John			

Key Ideas

Rick and John

- **Challenge(s):** isolation from basic needs of survival in a sump
- **Challenge(s):** remaining calm while facing problems during the dive
- **Action(s):** dove again
- **Action(s):** went past Sam Yaek
- **Action(s):** laid new guideline

9. Instruct students to read chapter 19 and to annotate the results of Rick and John's actions.

Respond | Write a Newspaper Headline | 15 minutes

1. Instruct students to work with a partner to complete the Result(s) column of the rescue log with information from chapter 19.

2. Invite a few students to share their responses.

Key Ideas

- found the team
- talked to the boys
- gave the boys relief and hope

3. Tell students they will now summarize the events of chapters 18 and 19 by writing a newspaper headline about this important moment of the rescue. Ask this question:


 **What do you remember about writing a newspaper headline?**

Key Ideas

- title of a news story
- tells the most important information
- short

Language Support

Explain that a headline is the title of a newspaper story, printed in large letters at the top of the story, especially on the front page.

4.  **Introduce the learning task.** Direct students to their journals. Instruct them to respond to this writing prompt: Imagine that you are a newspaper reporter writing an article about what happened in chapters 18 and 19. Write a newspaper headline of eight words or fewer, that summarizes the most important parts of this crucial moment.

Analyze Student Progress

Monitor: Do students include details about the rescue divers finding the boys in the headline?

Offer Immediate Support: If students need additional support writing the headline, ask this question: What is the most important thing that happens in chapters 18 and 19?

Plan Future Practice: Students practice summarizing events of the rescue in lesson 26.

5. Invite a few students to share their headlines.

Key Ideas

- “Missing Soccer Team Found in Tham Luang”
- “Found Alive!”
- “Divers Find All Twelve Boys and Coach Alive”
- “Soccer Team Survives”
- “Rescue Divers Locate the Wild Boars in Cave”
- “Wild Boars and the Will to Live”

6. Direct attention to the mission on the rescue log, and explain that this mission was completed by Rick and John in chapter 19. Tell students they will look more closely at how the author describes this important moment in the next lesson.

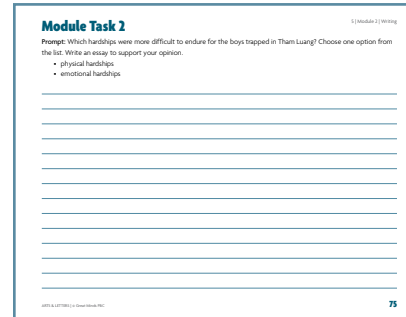
Write | Develop a List of Hardships | 15 minutes

1. Direct students to Module Task 2, located in the *Learn* book. Tell students they will write another opinion essay for Module Task 2, building on what they learned about opinion writing with Module Task 1. Choral Read the writing prompt: Which hardships were more difficult to endure for the boys trapped in Tham Luang? Choose one option from the list. Write an essay to support your opinion.

- physical hardships
- emotional hardships

2. Instruct students to discuss this question with a partner:

 **What does this prompt tell you to do?**



Module Task 2

Prompt: Which hardships were more difficult to endure for the boys trapped in Tham Luang? Choose one option from the list. Write an essay to support your opinion.

- physical hardships
- emotional hardships

75

3. Reinforce the correct response: Write an essay to support your opinion about which hardships were more difficult for the boys to handle while trapped in the cave—physical or emotional.
4. Introduce the vocabulary term *hardship* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
5. Tell students that the word *physical* relates to the body of a person, and the word *emotional* relates to the mind of a person. Ask this question:



Definition

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

What is the difference between a physical and an emotional hardship?

Reinforce the correct response: A physical hardship causes pain or suffering in a person's body, and an emotional hardship causes pain or suffering in a person's mind.

6. Remind students that the characters in *The Birchbark House* endured a lot of physical and emotional hardships. In order to start thinking about different types of hardships, instruct students to Think–Pair–Share to answer this question:

What is an example of a physical hardship Omakayas endured in *The Birchbark House*?

Key Ideas


- building birchbark house
- hunger
- cold

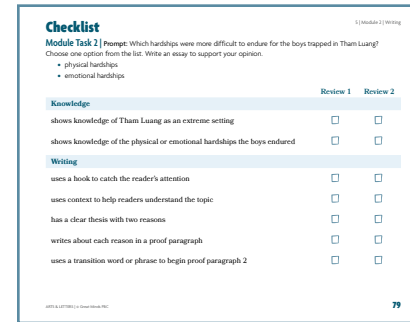
7. Instruct students to Think–Pair–Share to answer this question:

What is an example of an emotional hardship that Omakayas endured in *The Birchbark House*?

Key Ideas

- caring for the sick
- experiencing the loss of Neewo and Ten Snow
- Andeg leaving

8. Display the Checklist for Module Task 2, and direct students to the page in their *Learn* book. Direct attention to the Knowledge heading and Choral Read the Knowledge rows. Explain that the first Knowledge row is familiar from Module Task 1, but the second row is new.
9.  **Introduce the learning task.** Explain that students learned about the hardships the boys endured in Tham Luang. Form small groups. Distribute several index cards to each group. Tell students to write one hardship the boys endured in the cave on each index card. Encourage students to return to *All Thirteen* or the rescue logs for details about the hardships.



	Review 1	Review 2
Knowledge		
shows knowledge of Tham Luang as an extreme setting	<input type="checkbox"/>	<input type="checkbox"/>
shows knowledge of the physical or emotional hardships the boys endured	<input type="checkbox"/>	<input type="checkbox"/>
Writing		
uses a hook to catch the reader's attention	<input type="checkbox"/>	<input type="checkbox"/>
uses context to help readers understand the topic	<input type="checkbox"/>	<input type="checkbox"/>
has a clear thesis with two reasons	<input type="checkbox"/>	<input type="checkbox"/>
writes about each reason in a proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to begin proof paragraph 2	<input type="checkbox"/>	<input type="checkbox"/>

Analyze Student Progress

Monitor: Do students generate a detailed and varied list of the physical and emotional hardships endured by the boys in *All Thirteen*?

Offer Immediate Support: If students need additional support locating evidence about the hardships the boys endured, direct them to chapter 15 in *All Thirteen*.

Plan Future Practice: Students practice collecting evidence for an opinion essay in lesson 32.

10. Invite a few students to share their responses.

Key Ideas

- They were starving.
- They were cold.
- They missed their family.
- They were afraid they would not make it out.
- They could have easily panicked.

- 11.** Instruct students to read the remainder of the checklist with a partner. Encourage them to ask clarifying questions. Tell students that they will use this checklist to guide and check their work. Explain that they will also use this checklist to provide digital feedback to a peer.
- 12.** Tell students that in upcoming lessons they will continue to collect and review evidence from *All Thirteen* to form an opinion for the Module Task 2 prompt.

LAND 5 minutes

Reflect on Learning

- 1.** Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about hardships?
- What did you learn from *All Thirteen*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.2.5 Planning: CP.2.5.A

CP.3.5 Content

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



fig 4. Tham Luang cave interior.

Lesson 23

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

Content Framing Question | **Reveal:** What does a deeper look at human interactions reveal?


OVERVIEW

Preview


In this Reveal lesson, students reread the concluding paragraphs of chapter 19 of *All Thirteen* to analyze the different reactions to the moment the Wild Boars were found. Students explain what these reactions reveal about the next steps in the rescue mission. During writing instruction, students engage in a discussion to develop an informed opinion about whether the physical or emotional hardships were more difficult for the boys to endure. This work prepares students for Module Task 2, in which they write an essay that supports an opinion.

Learning Goals

Compare how the team and the divers react to the discovery of the Wild Boars in *All Thirteen*.

 **LEARNING TASK:** Analyze what the reactions reveal about the next steps in the rescue mission.

For Module Task 2, develop an informed opinion.

 **LEARNING TASK:** For Module Task 2, develop an informed opinion about which hardship was more difficult for the boys to endure.

Vocabulary

grim (adj.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze the Wild Boars' Reactions in *All Thirteen*
- **Respond:** Analyze the Divers' Reactions
- **Write:** Develop an Opinion

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*
- class Venn Diagram for *All Thirteen*
- chart paper

STUDENTS

- *All Thirteen*
- Venn Diagram for *All Thirteen* (*Learn* book)
- journal
- index cards (lesson 22)

Preparation

- Determine how to display, add to, and save the response options for Take a Stand. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *All Thirteen*, passage 3 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at human interactions reveal?
3. Tell students that they will reread the concluding paragraphs of chapter 19 to analyze how the Wild Boars and the cave divers reacted when the divers found the team. Then they will compare these reactions to explain what they reveal about the next steps in the rescue mission.

LEARN 53 minutes

Read | Analyze the Wild Boars' Reactions in *All Thirteen* | 18 minutes

1. Remind students that the title of chapter 19 is “Brilliant.” Tell students that in England *brilliant* means “very good, wonderful, or excellent.” Instruct students to answer this question with a partner:

 **Why is chapter 19 titled “Brilliant”?**

Key Ideas

- It is a quote, found on page 130, from one of the divers.
- One of the divers replied with the word *brilliant* when Adul said there were 13 of them in the cave.
- It shows that the divers were happy that they found the team.
- It conveys the relief that the cave divers felt when they found the entire team alive.

2. Invite students to imagine that they were in the cave when the divers found the Wild Boars. Instruct them to Think–Pair–Share to answer these questions:

☞ **How would you react if you were one of the boys?**

☞ **How would you react if you were one of the divers?**

3. Direct students to page 132 of *All Thirteen*. Read aloud the portion of pages 132–133 from “*I am very*” to “*too,*’ they say.” Instruct students to listen for details about how the team and divers reacted in this moment.

4. Ask these questions:

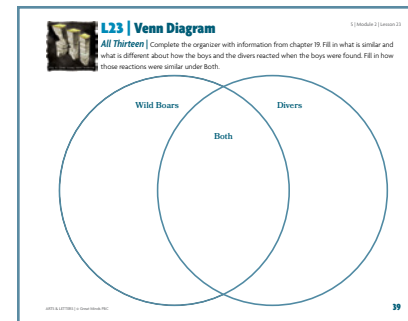
☞ **How did the boys react in this moment?**

☞ **How did the divers react in this moment?**

Key Ideas

- The boys said they were very happy.
- The boys’ words did not convey the overwhelming joy they felt.
- The divers said they were happy too.
- The divers did not have words to fully express what they were feeling.

5. Display the class Venn Diagram for *All Thirteen*, and direct students to the page in their *Learn* book. Tell students that they will use the Venn diagram to organize what is similar and what is different about how the Wild Boars and the cave divers reacted in this moment.



6. Direct attention to the overlapping circles labeled Both. Invite students to share what was similar about how the team and the divers reacted in this moment. Add responses to the diagram.

Key Ideas

- They were both happy.
- They did not have the words to fully show their feelings.

7. Instruct students to add responses to their Venn diagrams. Ask this question:

 **Why couldn't the boys and the divers fully express their feelings?**

Differentiation Support

To help students understand the reasons why they were unable to fully express their feelings, ask these questions:

- What do we know about the languages that the team members and the divers speak? How would that make communicating feelings difficult?
- Why is it sometimes difficult to describe intense emotions?

Key Ideas

- They speak two different languages, so they used simple terms that could be understood.
 - Their feelings were so intense that they did not know how to describe those emotions.
8. Tell students that they will look more closely at some key moments at the end of the chapter to analyze the interactions between the team and the divers.
 9. Engage students in Repeated Reading of the portion of page 133 from “Before Rick and” to “become like family.” Instruct students to annotate how the team members reacted in this moment.

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

 **What were the boys trying to express through the hug?**

Key Ideas

- The boys were showing how grateful they were to be saved by the divers.
- The boys were so grateful that they immediately saw the divers “like family.”
- The depth of the boys’ feelings were shown through this gesture because hugs are usually reserved for their loved ones.

11. Instruct students to work with a partner to add details to the Venn diagram about how the Wild Boars reacted in this moment. Invite a few students to share their responses.

Key Ideas

- They were grateful.
- They saw the divers “like family.”

12. Read aloud the eighth sentence on page 133, starting with “By hugging Rick.” Direct attention to the end of the sentence: “how grateful they are to be saved.” Ask this question:

 **What does this sentence indicate about the boys’ beliefs at that moment?**

Reinforce the correct response: The boys believed they were saved and that they would be rescued from the cave because the divers found them.

13. Instruct students to add details to the Venn diagram about the team’s reaction. Invite a few students to share their responses.

Key Ideas

- They believed there was no question that they would be saved.
- They believed it would be easy for the divers to get them out of the cave.

Respond | Analyze the Divers' Reactions | 17 minutes

1. Remind students that the divers didn't have the words to fully express what they were feeling either. Tell students that they will now look more closely at the divers' reactions during this important moment. Form small groups. Instruct groups to read the portion of page 133 from "The divers promise" to "very different things" and annotate details about what the divers could and could not promise.

Language Support

Tell students what *harrowing* means and help them understand the problem by Echo Reading the sentence starting with "The dive through."

2. Instruct groups to share annotations and discuss these questions:

 **What were the divers' concerns? Why?**

Listen for students to address key ideas in their discussion.

Key Ideas

- They did not know how they were going to get the boys out of the cave.
 - The boys were thin and weak.
 - The dive through the cave was difficult, and they were not sure that the boys could dive out.
3. Read aloud the last sentence on page 133, starting with "Later, John Volanthen." Introduce the vocabulary term *grim* by displaying the term and definitions. Engage students in Vocabulary Exploration. Ask these questions:

 **What is described as grim in this sentence?**

 **Why are they described as grim?**

Definitions

grim (adj.):

1. unpleasant or shocking to see or think about
2. causing feelings of sadness or worry; gloomy or depressing

Key Ideas

- **what:** John's thoughts about inside and outside the cave are described as grim.
- **what:** John's thoughts that the boys might not make it out alive were grim.
- **why:** The thoughts were unpleasant because he doubted whether the boys would make it out alive.
- **why:** It shows that John was worried about getting the boys out of the cave.

4. Instruct groups to add details to the Venn diagram about the divers' reactions in this moment.

5. Invite a few students to share their responses.

Key Ideas


- They promised to come back to the boys.
- They were worried about the difficult dive conditions and the boys' health.
- They were unsure whether they could get all the boys out alive.

6. Instruct students to Jot–Pair–Share to answer this question:

 **What was different about the Wild Boars' and the divers' reactions?**

Key Ideas

- The Wild Boars were relieved and joyful, but the divers were worried about the next steps.
- The Wild Boars showed their joy and gratitude with hugs, but the divers could not express what they felt—they could only promise to return.

7.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this prompt: Compare the Wild Boars' and the divers' reactions. What do their reactions help you understand about the next steps in the rescue?

Analyze Student Progress

Monitor: Do students demonstrate understanding of both the happiness of each group as well as their conflicting perspectives on what would happen next?

Offer Immediate Support: If students need additional support describing the team's or divers' thoughts and feelings, ask this question: What is an important detail from chapter 19 that shows how the team members and divers were feeling at this moment?

Plan Future Practice: Students practice analyzing characters' reactions in module 3.

8. Invite a few students to share their responses.

Key Ideas

- The next steps in the rescue were not clear because Rick and John didn't think they'd be able to get the boys out of the cave.
- The rest of the rescue team members were also full of joy, but they were worried about this new challenge.
- There were further challenges to the rescue in addition to the dive (e.g., the boys' physical health).

9. Ask these questions:



Although both the Wild Boars and the divers could not fully express what they felt, were their reasons for this difficulty the same? Why or why not?

Key Ideas

- Yes. The language barrier kept them from saying exactly what they wanted to say.
- No. The Wild Boars could not speak English well enough, and the divers did not want to share their fears with the Wild Boars.

10. Tell students that in the next lesson they will continue reading *All Thirteen* to learn what happened after the divers found the team.

Write | Develop an Opinion | 18 minutes

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

 **What do you have to do for Module Task 2?**

Key Ideas

- write an opinion essay
 - choose whether physical or emotional hardships were more difficult for the boys to endure
 - support the opinion with reasons and evidence from *All Thirteen*
2. Explain that a physical hardship causes pain or suffering in a person's body, and an emotional hardship causes pain or suffering in a person's mind. Tell students that some hardships are both physical and emotional or can be hard to place into one category.

Differentiation Support

Instruct students to draw a stick figure with one arrow pointing to the body and one arrow pointing to the head to help remember the difference between physical and emotional.

3. Direct students to the index cards that list all the hardships that the boys endured. Instruct students to work with their same group from the previous lesson to sort the index cards into two piles: physical hardships and emotional hardships.
4. Post one piece of chart paper labeled Physical on one side of the room, and post another piece of chart paper labeled Emotional on the opposite side of the room. Instruct groups to post their index cards on the corresponding chart paper. Encourage students to look at other groups' responses as they post their index cards.

5. Invite a few students to share some common examples of physical hardships and emotional hardships from the charts.

Key Ideas

- **physical hardships:** They were starving; they were cold.
- **emotional hardships:** They missed their family; they were afraid that they would not make it out; they could have easily panicked.

6. Lead students through Take a Stand to argue why the physical or emotional hardships were more difficult for the boys to endure. Allow time for more than one round of Take a Stand.

Language Support


To help students support their opinion, provide these sentence frames:

- Physical hardships were more difficult because _____.
- Emotional hardships were more difficult because _____.

7. Ask these questions:



After listening to each side, have you changed your mind? Why or why not?

8.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this prompt: Write your opinion about whether the physical or emotional hardships were more difficult for the boys to endure. Include one or two pieces of evidence to support that opinion.

Analyze Student Progress

Monitor: Do students write an opinion stating that physical or emotional hardships were more difficult to endure with at least one piece of evidence to support the opinion?

Offer Immediate Support: If students need additional support writing an informed opinion, ask these questions: Which type of hardship do you think was more difficult? What evidence from *Take a Stand* makes you believe that opinion?

Plan Future Practice: Students practice writing an informed opinion when writing the End-of-Module Task.

9. Tell students that developing an informed opinion will help them write Module Task 2, and they will continue preparation for Module Task 2 in the next lesson.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about how the divers reacted to finding the team?
- What did you learn from *All Thirteen*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.10.5 Argument: MM.10.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.2.5 Planning: CP.2.5.D

CP.3.5 Content: CP.3.5.A, CP.3.5.A.e

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.C

DM.3.5 Schema Building



Lesson 24

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

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students revisit *All Thirteen* to examine what made it possible for the rescuers to reach the boys. During discussion, students share and elaborate on which action was most critical for finding the boys, based on their learning from *All Thirteen*. During writing instruction, students revisit their opinion about whether physical or emotional hardships were more difficult for the boys to endure. Students then develop a thesis for Module Task 2.

P A Prologue to lesson 24 is available for students who need additional support.

Learning Goals

Demonstrate understanding of *All Thirteen* by choosing and supporting an action that made it possible for rescuers to find the boys.

LEARNING TASK: During a class discussion, share and support ideas about what action was most important for finding the boys, by using evidence from *All Thirteen*.

For Module Task 2, develop a thesis based on evidence and reasons from *All Thirteen*.

LEARNING TASK: For Module Task 2, plan and write a thesis on the Evidence Organizer for Module Task 2.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Central Idea
- **Write:** Plan and Write a Thesis

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*
- Module Task 2 (*Learn* book, Writing)
- Take a Stand charts (lesson 23)

STUDENTS

- *All Thirteen*
- Rescue Logs 1–7 (*Learn* book)
- Talking Tool (*Learn* book)
- journal
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)

Preparation

- Determine how to display the Take a Stand charts. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *All Thirteen*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will revisit *All Thirteen* in preparation for a discussion of the text's central ideas.

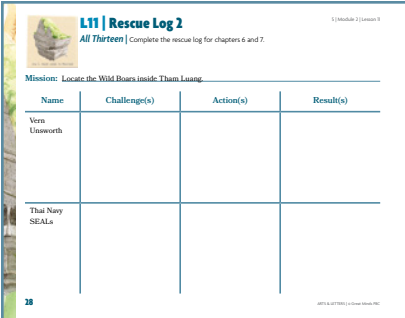
LEARN 53 minutes

Read | Prepare for a Discussion | 25 minutes

1. Remind students that one part of the rescue's mission was complete: The rescuers found the Wild Boars. Display and Choral Read today's discussion question:

 **What was the most important action the rescuers took to find the boys?**

2. Tell students that they will revisit *All Thirteen* and their rescue logs to help them prepare to discuss this question.
3. Explain that to prepare for the discussion, students will collect evidence about actions that led to finding the Wild Boars. Tell students that one place they can look for evidence is the completed rescue logs. Direct students to Rescue Log 2, located in their *Learn* book. Instruct students to review the actions taken by Vern.



L11 Rescue Log 2			
All Thirteen Complete the rescue log for chapters 6 and 7			
Mission: Locate the Wild Boars inside Tham Luang.			
Name	Challenge(s)	Action(s)	Result(s)
Vern Unsworth			
That New SEALs			

4. Tell students they can also find evidence in the text *All Thirteen*. Direct students to page 36. Read aloud the portion of pages 36–37 from “Rescue workers ask” to “way to go.” Ask this question:

 **What important action did Vern take that led to finding the boys?**

Reinforce the correct response: Vern told the rescue workers it was unlikely that the team went right, up into Monk’s series. This information guided the rescue team to the Wild Boars.

5. Instruct students to work in small groups to revisit Rescue Logs 1–7. Tell students to identify three or four important actions that led to finding the team. Invite students to reread related passages from *All Thirteen* and annotate information to answer this question:

 **What actions did the rescuers take to find the boys?**

Differentiation Support

To help students understand what actions rescuers took to find the boys, direct attention to specific passages and ask questions such as these:

- **the portion of pages 72–73 from “Once cavers started” to “push them forward”**—What did we learn about sump divers in this section? What actions did they take?
- **the portion of pages 90–91 from “Millions of gallons” to “at Sai Tong”**—What action did Thanet take in this section? How was it helpful in finding the boys?
- **the portion of pages 126–127 from “During his pre-dive” to “of human feces”**—What actions did Rick and John take in this section? How did these actions lead to finding the boys?

6. Invite a few students to share their annotations.

Key Ideas

- **pages 72–73:** The sump divers had skills because of past cave diving and practice diving through sumps.
- **pages 90–91:** Thanet discovered a way to drain water from inside Tham Luang.
- **pages 123–127:** Rick and John dove through tight squeezes, stayed calm through the dive, and laid guidelines.

Respond | Discuss a Central Idea | 18 minutes

1. Display and introduce the speaking and listening goal for today's discussion: Review and make conclusions about others' ideas.

Teacher Note

During discussion, use the Module 2 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward the goal.

2. Explain that students can practice this goal by using sentence frames. Direct students to the Talking Tool, located in the *Learn* book. Echo Read these sentence frames:

- Based on _____, I think _____.
- I hear you say that _____. This makes me think that _____.
- I hear you say that _____. However, _____.

Talking Tool

Listen Closely

What do you mean by _____?

Can you tell me more about _____?

What evidence supports your idea?

How does your idea relate to _____?

Share What You Think

I think _____, because _____.

First, _____, Also, _____, In addition, _____, Finally, _____.

Based on _____, I think _____.

I hear you say that _____. This makes me think that _____.

I hear you say that _____. However, _____.

Support What You Say

In the text, _____.

For example, _____.

According to the author, _____.

One reason is _____, Another reason is _____.

This evidence shows _____.

This evidence means _____.

This evidence is important because _____.

3. **Introduce the learning task.** If possible, arrange students in a circle. Facilitate a discussion of this question:

What was the most important action that the rescuers took to find the boys?

Remind students to build and reflect on peers' ideas. Encourage students to use the Talking Tool to help them do so. Listen for students to use text-based evidence in discussion, and prompt students to use textual evidence with these questions:

- Why was this action important?
- How did this action lead to the rescuers finding the boys?

Language Support

To help students use content vocabulary in their responses, display or provide key terms for the discussion (e.g., *cave, collaboration, environmental conditions, extreme setting, karst, panic, survive, vital*).

Analyze Student Progress

Monitor: Do students' ideas reflect deep understanding of the rescuers' actions and their effects?

Offer Immediate Support: If students need additional support elaborating on their ideas about the most important action by the rescuers, direct them to their rescue logs and encourage them to reflect on how the specific action led to the boys being found.

Plan Future Practice: Students practice determining central ideas in *All Thirteen* in lesson 32.

4. At the end of the discussion reinforce key ideas.

Key Ideas

- They shared information with each other. For example, Vern told rescue volunteers of the unlikelihood that the Wild Boars went into Monk's Series.
- They focused on solutions. For example, the US Air Force decided to support the rescue effort with their problem-solving skills.
- They kept looking even when finding the boys seemed impossible. For example, Rick and John dove in the cave again on July 2 even though the Wild Boars had been trapped for 10 days.
- They collaborated with one another. For example, Thanet pumped water from Sai Tong to lower the water levels inside Tham Luang, which allowed Rick and John to dive.

5. Explain that students will now discuss what made it possible for the cave divers to reach the boys. Ask this question:

 **What can we learn from the rescuers' actions?**

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

 **What is included in a thesis for an opinion essay?**

Key Ideas

- an opinion in response to the prompt
- two reasons informed by evidence from the text

3. Direct students to their journals. Instruct students to review the informed opinion they wrote in the previous lesson.

4. Display the Take a Stand charts from the previous lesson. Instruct students to review both charts.

5. Instruct students to consider all the hardships that the boys endured. Ask these questions:

 **What is your opinion in response to the prompt for Module Task 2?**

 **What are the reasons you believe those types of hardships were more difficult for the boys to endure?**

6. Instruct students to write at least two reasons in their journals for why either physical or emotional hardships were more difficult for the boys to endure. Tell students to consider the examples of hardships on the charts and the ideas shared during Take a Stand. Invite a few students to share their responses.

Key Ideas


- **physical:** starvation
- **physical:** low body temperature
- **emotional:** panic
- **emotional:** despair

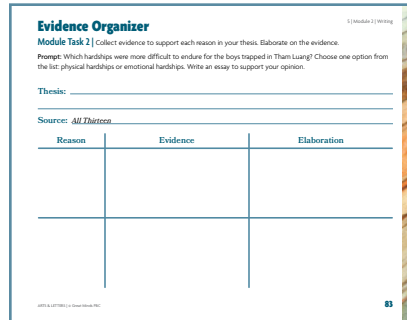
7. Instruct students to orally rehearse their thesis with a partner. Tell students to listen carefully to their partner's thesis and provide feedback if the thesis does not include an opinion or two reasons. Tell students to write a draft of their thesis statement in their journals.

8. Explain that students can write their thesis by addressing the other option provided in the prompt. Remind students that the prompt for the Writing Model for Module 2 asks whether Tham Luang is beautiful or dangerous. Display the following possible thesis statements for the Writing Model for Module 2. Read the options aloud.
- The adjective *beautiful* best describes Tham Luang because it has stunning natural formations, and it is a serene and sacred place for many people.
 - The adjective *beautiful* describes Tham Luang better than the adjective *dangerous* because it has stunning natural formations, and it is a serene and sacred place for many people.
9. Ask this question:

 **What is the difference between the two thesis statements?**

Reinforce the correct response: The first sentence does not mention the other adjective that the writer could pick, but the second sentence compares both adjectives and says that *beautiful* describes Tham Luang better than *dangerous*.

10. Instruct students to orally rehearse their thesis with a partner and to address both hardships. Tell students to listen carefully to their partner’s thesis and provide feedback about whether the thesis addresses the other option. Instruct students to write a draft of this thesis statement in their journals.
11.  **Introduce the learning task.** Direct students to the Evidence Organizer for Module Task 2, located in the *Learn* book. Instruct students to choose which thesis they want to use for Module Task 2 and write the thesis in their organizer.



Evidence Organizer 1 | Module 2 | Writing

Module Task 2 | collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: Which hardships were more difficult to endure for the boys trapped in Tham Luang? Choose one option from the list: physical hardships or emotional hardships. Write an essay to support your opinion.

Thesis: _____

Source: *ABC Children*

Reason	Evidence	Elaboration

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Analyze Student Progress

Monitor: Do students state which type of hardship was more challenging and support that choice with relevant reasons from *All Thirteen*?

Offer Immediate Support: If students need additional support writing a thesis, provide these sentence frames: Physical hardships were more difficult for the boys to endure than emotional hardships because _____ and _____. Emotional hardships were more difficult for the boys to endure than physical hardships because _____ and _____.

Plan Future Practice: Students practice developing a thesis for the End-of-Module Task.

12. Poll students to see which hardship they think was more difficult for the boys to endure. Invite a few students to share their reasons.
13. Tell students they will revisit their evidence in the next lesson.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the most important actions that led to finding the team?
- What did you learn from *All Thirteen*?
- What did you learn about thesis statements?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.2.5 Theme and Central Idea: MM.2.5.C, MM.2.5.D

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.2.5 Planning: CP.2.5.B, CP.2.5.D

CP.3.5 Content

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.a, CP.4.5.B, CP.4.5.B.a

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A, CP.8.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.C, BU.3.5.D, BU.3.5.E, BU.3.5.F

BU.4.5 Expression

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.D

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



fig 4. Tham Luang cave interior.

Lesson 25

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

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students reflect on what they have learned about how the people in *All Thirteen* responded to the extreme setting. They express their knowledge by using correlative conjunctions to connect ideas. During writing instruction, students determine whether it is more effective to use direct quotations from the text or to paraphrase the evidence. To prepare for Module Task 2, students write evidence on the evidence organizer to support their thesis.

P A Prologue to lesson 25 is available for students who need additional support.

Learning Goals

Synthesize knowledge gained from *All Thirteen*.

LEARNING TASK: Write three knowledge statements about people's responses to an extreme setting in *All Thirteen* by using correlative conjunctions to connect ideas.

For Module Task 2, select strong evidence from *All Thirteen* that supports the thesis.

LEARNING TASK: For Module Task 2, write evidence on the evidence organizer to support reasons.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge from *All Thirteen*
- **Respond:** Express Knowledge
- **Write:** Select Evidence for Module Task 2

LAND

Synthesize Learning

Materials

TEACHER

- *All Thirteen*
- Module Task 2 (*Learn* book, Writing)
- Take a Stand charts (lesson 23)

STUDENTS

- *All Thirteen*
- Notice and Wonder Chart for *All Thirteen* (*Learn* book, lesson 7)
- Sentence Strategies for Module 2 (*Learn* book, Writing)
- World Knowledge Statements for Module 2 (*Learn* book)
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)

Preparation

- Familiarize yourself with the term *correlative conjunctions*. See the Respond section for details.
- Determine how to display the Take a Stand charts. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *All Thirteen*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will reflect on what they know to write about how the Wild Boars and the rescuers responded to the challenges of the extreme setting in *All Thirteen*.

LEARN 53 minutes

Read | Review Knowledge from *All Thirteen* | 15 minutes

1. Instruct students to examine the photographs of the setting in chapters 12–19 (pages 78–131). Ask this question:

 **What does a reader learn about the setting from the photographs?**

Key Ideas

- The setting has a lot of rain and mud.
 - The space inside the cave is dark and tight.
 - Water diversion is difficult because of the terrain.
 - The water current inside the cave is strong.
2. Direct attention to the World Knowledge Chart. Instruct students to review the knowledge statements.

3. Facilitate a brief discussion to answer this question:

 **How did the Wild Boars respond to the challenges of the extreme setting?**

Key Ideas

- used flashlights in the darkness
- moved to higher ground when water rose
- held on to hope
- thought about their families to keep from despair
- kept fighting
- huddled together to stay warm
- used rocks and hands to dig at the cave wall
- meditated to stay calm

4. Facilitate a brief discussion to answer this question:

 **How did the rescuers respond to the challenges of the extreme setting?**

Key Ideas

- Thanet drilled wider openings and used super-pumps at Sai Tong pond.
- Thanet created a water diversion at Pha Mee village.
- The cave divers were concerned about the dangerous diving conditions.
- The cave divers requested more and better equipment.
- The divers tried again and made it to Chamber 3.
- The divers rehearsed how they would handle difficult situations in the cave.

5. Instruct students to review the World Knowledge Chart. Invite a few students to share knowledge statements. Add responses to the chart. Tell students they can also share knowledge by answering any of the questions in their Notice and Wonder Chart for *All Thirteen*, located in the *Learn* book.

Respond | Express Knowledge | 18 minutes

1. Tell students that they will express their knowledge of how both the Wild Boars and the rescuers responded to the extreme setting.
2. Explain that students will practice combining many ideas into one sentence. Display these sentences:
 - The British divers were skilled and knowledgeable.
 - The British divers were both skilled and knowledgeable.
 - The British divers were not only skilled but also knowledgeable.

3. Ask these questions:

☰ How are the sentences the same?

☰ How are they different?

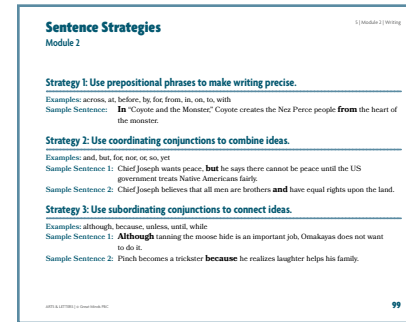
Key Ideas

- **same:** All say that the British divers were skilled.
 - **same:** All say that the British divers were knowledgeable.
 - **same:** All say that the British divers had two qualities: being skilled and knowledgeable.
 - **different:** The second sentence adds the word *both* before *skilled and knowledgeable*.
 - **different:** The third sentence adds *not only* before *skilled* and *but also* before *knowledgeable*.
4. Circle the correlative conjunctions *both/and* and *not only/but also*. Explain that these pairs of words connect ideas, and they are called correlative conjunctions.

5. Display Sentence Strategies for Module 2, and direct students to the page in their *Learn* book. Direct attention to Sentence Strategy 5: Use correlative conjunctions to connect ideas. Choral Read the first two pairs of correlative conjunctions: both/and, *not only/but also*.

Teacher Note

The remaining correlative conjunctions listed in the examples will be introduced and explained in lesson 33.




6. Instruct students to read Sample Sentence 1: The British divers were **both** skilled **and** knowledgeable. Explain that the correlative conjunctions *both/and* and *not only/but also* both emphasize that two things are true about the subject of the sentence. In this sentence, the British divers have two qualities: They are skilled and knowledgeable.
7. Direct attention to the first sentence in the Your Turn section. Invite a volunteer to read it aloud. Tell students that this sentence frame tells one thing that Vern did.
8. Instruct students to complete the sentence. Invite a few students to share their sentences.

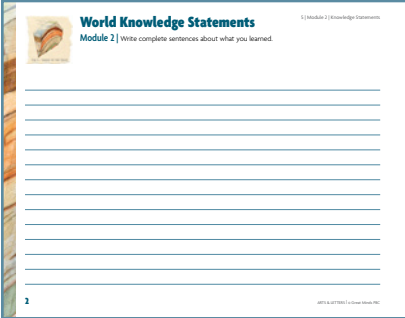
Language Support

Provide additional examples of sentences using the correlative conjunction *not only/but also*.

Key Ideas

- checked on conditions within Tham Luang
 - shared the possible location of the team in Tham Luang
 - gave recommendations for divers who could help with the rescue
 - gave recommendations for how to find the boys
9. Use responses to emphasize that the second part of the sentence should tell another thing that Vern did.

- 10.** Direct attention to the World Knowledge Chart. Explain that students will write sentences using the correlative conjunctions *both/and* or *not only/but also* to express their knowledge. Instruct students to work with a partner to orally create sentences from the knowledge chart by using correlative conjunctions to connect ideas.
- 11.**  **Introduce the learning task.** Direct students to the World Knowledge Statements for Module 2, located in the *Learn* book. Instruct students to write three knowledge statements to express knowledge they gained from *All Thirteen*. Tell students to use correlative conjunctions to connect ideas.



Analyze Student Progress

Monitor: Do students write meaningful knowledge statements that demonstrate understanding of correlative conjunctions?

Offer Immediate Support: If students need additional support writing knowledge statements that use correlative conjunctions, direct attention to Sentence Strategies and remind students of sentences shared by the class that use correlative conjunctions.

Plan Future Practice: Students practice forming knowledge statements about *All Thirteen* in lesson 33.

- 12.** Invite a few students to share their responses, and listen for key ideas.

Key Ideas

- Thanet used both super-pumps and water diversion techniques to lower the water level in Tham Luang.
- The boys had to endure not only having no food but also being too cold.
- The divers not only found the Wild Boars but also promised to come back.

Write | Select Evidence for Module Task 2 | 20 minutes

1. Display Module Task 2. Remind students that they collected evidence from a source to form their opinions and reasons about whether physical or emotional hardships were more difficult for the boys to endure.
2. Display the Evidence Organizer for Module Task 2, and direct students to the page in their *Learn* book. Direct attention to Source on the evidence organizer. Ask this question:

💬 **What is the source for your opinion essay?**

Reinforce the correct response: *All Thirteen* by Christina Soontornvat. Tell students that citing, or naming, a source when collecting evidence ensures a source's creators receive credit and readers can locate the source again.

3. Remind students that they wrote their thesis in the previous lesson. Instruct students to read their thesis to review their opinion and reasons.
4. Tell students that they will add evidence that supports their reasons to their organizer. Remind students that they can either paraphrase their evidence based on what the text says or they can quote the text directly. Display the following examples of paraphrased and quoted evidence:
 - **paraphrase**—The text says that the boys had pains in their stomachs because they were extremely hungry.
 - **quote**—“The Wild Boars are starving. They are grateful to be able to fill their bellies with water, but it doesn't stop the gnawing hunger.”

Module Task 2

Prompt: Which hardships were more difficult to endure for the boys trapped in Tham Luang? Choose one option from the list. Write an essay to support your opinion.

- physical hardships
- emotional hardships

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Evidence Organizer

Module Task 2 | Collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: Which hardships were more difficult to endure for the boys trapped in Tham Luang? Choose one option from the list: physical hardships or emotional hardships. Write an essay to support your opinion.

Thesis: _____

Source: *All Thirteen*

Reason	Evidence	Elaboration

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5. Instruct students to Think–Pair–Share to answer these questions:

 **Why would a writer choose to use the paraphrased evidence?**

 **Why would a writer choose to use the quoted evidence?**

Key Ideas


- **paraphrase:** It focuses on the hunger only and not the gratitude for the water, the latter of which could be confusing to a reader.
- **quote:** Some of the descriptive language is stronger, like *starving* and *gnawing*, and makes the reader connect more to the boys' physical hardship.

6. Direct attention to the Take a Stand charts. Instruct students to review examples of hardships that support the reasons in their thesis.

7. Tell students to select the strongest evidence from the text that supports each reason. Instruct students to decide whether they want to paraphrase or quote the evidence.

Differentiation Support

Allow students to work with a partner to discuss which evidence is the strongest and whether it should be paraphrased or quoted.

8.  **Introduce the learning task.** Instruct students to add evidence to support the reasons stated in their thesis on the Evidence Organizer for Module Task 2.

Analyze Student Progress

Monitor: Do students include strong evidence from *All Thirteen* to support their opinion and reasons in their thesis?

Offer Immediate Support: If students need additional support adding evidence, direct them to specific pages for evidence collection.

Plan Future Practice: Students practice evaluating evidence for the End-of-Module Task.

Key Ideas

In *All Thirteen*, the physical hardships the boys had to endure were more difficult than the emotional hardships because the boys could have died from starvation or low body temperature.

- **reason 1:** starvation; **evidence:** the boys had pains in their stomachs because they were extremely hungry; without food, their bodies would slowly shut down, and if they still didn't eat, then "death [was] not far behind" (103); the boys couldn't sleep because "the constant ache of hunger [kept] them awake" (104).
- **reason 2:** low body temperature; **evidence:** the boys were painfully cold, and the only thing that kept them warm was huddling together; "If your temperature dips below 95°F (35°C), you enter hypothermia, a dangerous state that can cause your heart to fail" (104); the author writes that having to huddle together made it hard to sleep, and sleep was important to keep them healthy.

In *All Thirteen*, the emotional hardships the boys had to endure were more difficult than the physical hardships because feeling trapped can lead to panic, and worrying what might happen can lead to despair.

- **reason 1:** panic; **evidence:** "He knows that if he uses the word 'trapped,' the boys could panic" (28); "Coach Ek is determined not to let his team fall prey to panic" (55); when you let panic take over, it's almost impossible to bring yourself out of it.
- **reason 2:** despair; **evidence:** "Coach knows that he needs to keep calm and positive so that no one gets upset" (33); "They've spent the first two days trapped in the cave alternating between crying and comforting one another and crying again" (51); "Despair can kill as surely as starvation or cold" (104).

9. Remind students that as they build knowledge of a new topic, they are doing research. Explain that another important component of research is carefully organizing textual evidence.

10. Ask this question:

 **How might an evidence organizer help a writer do research?**

Key Ideas

- keeps ideas clear and organized
- helps show connections across different pieces of textual evidence

11. Remind students that they will complete other steps of the research process in future lessons as they build knowledge about this topic and other topics.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:

 **How does an extreme setting affect a person?**

2. Use responses to reinforce these Knowledge Threads:

- Harsh environmental conditions create extreme settings.
- Extreme settings can affect a person physically and emotionally, making survival difficult.
- To survive, cave divers must possess specialized skills and plan their dives very carefully.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What made it difficult for the boys to survive in Tham Luang?
- What made the rescue effort challenging?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.2.5 Planning: CP.2.5.D

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a, CP.3.5.A.e, CP.3.5.A.f

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A

BU.2.5 Discovery and Evidence

BU.3.5 Conversation and Collaboration: BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.13.5 Sentence Construction: DF.13.5.A, DF.13.5.D

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 26

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

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read chapters 20 and 22 of *All Thirteen* to learn what happened after the divers found the boys in the cave. Then students identify the rescuers' options for getting the boys out of the cave and summarize the reasons for and against them. During writing instruction, students elaborate on the evidence they collected from *All Thirteen*. To prepare for Module Task 2, students write elaboration on the evidence organizer.

P A Prologue to lesson 26 is available for students who need additional support.

Learning Goals

Compare the options for rescuing the boys in *All Thirteen*.

LEARNING TASK: Summarize the most important reasons for and against one of the options.

For Module Task 2, use elaboration to develop evidence for an opinion essay.

LEARNING TASK: For Module Task 2, write elaboration on the evidence organizer to develop evidence for each reason.

Vocabulary

supply (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read and Annotate *All Thirteen*
- **Respond:** Compare Rescue Options
- **Write:** Develop Elaboration

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*
- chart paper

STUDENTS

- *All Thirteen*
- sticky notes in two colors
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)

Preparation

- Determine how to display the charts for Take a Stand. See the Respond section for details.

Follow-Up

- Before the next lesson, students read chapter 21 of *All Thirteen*.
- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *All Thirteen*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read chapters 20 and 22 and summarize what happened as the Thai Navy SEALs and the British divers continued the rescue efforts. Students will read about and summarize the reasons for and against the different options for getting the boys out of the cave.

Teacher Note

Chapter 21 is assigned as follow-up reading. The chapter includes helpful information for students to learn about the volunteers who supported the rescue teams' efforts. Reading the chapter out of order does not affect comprehension of the text.

LEARN 53 minutes

Read | Read and Annotate *All Thirteen* | 22 minutes

1. Ask these questions:

 **What happened in chapter 19?**

 **When did it happen?**

Reinforce the correct responses: Rick and John found the Wild Boars on July 2.

2. Direct students to the photograph on page 134. Instruct students to examine the photograph and read the caption. Ask this question:

 **What was the reaction when the boys were found?**

Language Support

Define *elated* by using the text’s context.

Reinforce the correct response: The boys’ families were elated, or excited, about the news.

3. Tell students they will read chapter 20, “Now What?” Explain that the chapter takes place one day after the team was found. Read aloud the portion of pages 135–137 from “July 23, 2018” to “no longer alone.” Instruct students to listen for the different options for the rescue mission.
4. Ask these questions:

 **What were the options for rescuing the boys?**

 **What were the problems with each option?**

Key Ideas

- **look for alternate entrances:** They had not found other entrances.
 - **make their own entrance:** Drilling would have taken too much equipment and time.
 - **drain the sumps:** The pumps were already working at maximum capacity.
 - **wait:** The boys would have been uncomfortable for a long time. Divers would have needed to continue bringing them supplies.
5. Tell students that an important word in chapters 20 and 22 is used in two different ways. Introduce the vocabulary term *supply* by displaying the term and definitions. Engage students in Vocabulary Exploration.
 6. Read aloud the portion of page 137 from “As soon as” to “to fight it.” Instruct students to annotate the word *supply*. Ask this question:

 **How is *supply* used in two ways in these paragraphs?**

Reinforce the correct responses: “supply-delivery dive”—things that were needed including energy gels and medicines and “using most of their air supply”—the amount of air left in their tanks.

Definitions**supply (n.):**

1. the amount of something that is available to be used
2. things (such as food, equipment, fuel, etc.) that are needed for a particular purpose and that will be used by a particular person or group

- Instruct students to read the portion of pages 137–141 from “As soon as” to “pretty much impossible.” Tell students to annotate information about the supply dives.
- Instruct students to talk with a partner about their annotations and answer this question:

 **What steps did the divers take to care for the team?**

Key Ideas

- The Thai Navy SEALs dove with a doctor to bring supplies and perform a medical check.
 - The Thai Navy SEALs did not have enough air supply to return, so three of them stayed with the boys.
 - Rick and John made another supply dive.
- Tell students they will now read chapter 22. Direct attention to the date July 5, 2018. Remind students that chapter 20 took place on July 3. Instruct students to read chapter 22 and annotate actions taken by the rescue team.

Key Ideas

- Rick and John requested help from more divers.
- They pumped oxygen into the cave.
- Divers delivered food to the boys.
- Jason brought notes from the boys and Coach Ek to the parents.

Respond | Compare Rescue Options | 17 minutes

- Ask this question:

 **Which two options for rescuing the boys did rescuers consider most realistic?**

Key Ideas

- diving the boys out of the cave
- waiting until the end of the rainy season

2. Direct attention to page 154. Instruct students to read from “Sending the messages” to “and can die.” Ask these questions:

 **What do we learn about the air quality in the cave?**

 **What can happen when oxygen levels drop below 12 percent?**

Key Ideas

- The extra people meant more oxygen was being inhaled.
- Oxygen levels dropped from 21 percent to 15 percent.
- At less than 12 percent oxygen, people will gasp for breath, and at 10 percent oxygen, people pass out and can die.

3. Form small groups. Assign half the groups this option: diving the boys out of the cave. Assign the other half this option: waiting until the end of the rainy season. Instruct groups to discuss this question:

 **What are the reasons for and against your assigned option?**

Instruct students to use details from chapters 20 and 22 in their discussion, including information about the air quality. Listen for students to address key ideas in their discussion.

Differentiation Support

To help students find the information for their assigned option, direct attention to specific passages and ask these questions:

diving the boys out of the cave

- **the portion of pages 149–151 from “There is one” to “their own feet”**—What would it take to dive the boys out?
- **the portion of page 151 from “The Thai leadership” to “the boys out”**—What was the reason for diving the boys out right away? Based on this reason, why would some want to take the risk to dive the boys out?
- **the portion of page 154 from “Sending the messages” to “and can die”**—What do you learn about the air quality? Why might the change in air quality be a reason for diving the boys out of the cave?

waiting until the end of the rainy season

- **the portion of page 137 from “Another option is” to “no longer alone”**—What do you learn about the option to wait until the end of the rainy season?
- **the portion of page 151 from “The Thai leadership” to “their own feet”**—What more do you learn about this option?
- **the portion of page 154 from “Sending the messages” to “and can die”**—What more do you learn about the air quality? How might the change in air quality affect the reasons for or against waiting until the end of the rainy season to get the boys out of the cave?


Key Ideas

diving the boys out of the cave

- **for:** more experienced rescue divers flown in to help
- **for:** would not have to wait as long
- **against:** extremely dangerous
- **against:** need for more experienced divers
- **against:** the boys could panic

waiting until the end of the rainy season

- **for:** less dangerous
- **for:** the Thai Navy SEALs could bring food and medicine
- **against:** the boys were uncomfortable
- **against:** sounds dismal
- **against:** oxygen levels were dropping

4.  **Introduce the learning task.** Distribute several sticky notes in two colors to each group. Tell groups to write the most important reasons for choosing their assigned option on one color and the most important reasons against choosing their assigned option on the other color.

Analyze Student Progress

Monitor: Do students demonstrate understanding of the reasons for and against one of the options: diving the boys out now or waiting until the rainy season ends?


Offer Immediate Support: If students need additional support deciding on the most important reasons for and against their assigned option, ask these questions: What would make the Thai officials choose this option? What would make them decide against this option?

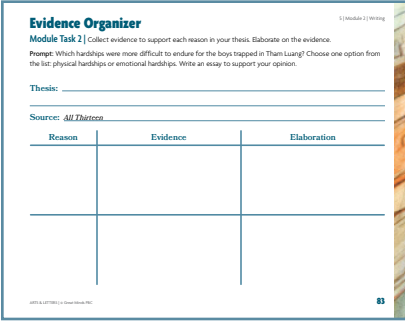
Plan Future Practice: Students practice summarizing *All Thirteen* in lesson 28.

5. Display the following two options on either side of the room. Instruct groups to post their sticky notes on the matching chart paper. Lead students through Take a Stand to argue which of the two options they believe the Thai leadership should choose for the rescue.
- diving the boys out of the cave
 - waiting until the end of the rainy season
6. Tell students that they will look more closely at the risks of diving the boys out of the cave in the next lesson.

Write | Develop Elaboration | 14 minutes

1. Remind students that they have already collected evidence for Module Task 2. Tell students that in this lesson they will focus on elaboration.
2. Remind students of 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

3. Direct students to their Evidence Organizer for Module Task 2, located in the *Learn* book. Instruct students to review their opinion and two reasons in their thesis and their selected evidence.
4. Instruct students to orally rehearse elaboration for one piece of evidence in their organizer with a partner. Tell students to provide feedback to each other about how well the elaboration extends the evidence or connects it to the thesis.
5.  **Introduce the learning task.** Instruct students to write elaboration sentences that extend or connect the remaining evidence on their organizers.



Evidence Organizer

Module Task 2 | collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: Which hardships were more difficult to endure for the boys trapped in Tham Luang? Choose one option from the list: physical hardships or emotional hardships. Write an essay to support your opinion.

Thesis: _____

Source: ALZhenon

Reason	Evidence	Elaboration

Language Support

To help students write elaboration sentences, provide this sentence frame: This evidence shows _____.

Analyze Student Progress

Monitor: Do students write sentences that demonstrate understanding of extending or connecting each piece of evidence?

Offer Immediate Support: If students need additional support elaborating on evidence, instruct them to identify a piece of evidence on their organizer and ask these questions: What details in the text tell more about this evidence? How does the evidence connect to physical or emotional hardships being challenging for the boys to endure?

Plan Future Practice: Students practice writing elaboration for the End-of-Module Task.

6. Tell students they will start to draft Module Task 2 in the next lesson.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the options for rescuing the boys?
- What did you learn from *All Thirteen*?
- What did you learn to do?

2. Assign the follow-up work to read chapter 21 of *All Thirteen* before the next lesson.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.b, MM.5.5.A.c, MM.5.5.C

MM.10.5 Argument: MM.10.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.2.5 Planning: CP.2.5.D

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a, CP.3.5.A.e

CP.4.5 Structure

CP.5.5 Language

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 27

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

Content Framing Question | **Reveal:** What does a deeper look at reasons and evidence reveal?


OVERVIEW

Preview


In this Reveal lesson, students reread parts of chapter 22 of *All Thirteen* to examine the author's use of reasons and evidence to support a point about panic. Students then explain how and why the author builds knowledge about the risks of panic. During writing instruction, students orally rehearse context for an introductory paragraph. They also begin drafting an opinion essay for Module Task 2.

Learning Goals

Analyze how reasons and evidence support the author's point about panic in *All Thirteen*.

 **LEARNING TASK:** Explain how the author uses reasons and evidence to support the point that panic is the biggest obstacle to a dive rescue.

For Module Task 2, draft an introductory paragraph.

 **LEARNING TASK:** For Module Task 2, write an introductory paragraph, including a hook, context, and thesis.

Vocabulary

lethal (adj.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze Reasons and Evidence
- **Respond:** Explain How Reasons and Evidence Support a Point
- **Write:** Write an Opinion Essay

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*
- Knowledge Card: *panic*
- Painted Essay®—Opinion (*Learn* book, Writing)

STUDENTS

- *All Thirteen*
- T-chart for *All Thirteen* (*Learn* book)
- journal
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapter 23 of *All Thirteen*.
- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *All Thirteen*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH **2 minutes**

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at reasons and evidence reveal?
3. Tell students that they will examine the author's use of reasons and evidence to support a point about panic in chapter 22.

LEARN **53 minutes**

Read | Analyze Reasons and Evidence | **15 minutes**

1. Ask this question:

 **What did you learn about the volunteers from chapter 21, “The Get-It-Done Crew”?**

Key Ideas

- organized themselves without being asked
- obtained supplies for the rescue team
- organized donations
- provided food for the rescue team and other volunteers
- did laundry, picked up trash, and cleaned toilets
- volunteered because people take care of one another in Thailand

2. Tell students they will look more closely at what the author says about panic in chapter 22. Remind them that the title of chapter 22 is “Panic.” Display the Knowledge Card for *panic*, and direct attention to the image to spark students’ memory. Remind students that one meaning of *panic* is “a state or feeling of extreme fear that makes someone unable to act or think normally” and another meaning is “to be overcome with and affected by extreme fear.”
3. Read aloud the portion of page 150 from “The news media” to “It’s panic.”
4. Instruct students to Jot–Pair–Share to answer this question:

 **What point about panic does the author make in these paragraphs?**

Reinforce the correct response: The biggest obstacle to a dive rescue is panic. Explain to students that they will now examine how the author supports the point that panic is the biggest obstacle to a dive rescue.

5. Engage students in Repeated Reading of the portion of page 150 from “Cave divers control” to “Especially underwater.” Tell students to listen for details that the author provides about panic.
6. Ask this question:

 **How does the author describe what happens when someone panics?**

Key Ideas

- They are not rational.
- They don’t make good decisions.
- It’s almost impossible for them to come out of it.
- It’s like a knife’s edge.

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

 **What does the metaphor “panic is a knife’s edge” mean?**

Key Ideas

- A knife’s edge is thin.
- The edge between being rational and panicking is also thin.
- Someone can quickly move from being rational to panicking.

8. Direct attention to the last sentence of the paragraph: “Especially underwater.” Ask this question:

 **Why is panic more dangerous when a person is diving in a cave?**

Key Ideas

- Many people have died while cave diving.
- There are important rules to follow to stay safe when cave diving.
- Divers control and plan out every detail of their dive, but they can’t plan for panic.

Respond | Explain How Reasons and Evidence Support a Point | **20 minutes**

1. Form small groups. Explain that students will work with a small group to examine the next few paragraphs. Instruct groups to read the portion of pages 150–151 from “Even experienced divers” to “a dive rescue” and annotate details about possible causes and effects of panic during a cave dive.

Language Support

Provide student-friendly definitions for *succumbed* and *malfunctioning*. Ask these questions:

- What does it mean to *succumb* to peer pressure?
- The prefix *mal-* means “bad or badly.” How does the prefix help us understand what *malfunctioning* means?

2. Display the T-chart for *All Thirteen*, and direct students to the page in the *Learn* book. Instruct groups to discuss their annotations. Tell students to complete the chart by adding details about possible causes and effects of panic in the applicable columns on the chart.

L27 | T-chart
All Thirteen | Complete the chart by adding details about possible causes and effects of panic.

Possible Causes	Possible Effects

40

Differentiation Support

To help students differentiate between possible causes and effects of panic, ask these questions:

- In the paragraph starting with “Even experienced divers,” the author states that something triggers panic. What examples of possible causes does she give?
- In the paragraph starting with “Once panic sets,” the author discusses various responses. What examples of possible effects does she give?

3. Listen for students to address key ideas in their discussion.

Key Ideas


- **cause:** losing the guideline
- **cause:** having a mask flood with water
- **cause:** getting stuck in a narrow squeeze
- **cause:** getting entangled in the line
- **cause:** having little air left in a tank
- **cause:** thinking that something is wrong when it's not
- **effect:** quick, heavy breathing
- **effect:** using more of the air in your tank
- **effect:** acting strangely

- **effect:** freezing up
- **effect:** swimming in the wrong direction
- **effect:** doing things you wouldn't normally do
- **effect:** taking off the face mask or regulator

4. Listen for students to address key ideas in their discussion.
5. Introduce the vocabulary term *lethal* by displaying the term and definition. Engage students in Vocabulary Exploration. Direct attention to the sentence on page 151 starting with “That panic would.” Ask this question:

 **The risk of panic made people want to look for an alternative to a dive rescue. Why?**

Key Ideas

- The boys were at risk of dying.
 - The divers were at risk of dying.
 - They did not want to put anyone in danger of dying.
6.  **Introduce the learning task.** Direct students to their journals. Instruct them to respond to this prompt: Explain how the author supports the point that panic is the biggest obstacle to a dive rescue. Tell students to include evidence from the text about the causes and effects of panic.

Analyze Student Progress

Monitor: Do students demonstrate understanding that panic can come quickly and easily under water and poses a threat of death for the boys and divers?

Offer Immediate Support: If students need additional support explaining how the author supports the points about panic, ask this question: What information does the author include that would make people look for a different way to rescue the boys?

Plan Future Practice: Students practice closely reexamining passages in lesson 31.

Definition

lethal (adj.): causing or able to cause death

7. Invite a few students to share their responses.

Key Ideas

- Panic is uncontrollable and can happen quickly and easily.
- Even divers with experience can panic if something goes wrong during the dive.
- The response to panic can cause dangerous responses under water, such as taking off a face mask.
- It is almost certain that the boys would panic since they have no experience diving.
- If any of the boys panic, it could result in death for them and for the divers.

8. Tell students they will read about the tragedy in the cave in the follow-up, and they will continue reading in the next lesson to find out what happened in the rescue.

Write | Write an Opinion Essay | 18 minutes

1. Ask this question:

 **What is the writer's purpose for sharing their opinion?**

Key Ideas

- for other people to hear what they think about an important topic
- to share the reasons for their opinion
- to engage in a discussion with others about the topic

2. Display the Painted Essay®—Opinion, located in the *Learn* book. Instruct students to Think–Pair–Share to answer this question:

How does the Painted Essay® structure help a writer share their opinion?

Key Ideas

- gives the writer a way to clearly share information about their opinion
- helps a writer organize what they want others to hear about their opinion in a logical way
- encourages a writer to share evidence to support their opinion
- allows a writer to share knowledge of the topic, showing that they have an informed opinion

3. Remind students that they have built deep knowledge about the physical and emotional hardships the boys endured. Explain that students are ready to compose their opinion essays about which hardship was more difficult for the boys to endure.

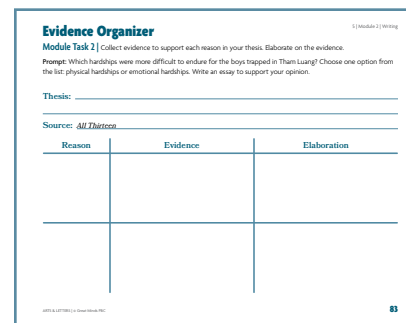
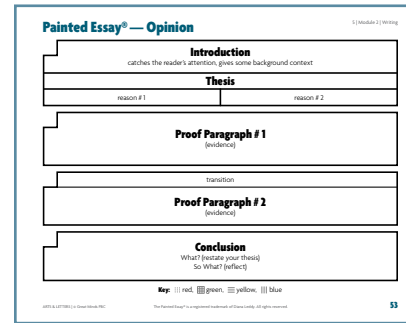
4. Tell students they will start by writing an introductory paragraph. Ask this question:

What is included in the introductory paragraph of an opinion essay?

Key Ideas


- hook
- context
- thesis

5. Direct students to their Evidence Organizer for Module Task 2, located in the *Learn* book. Tell students to review the thesis they have written on their evidence organizer. Instruct them to think about context to include in the introductory paragraph so that a reader fully understands the thesis.



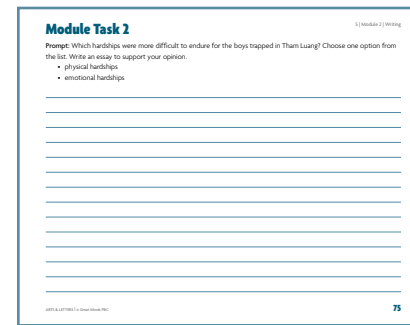
Differentiation Support

To help students identify on-topic ideas for context, provide several examples and nonexamples of topics connected to the hardships that the Wild Boars faced while being trapped in Tham Luang. Instruct students to use a nonverbal signal (e.g., a thumbs-up) when they hear a statement connected to the topic. Emphasize that context about unrelated topics can cause confusion.

6. Instruct students to orally rehearse their context for their introductory paragraph with a partner. Tell students to listen carefully and provide feedback about their partner's context.
7.  **Introduce the learning task.** Direct students to Module Task 2, located in the *Learn* book. Instruct them to write the introductory paragraph for Module Task 2.

Teacher Note

In this lesson, students begin Module Task 2. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.



The image shows a digital writing prompt for 'Module Task 2'. The prompt asks students to choose one option from a list (physical or emotional hardships) and write an essay to support their opinion. Below the prompt is a sheet of lined paper for writing.

Analyze Student Progress

Monitor: Do students' introductory paragraphs engage the reader and provide relevant context and a clear thesis with an opinion and reasons?

Offer Immediate Support: If students need additional support composing an essay, remind them to refer to the Writing section of the checklist for key essay components and to the writing model for an example.

Plan Future Practice: Students practice writing an opinion essay in lesson 28.

8. Ask this question:

 **What is included in the proof paragraphs of an opinion essay?**

Key Ideas

- topic sentence
- evidence
- elaboration

9. Instruct students to write the proof paragraphs for Module Task 2.

Teacher Note

Students may be at different phases in completing their proof paragraphs. Some students may need additional time completing the proof paragraphs in the next lesson.

10. Tell students they will have time to continue drafting their essay in the next lesson.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about panic?
- What did you learn from *All Thirteen*?
- What did you learn to do?

2. Assign the follow-up work to read chapter 23 of *All Thirteen* before the next lesson.

Teacher Note

In this chapter, students will read about the death of Saman, a former Thai Navy SEAL. This may be too difficult for some to read and discuss. Preview the content of this chapter with parents and students, and offer a summary for those who do not want to read it on their own.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.5.5 Vocabulary: MM.5.5.B, MM.5.5.B.b, MM.5.5.C

MM.10.5 Argument: MM.10.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.2.5 Planning: CP.2.5.B

CP.3.5 Content: CP.3.5.A, CP.3.5.A.e

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.a, CP.4.5.B, CP.4.5.B.a

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A, DF.3.5.B

DF.8.5 Punctuation: DF.8.5.F

DF.13.5 Sentence Construction: DF.13.5.D

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.C

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



fig 5. Tham Luang cave exit

Lesson 28

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

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read chapters 24 and 25 to summarize the different responses to the death of Saman and to the meeting of high-ranking Thai officials. Students describe what led to the outcome of the meeting. During writing instruction, students orally rehearse their concluding paragraphs for Module Task 2. They use the Writing section of the Checklist for Module Task 2 and the Writing Model for Module 2 to draft the concluding paragraphs of their opinion essay.

P A Prologue to lesson 28 is available for students who need additional support.

Learning Goals

Describe key events from chapters 24 and 25 of *All Thirteen*.

LEARNING TASK: Write a response about the outcome of the meeting of high-ranking Thai officials.

For Module Task 2, explain which hardships were more difficult to endure for the boys trapped in Tham Luang.

LEARNING TASK: For Module Task 2, finish drafting an opinion essay.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read and Annotate *All Thirteen*
- **Respond:** Summarize Chapters 24 and 25
- **Write:** Finish Drafting Module Task 2

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*

STUDENTS

- *All Thirteen*
- journal
- Module Task 2 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *All Thirteen*, passage 4 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read chapter 24, “Risking It All,” and chapter 25, “A Very Important Meeting,” to find out what happened next in the rescue effort.

LEARN 53 minutes

Read | Read and Annotate *All Thirteen* | 20 minutes

1. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

 **What did you learn in chapter 23 about Saman and his dedication to the mission?**

Teacher Note

Provide students who were not assigned to read chapter 23 with a brief summary of the chapter. Tell students that in chapter 23, “A Tragic Loss,” Saman, a retired Thai Navy SEAL and an accomplished athlete, volunteered for the rescue effort by diving into Tham Luang. Tragically, he drowned. No one knows what triggered the drowning.

Key Ideas

- was a retired Thai Navy SEAL and an accomplished athlete
- wanted to use his skills to support the Thai Navy SEALs’ mission
- came out of retirement to help “bring the boys home”
- drowned in the cave but no one knows what triggered the drowning

2. Tell students that in this lesson they will read chapters 24 and 25 to find out what happened after Saman's death.
3. Read aloud the portion of pages 161–163 from “July 6, 2018” to “to the surface.” Instruct students to listen for how the British divers and the Thai officials reacted to the tragedy.
4. Instruct students to Think–Pair–Share to answer these questions:



What was the response from the British divers? What were their reasons?

Key Ideas

- **response:** They saw the death as proof that it was not possible to keep the boys in the cave until the rainy season was over.
- **reason:** If the boys had stayed in the cave, divers would have needed to do supply dives to restock food, which would have put divers' lives at risk.
- **reason:** The cave remains flooded until January, which means the boys would have had to wait six months to get out.

5. Instruct students to Think–Pair–Share to answer these questions:



What was the response from the Thai officials? What was their reason?

Key Ideas

- **response:** They saw the death as proof of how impossible a rescue dive would have been.
- **reason:** If someone as physically fit and experienced as Saman died, how could they have expected the boys and their coach to have made it out alive?

6. Read aloud the portion of pages 163–167 from “On the morning” to “They cannot fail.” Instruct students to annotate new challenges to the rescue.

7. Instruct students to share their annotations with a partner.

Listen for students to address key ideas in their discussions.

Key Ideas

- “The structures are holding now, but a heavy rain could wash it all away.”
- “If the water levels rise again in Tham Luang, diving will become impossible.”
- “the oxygen levels in Chamber 9 are too low to sustain”
- “there is a massive gap in communication”
- “At this point, Thanet and Singhanat have hit a wall. In Thai culture, status and rank are important.”

8. Ask this question:

 **What did Thanet, Colonel Singhanat, and Major Hodges do to convince the Thai officials to agree with their plan?**

Reinforce the correct response: They presented a solid plan for a dive rescue to high-level Thai officials.

9. Assign Major Hodges to half the class and assign Thanet to the other half. Tell students to read chapter 25 and to annotate what their assigned person shared at the very important meeting.


Respond | Summarize Chapters 24 and 25 | 18 minutes

1. Form small groups of students who were assigned Major Hodges and small groups of students who were assigned Thanet. Instruct students to share their annotations with their group.

Listen for students to address key ideas in their discussions.

Key Ideas

- **Major Hodges:** “Major Hodges goes on to describe the situation as it stands and tells the room how they investigated every single option ... he walks through all the problems with every one of those options” (Soontornvat 170).
- **Major Hodges:** “He acknowledges that the dive will be risky, but compared to any of the alternatives, it is really the safest course of action” (171).
- **Major Hodges:** “They could lose almost half ... If they don’t get the boys out of the cave soon, none of them will live” (171).
- **Thanet:** “He knows that it doesn’t matter how much more data they gather ... they’re going to have to make a leap of faith” (171).
- **Thanet:** “gives his report on the water-diversion team’s efforts and explains how important controlling the water has been” (171).

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to the following question:

 **What happened at the conclusion of the very important meeting?**

Analyze Student Progress

Monitor: Do students understand Minister Paochinda's decision at the conclusion of the very important meeting?

Offer Immediate Support: If students need additional support understanding what happened, direct them to the portion of page 173 from “Minister Paochinda agrees” to “carried out swiftly,” and ask this question: What is happening in this paragraph?

Plan Future Practice: Students practice summarizing in lesson 29.

3. Invite a few students to share their responses.

Key Ideas

- Minister Paochinda ordered that a rescue plan be carried out swiftly.
- Minister Paochinda told Thanet and his father-in-law that the prime minister had been in favor of the drilling option.
- Thanet wrote a letter to the prime minister explaining why diving was a better option than drilling.

Write | Finish Drafting Module Task 2 | 15 minutes

1. Instruct students to finish drafting their proof paragraphs.
2. Tell students they will now work on their concluding paragraphs. Assess and activate prior knowledge by asking this question:

 **What should you include in a concluding paragraph?**

Reinforce the correct response: a restatement of the thesis and reflection sentences that show why the topic matters.

3. Instruct students to read their proof paragraphs and to Jot–Pair–Share to answer this question:

 **Why is your topic interesting or important to a reader?**

Differentiation Support

As needed, prompt students to think about the so *what?* question in their concluding paragraphs by asking questions such as these:

- How does the topic of emotional hardship versus physical hardship make the story of the Wild Boars more interesting?
- What does the topic of hardship and overcoming hardship show us?

4. Instruct students to orally rehearse their concluding paragraph with a partner. Tell students to listen carefully so they can provide feedback about their partner’s reflection sentences.

Language Support

For an example of a concluding paragraph, direct students to the Writing Model for Module Task 2, located in the *Learn* book.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.2.5 Planning: CP.2.5.B

CP.3.5 Content

CP.4.5 Structure: CP.4.5.C

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.B

DF.8.5 Punctuation: DF.8.5.F

DF.13.5 Sentence Construction: DF.13.5.D

DM **Develop Metacognition**

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 29

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

Content Framing Question | **Organize:** What is happening in this text?


OVERVIEW

Preview


In this Organize lesson, students read chapters 26 and 27 of *All Thirteen* to summarize stages one and two of preparing for the cave-dive rescue. Students organize the information by describing how the rescuers prepared, including process and requirements. During writing instruction, students focus on revising Module Task 2. They review the knowledge rows in the Checklist for Module Task 2 and assess their writing to guide revision.

Learning Goals

Describe how the rescuers prepared to rescue the Wild Boars.

 **LEARNING TASK:** Write a paragraph describing how the rescuers prepared to rescue the Wild Boars.

For Module Task 2, revise an opinion essay.

 **LEARNING TASK:** Use the knowledge rows from the Checklist for Module Task 2 to strengthen writing.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read and Annotate *All Thirteen*
- **Respond:** Summarize Chapters 26 and 27
- **Write:** Revise Module Task 2

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*

STUDENTS

- *All Thirteen*
- journal
- Checklist for Module Task 2 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapter 28 of *All Thirteen*.
- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *All Thirteen*, passage 5 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read chapters 26 and 27 to find out what happened next in the rescue effort.

LEARN 53 minutes

Read | Read and Annotate *All Thirteen* | 20 minutes

1. Remind students that at the conclusion of the very important meeting in chapter 25, Minister Paochinda ordered a cave-dive rescue to be carried out swiftly. Direct students to “Tham Luang Dive-Rescue Plan” on page 172 of *All Thirteen*. Ask this question:

 **Based on this visual, which groups of people had to work together to make the rescue a success?**

Reinforce the correct response: rescue divers, support divers, medics, and rescue workers.

2. Tell students that in this lesson they will read chapters 26 and 27 to learn about how the different collaborators prepared for the cave-dive rescue. Direct attention to the title of chapter 26, “Stage One: Rehearsals.” Ask this question:

 **Why are rehearsals so important?**

Teacher Note

Prompt students by asking why oral rehearsal before writing is important. If some students participate in music or sports, ask them why rehearsal or training is important before a performance or game day.

Key Ideas

- practice different parts before putting them together
- identify any challenges or problematic areas
- become more familiar with an action
- allow others to provide and receive valuable feedback

Differentiation Challenges

To encourage extended reading on rehearsals, tell students to read “Practice Makes Perfect” on page 180. Ask these questions:

- How does the sidebar build my knowledge of rehearsals?
- How can I use this knowledge in my own life?

To encourage students to creatively share their knowledge, read “Practice Makes Perfect” on page 180, and instruct them to create a print or audio advertisement that explains the benefits of rehearsing.

3. Read aloud chapter 26. Tell students to pay attention to what was required for a successful rescue.

Language Support

To help students understand the multiple meanings of *grave*, provide an example sentence in which *grave* means “very serious” (e.g., If the boys are not rescued immediately, the consequences will be grave).

Differentiation Support

To help students focus on important details, ask this question: What did the team do to prepare for the rescue?

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

 **What was necessary for the rescue to be successful?**

Key Ideas

- The divers needed full-face masks that fit the boys.
- The divers needed the boys to be sedated.
- The rain needed to hold off for a couple more days.
- The water diversion efforts needed to continue without fail.

5. Direct attention to “Once the overall” on page 178 and instruct students to Think–Pair–Share to answer this question:

 **What is the importance of the rehearsals that are described on page 178?**

Key Ideas

- The rescue team determined where on the rescue route they would need more cylinders or stretchers and how many people would need to carry them.
- The rescue workers rehearsed with local children to practice the best way to tow their small bodies underwater.

6. Direct attention to the title of chapter 27, “Stage Two: ‘Today Is D-Day.’” Tell students they will learn more about preparations for D-Day.

Teacher Note

In everyday speech, many people use the military term *D-Day* to refer to an upcoming event that requires complex planning. Historians often refer to June 6, 1944, as D-Day. On that day, after more than two years of planning, General Dwight D. Eisenhower led the World War II Allied Forces that landed on the beaches of northern France. D-Day marked a turning point in the war, when the Allies began their battle to free France from the Germans.

7. Instruct students to read chapter 27. Tell them to annotate the important events that happened on the morning of July 8.

Respond | Summarize Chapters 26 and 27 | 15 minutes

1. Direct attention to “Everyone wishes they” on page 183. Ask this question:

 **Which of the divers’ requirements had not been met?**


Reinforce the correct response: The divers required full-face masks that fit all the children, and they were only able to get four, which meant they could only bring four boys out on July 8. Lead students through Give One–Get One–Move On to respond to this prompt:

 **Name one important event that happened on the morning of July 8.**

Listen for students to address key events in their discussions.

Key Ideas

- The team of divers, Thai Navy SEALs, and military personnel met at Tham Luang.
- The Wild Boars decided which four boys should go first.
- Dr. Harris prepared Note by giving him medicine, injecting a sedative, fitting the mask, and ensuring that Note’s breathing was normal while masked.
- Jason checked his and Note’s gear one last time before beginning the rescue dive.

2.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a paragraph describing how the rescuers prepared to rescue the Wild Boars.

Analyze Student Progress

Monitor: Do students write paragraphs that include accurate, text-based responses about how the rescuers prepared?

Offer Immediate Support: If students need additional support describing how the rescuers prepared, direct them to the images on pages 174 and 179. Ask this question: What is happening in these images?

Plan Future Practice: Students practice describing key events in lesson 30.

- Invite a few students to share their responses.
- Ask this question:

 **What is something new you learned about rehearsals after reading these chapters?**

Write | Revise Module Task 2 | 18 minutes

- Tell students that they will have opportunities to revise their writing in this lesson and in a later lesson. In this lesson, they will use the Checklist for Module Task 2 to review their own essay and make revisions.

Teacher Note

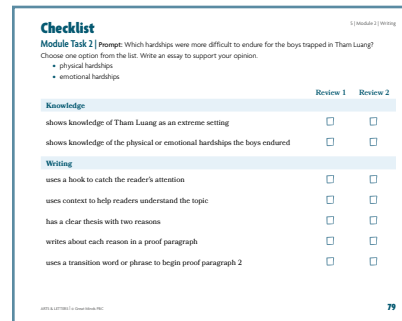
Students may complete Module Task 2 on paper or on the digital platform. Using the platform gives students experience leveraging digital feedback tools.

- Direct students to the Checklist for Module Task 2, located in the *Learn* book. Display and Choral Read the knowledge rows:
 - shows knowledge of Tham Luang as an extreme setting
 - shows knowledge of the physical or emotional hardships the boys endured
- Instruct students to Think–Pair–Share to answer this question:

 **How does knowledge of the topic strengthen my writing?**

Key Ideas

- lends credibility to my opinion
- helps me to determine the strongest reasons and evidence to support my opinion
- adds interest to my writing



	Review 1	Review 2
Knowledge		
shows knowledge of Tham Luang as an extreme setting	<input type="checkbox"/>	<input type="checkbox"/>
shows knowledge of the physical or emotional hardships the boys endured	<input type="checkbox"/>	<input type="checkbox"/>
Writing		
uses a hook to catch the reader's attention	<input type="checkbox"/>	<input type="checkbox"/>
uses context to help readers understand the topic	<input type="checkbox"/>	<input type="checkbox"/>
has a clear thesis with two reasons	<input type="checkbox"/>	<input type="checkbox"/>
writes about each reason in a proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to begin proof paragraph 2	<input type="checkbox"/>	<input type="checkbox"/>

8. Tell students they will have an opportunity to revise their writing based on peer feedback in a later lesson.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about how the rescuers prepared for the rescue mission?
 - What did you learn from *All Thirteen*?
 - What did you learn to do?
2. Assign the follow-up work to read chapter 28 of *All Thirteen* before the next lesson.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a, CP.3.5.A.e

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.a, CP.4.5.B, CP.4.5.B.a, CP.4.5.B.b, CP.4.5.C

CP.5.5 Language: CP.5.5.B

CP.6.5 Revision

CP.7.5 Editing

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.B

DF.8.5 Punctuation: DF.8.5.F

DF.13.5 Sentence Construction: DF.13.5.D

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 30

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

Content Framing Question | **Organize:** What is happening in this text?


OVERVIEW

Preview

In this Organize lesson, students review chapter 28 and read chapters 29 and 30 to learn about the challenges that rescuers overcame to successfully rescue the Wild Boars. Students organize the events of the chapters by noting important details about an assigned topic or event. During a second Respond section, students use their notes to prepare a news story or an interview to present to their classmates.

Learning Goal

Describe the events of the cave rescue in *All Thirteen*.

 **LEARNING TASK:** Summarize the events of chapters 28–30 in *All Thirteen* by presenting a news story or an interview.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read and Annotate *All Thirteen*
- **Respond:** Identify the 5 W's and 1 H
- **Respond:** Present a News Story or an Interview

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*

STUDENTS

- *All Thirteen*
- 5 W's and 1 H for *All Thirteen* (*Learn* book)

Preparation

- In this lesson, students demonstrate understanding of chapters 28–30 by working in groups to plan and present a news report or an interview. Consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *All Thirteen*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students they will review chapter 28 and read chapters 29 and 30 to find out what happens next in the rescue effort.

LEARN 53 minutes

Read | Read and Annotate *All Thirteen* | 23 minutes

1. Direct attention to chapter 28. Instruct students to Think–Pair–Share to answer this question:

 **What challenges did rescue and support divers face in this chapter?**

Key Ideas

- Jason took hits to his head to keep Note's mask seal safe.
- The support divers were waiting in the wrong place in Chamber 8.
- Jason had to carry Note across Chamber 8.
- Night was not breathing well.
- Note started to wake up so Jason had to inject him in the water.

2. Explain that chapters 29 and 30 recount the final days of the Thai cave rescue. Direct attention to chapter 29. Read aloud the portion of pages 197–199 from “Jason Mallinson climbs” to “Boar go free,” excluding the diagram. Instruct students to listen closely for how rescuers got the boys out of the cave.

Differentiation Challenge

To promote vocabulary exploration, instruct students to connect the definition of *vital* (adj.) with its use on page 197.

3. Direct attention to the diagram on page 198. Instruct students to read the text and examine the images. Ask this question:



How did the rescuers move the boys from Chamber 3 to the cave’s exit?

Key Ideas

- handed from person to person
- slid down flattened pump hoses
- clipped into zip lines

Use responses to emphasize that after the dive portion of the rescue, Thai rescue workers still had to safely move each boy through 2,600 feet of treacherous terrain from Chamber 3 to the cave’s exit.

4. Instruct students to continue reading the portion of pages 199–211 from “Thanet Natisri is” to “alive—all thirteen.” Tell them to annotate shocking or exciting details.

Respond | Identify the 5 W's and 1 H | 10 minutes

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

 **What most surprised you about the rescue?**

2. Instruct students to read aloud the portion of page 201 from “The news is” to “first four out.” Ask this question:

 **What role did news media play in the Thai cave rescue?**

Key Ideas

- provided information about the situation to an international audience
 - updated people as new information emerged
 - recognized the interest of people from all over the world
 - gave the world a common story to watch
 - helped rescuers get supplies from viewers
3. Use responses to summarize that in earlier chapters, rescuers and volunteers joined the effort or sent supplies as a result of the news coverage. Explain that in 2018, news reporters from all over the world waited at the cave’s entrance to see a Wild Boar emerge.
 4. Remind students that in previous lessons they wrote headlines to capture major events in the rescue, just as journalists did in 2018. Tell students that to show their understanding of chapters 28–30, they will plan and present a news story or an interview, like the ones “beamed to satellites floating above the globe.”

5. Pair students or form small groups. Assign one of the following prompts to each pair or group:

- Break the news that the first Wild Boar emerged from Tham Luang. (chapter 29)
- Explain the journey of Note, the first boy who was rescued. (chapters 29–30)
- Interview Rick about the dive rescue. (chapters 29–30)
- Interview Dr. Harris about the dive rescue. (chapters 27–28, 30)
- Interview Chris about the dive rescue. (chapter 30)
- Interview Major Hodges about the final day of the rescue. (chapter 30)

Teacher Note

If needed, assign the same prompt to multiple groups or pairs to ensure all students can participate in the presentations.

6. Remind students that journalists, like news reporters, use the 5 W's and 1 H to find important information for their stories. Direct students to the 5 W's and 1 H for *All Thirteen*, located in the *Learn* book.

7. Instruct students to review chapters 28–30 and add details to the appropriate boxes for their assigned prompt.

L30 | 5 W's and 1 H
All Thirteen | Answer the questions to prepare for your news story or interview.

When? Where? _____

Who? _____

What? _____

Why? _____

How? _____

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Key Ideas

Break the news that the first Wild Boar emerged from Tham Luang. (chapter 29)

- **when and where:** July 8, 2018, at Tham Luang in Mae Sai, Thailand
- **who:** first Wild Boar soccer team member out of cave (Note), rescue diver (Jason), rescue workers
- **what:** The first Wild Boar, Note, emerged from Tham Luang.
- **why:** The rescue had its earliest success with the first sighting of a Wild Boar in more than two weeks.
- **how:** Rescue divers dove the boys from Chamber 9 to Chamber 3. Rescue workers carried, slid, and swung boys through flooded passageways and over steep slopes from Chamber 3 to the cave exit.

Explain the journey of Note, the first boy who was rescued. (chapters 28–29)

- **when and where:** July 8, 2018, at Tham Luang in Mae Sai, Thailand
- **who:** Note, Dr. Harris, Jason, support divers, rescue workers
- **what:** Jason dove with Note from Chamber 9 to Chamber 3. Rescue workers took Note from Chamber 3 to the cave exit.
- **why:** The first Wild Boar emerged from Tham Luang. Despite serious challenges, the rescue divers and rescue workers got Note out alive.
- **how:** Dr. Harris injected Note with a sedative. Then the rescue workers tied his wrists and ankles together and checked his mask. Jason dove with Note through tiny, dark passages. He had to carry Note across dry land when the support divers were in the wrong place. Note started to stir mid-dive, so Jason sedated him. Note slid down hoses, was handed from person to person, and was guided along zip lines to the cave exit.

Interview Rick about the dive rescue. (chapters 29–30)

- **when and where:** July 8, 2018, at Tham Luang in Mae Sai, Thailand
- **who:** Rick, Dr. Harris, Night
- **what:** Rick dove Night from Chamber 9 to Chamber 3. Despite rain on July 10, Rick dove again to rescue another Wild Boar.
- **why:** Rick faced many challenges, but he got Night out alive.
- **how:** On July 8, while diving with Night, Rick had to take a break while Dr. Harris helped Night start breathing regularly.

Interview Dr. Harris about the dive rescue. (chapters 27–28, 30)

- **when and where:** July 8–10, 2018, at Tham Luang in Mae Sai, Thailand
- **who:** Dr. Harris, the Wild Boars, Rick, Chris, and other rescue divers
- **what:** Dr. Harris sedated each Wild Boar and provided support throughout the rescue.
- **why:** Without his help, the divers could not have proceeded with the rescue because of the high risk that the boys would panic.
- **how:** Dr. Harris checked the seal on the boys' masks, injected them with a sedative, tied their wrists and ankles behind their backs, and dove after rescue divers to give them support. On July 8, Dr. Harris helped Night breathe again. On the last day, Dr. Harris found Chris lost in Chamber 4, with Pong, so Dr. Harris took Pong the rest of the way.

Interview Chris about the dive rescue. (chapter 30)

- **when and where:** July 10, 2018, at Tham Luang in Mae Sai, Thailand
- **who:** Chris, Pong, Dr. Harris
- **what:** Chris lost the guideline and became disoriented while diving out Pong.
- **why:** Losing the guideline is a deadly mistake in cave diving, but Chris found a solution.
- **how:** Chris lost the guideline between Chambers 3 and 4. He found an electrical cable and realized it should lead out of the cave. He went the wrong way and ended up back in Chamber 4. Dr. Harris took Pong the rest of the way.

Interview Major Hodges about the final day of the rescue. (chapter 30)

- **when and where:** July 10, 2018, at Tham Luang in Mae Sai, Thailand
- **who:** Major Hodges, Thai Navy SEALs, the Wild Boars' parents
- **what:** A pump failed, and they had to evacuate Chamber 3.
- **why:** The rescue was almost complete, but they were still waiting on one Thai Navy SEAL.
- **how:** Major Hodges received a text that a pump failed, and they had to evacuate immediately. His team began to pack. The last Thai Navy SEAL emerged just as water surged behind him. Major Hodges said it was just “like a movie.” After the rescue, Major Hodges finally met the boys' families.

Respond | Present a News Story or an Interview | 20 minutes

1. Explain that most news stories begin with a brief introduction of the reporters and their guests. Then the story follows a format very similar to a summary. Tell students that an interview involves a reporter's questions and a guest's responses. Explain that the goal of many news stories or interviews is to share important information about a person or an event.
2. Think aloud to model how to use notes to present a news story. Instruct students to listen for how a news reporter shares information about the 5 W's and 1 H.
3. Invite a few students to identify the 5 W's and 1 H of your news story.

Key Ideas

- **when:** June 23, 2018
 - **where:** Mae Sai, Thailand; Tham Luang
 - **who:** the Wild Boars soccer team and coach, parents, rescue workers, local officials
 - **what:** Twelve boys and their soccer coach were believed to be trapped in a flooded cave.
 - **why:** The boys and their coach have not been found yet.
 - **how:** The parents worried when their children didn't come home. Later, rescue workers found the children's bikes.
4. Instruct students to review their notes with their partner or group. Tell them to decide who will present each part of the news story or play a certain role in the interview.

Language Support

As needed, assist students in turning their 5 W's and 1 H for *All Thirteen* into notes to use as a script for their presentation.


Sample Think Aloud

Good evening. My name is _____, and this is the Evening News. Today in Mae Sai, Thailand, rescue workers, local officials, and desperate parents crowded the entrance to karst cave Tham Luang to find 12 children and their soccer coach, who are believed to be trapped inside. Late afternoon on June 23, parents of members of the Wild Boars soccer team became worried when their sons did not return from soccer practice. Rescue workers at the cave discovered the boys' bikes at the entrance and began to search the cave for the children. Heavy rain began that day. The cave was flooding in areas, so rescue workers could not reach the Wild Boars. Stay tuned for updates on this treacherous situation.

- Instruct students to orally rehearse their presentations with their partner or group.

Teacher Note

If more than one group is assigned to each news story, divide the class in half for presentations in smaller groups.

-  **Introduce the learning task.** Instruct students to use their notes to present to the class a news story or interview in response to their prompt.

Analyze Student Progress

Monitor: Do students use accurate, text-based evidence in their news stories or interviews that includes the 5 W's and 1 H?

Offer Immediate Support: If students need additional support responding to their prompt, instruct them to share their notes from the who, what, and when boxes of 5 W's and 1 H for *All Thirteen*.

Plan Future Practice: Students practice summarizing an informational text in module 3.

LAND 5 minutes

Reflect on Learning

- Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the final events of the rescue?
- What did you learn from *All Thirteen*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.3.5 Summary: MM.3.5.B

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.8.5 Presentation: CP.8.5.A, CP.8.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 31

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

Content Framing Question | **Reveal:** What does a deeper look at point of view reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine point of view by comparing excerpts from *All Thirteen* and *Thirteen Lessons That Saved Thirteen Lives*. Students examine a cave diver's account of the rescue in *Thirteen Lessons That Saved Thirteen Lives*. During writing instruction, students use the Checklist for Module Task 2 to provide peer feedback about their partner's opinion essay. This prepares students to use feedback to revise their essays.

P A Prologue to lesson 31 is available for students who need additional support.

Learning Goals

Examine point of view in *All Thirteen* and *Thirteen Lessons That Saved Thirteen Lives*.

LEARNING TASK: Write a response about what first-person point of view reveals about the cave diver's experience.

For Module Task 2, revise an opinion essay.

LEARNING TASK: For Module Task 2, use peer feedback to improve writing.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Point of View
- **Respond:** Explain How Point of View Deepens Understanding
- **Write:** Revise Using Peer Feedback

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*
- excerpt from *Thirteen Lessons That Saved Thirteen Lives* (digital platform)

STUDENTS

- *All Thirteen*
- excerpt from *Thirteen Lessons That Saved Thirteen Lives* (*Learn* book)
- journal
- Checklist for Module Task 2 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)

Preparation

- Determine how students will share their drafts for Module Task 2. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *All Thirteen*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at point of view reveal?
3. Tell students that they will review two texts to examine how point of view gives readers a deeper understanding of an event.

LEARN 53 minutes

Read | Examine Point of View | 20 minutes

1. Ask this question:



How would you describe John and Rick based on what the author writes about them in *All Thirteen*?

Key Ideas

- professional
- knowledgeable about cave diving
- brave
- detailed and organized about the dives
- passionate about getting the boys out safely

2. Explain that students will read two accounts of a similar event from different points of view.

Language Support

Tell students that *first-person point of view* means “told from the perspective of an individual involved with the events (i.e., using *I* or *me*),” while *third-person point of view* means “told from the perspective of someone outside of the events (i.e., using *he*, *she*, or *they*).”

3. Direct attention to chapter 27, “Stage Two: ‘Today Is D-Day,’” in *All Thirteen*. Read aloud the portion of page 185 from “Dr. Harris would” to “they are gone.” Instruct students to listen for the point of view.

Differentiation Support

To support students’ literal comprehension of the two accounts, instruct them to annotate the 5 *W*’s and 1 *H* of each.

4. Ask this question:

 **What is the point of view of this chapter?**

Key Ideas

- third-person point of view
- from someone outside the events of the story
- the author’s point of view

5. Ask this question:

 **What do readers learn about the rescue from these paragraphs?**

Key Ideas

- Note was sedated, and Dr. Harris tested the seal of his mask under the water.
- Jason was the first diver to attempt to dive a boy out of the cave.
- Jason checked his and Note’s gear.
- Jason pulled Note under the water and began the rescue dive.

6. Direct attention to the excerpt from *Thirteen Lessons That Saved Thirteen Lives*, located in the *Learn* book. Explain that the excerpt comes from a book written by John Volanthen. Instruct students to skim the text to explore its structure. Ask these questions:

What do you notice about the excerpt's structure?

How is the structure similar to or different from the structure of *All Thirteen*?

Key Ideas

- The excerpt uses paragraphs, with inner thoughts and dialogue.
- Both texts describe the same problem.
- *All Thirteen* uses chapters and headings, with the date.
- *All Thirteen* describes events in the order they happened.

Read aloud the excerpt and instruct students to listen for the point of view.

Language Support

Using the context of the text, define the term *inert*.

7. Ask this question:

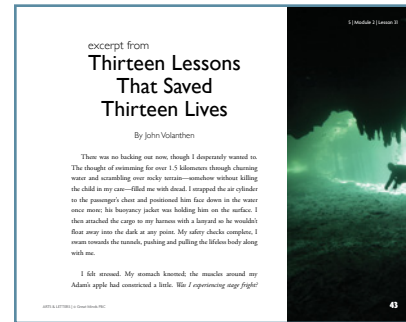
What is the point of view of this excerpt?

Key Ideas

- first-person point of view
- John's point of view
- the diver's point of view

8. Instruct students to read the excerpt and annotate words and phrases John used to describe the boy.

9. Tell students to reread the excerpt and annotate words and phrases that show John's emotions.



Respond | Explain How Point of View Deepens Understanding | 18 minutes

1. Form small groups. Instruct groups to discuss the following questions:

-  **How do John’s descriptions of the boy change throughout the excerpt from *Thirteen Lessons That Saved Thirteen Lives*? Why do they change?**

Listen for students to address key ideas in their discussions.

Key Ideas

- **how:** John called the boy “lifeless” and “inert” to show how helpless the boys were.
- **how:** John’s language changed from “cargo,” “passenger,” and “lifeless body” to “just a kid,” “son, a friend and maybe even a brother,” and “poor kid.”
- **why:** He saw the boy as a child who had loved ones who cared for him, rather than just being part of a mission.


2. Instruct groups to discuss the following questions:

-  **What emotions did John convey in the excerpt from *Thirteen Lessons That Saved Thirteen Lives*? How do you know?**

Listen for students to address key ideas in their discussions.

Key Ideas

- John conveyed empathy for the boy by writing, “the package I was about to transport, while being very much inert, was a human being, *and just a kid.*”
- John conveyed fear about completing the dive rescue by writing, “The thought of swimming for over 1.5 kilometers through churning water and scrambling over rocky terrain—somehow without killing the child in my care—filled me with dread.”
- John conveyed tension and stress by writing, “My stomach knotted; the muscles around my Adam’s apple had constricted a little.”

3.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to the following question: What does first-person point of view in *Thirteen Lessons That Saved Thirteen Lives* help you understand about the divers and their experiences?
-

Analyze Student Progress

Monitor: Do students' responses include details about John's point of view that help them understand the divers and their experiences?

Offer Immediate Support: If students need additional support writing about first-person point of view, direct them to their annotations and ask this question: What do John's words tell you about his experience?

Plan Future Practice: Students practice analyzing point of view in module 4.

4. Invite a few students to share their responses.

Key Ideas

- Even experienced divers had doubts about whether they could complete the rescue.
 - John experienced stage fright, even though he and the other divers practiced and prepared for the rescue.
 - Divers contended with emotional challenges, such as feeling stress during a dive.
 - It was scary to be responsible for a completely helpless child in those dangerous conditions.
5. Remind students that readers can learn about real-life events from multiple accounts written in both first-person and third-person points of view. Explain that though *All Thirteen* author Christina Soontornvat was not present for the Thai cave rescue, she researched it by interviewing rescuers, reading rescuers' firsthand accounts, and examining maps and photographs.

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

 **What are the benefits of each point of view?**

Key Ideas

- **third person/*All Thirteen***: tells the story of the rescue from start to finish
- **third person/*All Thirteen***: offers more than one person’s perspective
- **third person/*All Thirteen***: helps readers understand how the rescue was successful by showing all rescuers and their actions
- **first person/*Thirteen Lessons That Saved Thirteen Lives***: tells the story in a compelling way with specific details of what it was like to be there
- **first person/*Thirteen Lessons That Saved Thirteen Lives***: provides emotional insight
- **first person/*Thirteen Lessons That Saved Thirteen Lives***: creates a tense mood to recreate the moment for readers

7. Remind students of their earlier discussion about how the author describes the British divers in *All Thirteen*. Ask these questions:

 **Has your view of John changed at all? Why or why not?**

Write | Revise Using Peer Feedback | 15 minutes

1. Display the Checklist for Module Task 2, and direct students to the page in their *Learn* book. Tell students that they will provide feedback to a partner based on one element of the checklist. Explain that this will help strengthen their partner’s writing.

Teacher Note

Students may complete the Checklist for Module Task 2 on their *Learn* book page. Alternatively, they may use shared digital documents for peer review. Using technology gives students experience leveraging digital feedback tools.


Checklist		Review 1	Review 2
Module Task 2 Prompt: Which hardships were more difficult to endure for the boys trapped in Tham Luang? Choose one option from the list. Write an essay to support your opinion.			
<ul style="list-style-type: none"> • physical hardships • emotional hardships 			
Knowledge			
shows knowledge of Tham Luang as an extreme setting		<input type="checkbox"/>	<input type="checkbox"/>
shows knowledge of the physical or emotional hardships the boys endured		<input type="checkbox"/>	<input type="checkbox"/>
Writing			
uses a hook to catch the reader’s attention		<input type="checkbox"/>	<input type="checkbox"/>
uses context to help readers understand the topic		<input type="checkbox"/>	<input type="checkbox"/>
has a clear thesis with two reasons		<input type="checkbox"/>	<input type="checkbox"/>
writes about each reason in a proof paragraph		<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to begin proof paragraph 2		<input type="checkbox"/>	<input type="checkbox"/>

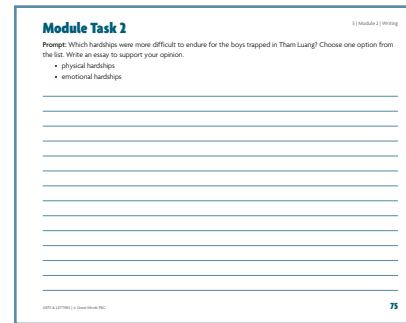
2. Display this feedback: I think your evidence could be stronger. Ask this question:

 **How can you make this feedback more helpful?**

Key Ideas

- Suggest evidence that is more compelling or relevant to the topic.
- Point out one or two quotes from the text.
- Explain why using an exact quote is stronger in this situation.

3. Direct students to Module Task 2, located in the *Learn* book. Instruct students to read the entire draft of their partner’s essay. Tell them to provide feedback on one area of the checklist to help strengthen their partner’s writing.
4.  **Introduce the learning task.** Instruct students to revise their Module Task 2 responses based on their peer review.



Analyze Student Progress

Following completion of Module Task 2, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

5. Invite a few students to share their revised essays.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about point of view?
- What did you learn from *All Thirteen*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.7.5 Structure: MM.7.5.B

MM.8.5 Point of View, Perspective, and Purpose: MM.8.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a, CP.3.5.A.e

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.a, CP.4.5.B, CP.4.5.B.a, CP.4.5.B.b, CP.4.5.C

CP.5.5 Language: CP.5.5.B

CP.6.5 Revision

CP.7.5 Editing

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.B

DF.8.5 Punctuation: DF.8.5.F

DF.13.5 Sentence Construction: DF.13.5.D

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.C

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 32

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

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students review chapter 30 and determine why the rescue mission succeeded despite the extreme setting of Tham Luang. In preparation for discussion, they revisit their rescue logs to identify which factors were most vital to the mission's success. During writing instruction, students collect evidence of how specific people or groups helped during the rescue. They will use this evidence to form an opinion about which person or group contributed most to the rescue effort.

P A Prologue to lesson 32 is available for students who need additional support.

Learning Goals

Determine why the rescue mission in *All Thirteen* succeeded.

LEARNING TASK: During a class discussion, share and support ideas about which factors were most vital to the mission's success.

Collect evidence about the key contributions made by an assigned person or group.

LEARNING TASK: Write specific evidence that shows how an assigned person or group contributed to the rescue effort.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Central Idea
- **Write:** Collect Evidence

LAND

Reflect on Learning

Materials

TEACHER

- *All Thirteen*
- Knowledge Card: *collaboration*

STUDENTS

- *All Thirteen*
- Biography Reference Chart (*Learn* book, lesson 9)
- Rescue Logs 1–7 (*Learn* book)
- Talking Tool (*Learn* book)
- journal
- chart paper

Preparation

- none

Follow-Up

- Before the next lesson, students read chapter 31 of *All Thirteen*.
- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *All Thirteen*, passage 5 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will revisit *All Thirteen* in preparation for a discussion of the book’s central ideas.

LEARN 53 minutes

Read | Prepare for a Discussion | 20 minutes

1. Display and Choral Read today’s discussion question: What factors were most vital to the rescue mission’s success?

Language Support

Based on your students’ needs, pause to explain that *success* means “the correct or desired result of an attempt.”

Tell students that they will collect evidence from their rescue logs, their annotations, and the Biography Reference Chart to answer the discussion question.

2. Direct students to Rescue Logs 1–7, located in the *Learn* book. Instruct students to work with a partner to review the logs and identify the top three factors that helped the rescue succeed.

Differentiation Support

To help students identify and rank the top three factors that contributed to the rescue’s success, ask this question: What specific contributions or actions were essential to the rescue’s success?

L9 | Biography Reference Chart
All Thirteen

Information About Individuals	Notes
Ekklapp "Coach Ek" Chantawong Coach of Wild Boars soccer team; trapped in Tham Luang with the team	
Narongrak Chantaborn Governor of Chiang Rai province; commander of the rescue mission	
Vernon "Vern" Unsworth British cave diver living in Mae Sai; mapped Tham Luang	
Major Charles Hodges US Air Force commander of squadron stationed in Japan who led planning of rescue efforts	

L9 | Rescue Log 1
All Thirteen | Complete the rescue log for chapters 4 and 5.

Mission: Locate the Wild Boars inside Tham Luang.

Name	Challenge(s)	Action(s)	Result(s)
Thai rescue workers			
Thai government officials			

Key Ideas

- People came from all over the world to collaborate on the rescue.
- Many people contributed specialized skills, such as the cave diving experience of the British divers and Vern's extensive knowledge of Tham Luang.
- People like Coach Ek, the Wild Boars, and the divers changed their behaviors and attitudes, learning to conserve their energy and to remain calm, focused, and hopeful.


Respond | Discuss a Central Idea | 18 minutes

- 1.** Explain that the term *collaboration* might be helpful in today's discussion. Display the Knowledge Card for *collaboration*, and direct attention to the image to spark students' memory. Remind students that collaboration is the act of working with another person or group to achieve or do something.
- 2.** Display and introduce the speaking and listening goal for today's discussion: Share about a topic, text, or opinion in a detailed and organized way.
- 3.** Explain that students can practice this goal by using sentence frames. Direct students to the Talking Tool, located in the *Learn* book. Echo Read these sentence frames: First, _____. Also, _____. In addition, _____. Finally, _____.

Model how to use the sentence frames by thinking aloud: In addition to sharing vital information about the cave's structure, Vern helped the rescue by giving the names of the cave divers to the Thai officials.

Teacher Note

During discussion, use the Module 2 Speaking and Listening Tracker, located on the digital platform, to monitor student progress toward these goals.

4.  **Introduce the learning task.** If possible, arrange students in a circle. Facilitate a discussion of this question:

 **What factors were most vital to the rescue mission's success?**

Instruct students to support their ideas with evidence and elaboration from the text. Encourage students to use the Talking Tool to help them do so.

Analyze Student Progress

Monitor: Do students share a factor that clearly contributed to the rescue's success?

Offer Immediate Support: If students need additional support identifying a factor that helped the mission succeed, direct them to a specific rescue-log entry and ask this question: What did this person or group contribute to the rescue?

Plan Future Practice: Students practice discussing important ideas in lesson 33.

5. Conclude the discussion by asking this question:

 **What lessons can you learn from the rescue in *All Thirteen*?**

Key Ideas

- During challenging situations, people from all over the world can work together to create solutions.
 - Through collaboration, people can accomplish seemingly impossible things.
 - Each person or group brings their unique knowledge and skill set to make a mission a success.
 - People often need to adapt their behaviors and mindsets to survive an extreme setting.
6. Direct students to their journals, and instruct them to write what they learned during the discussion. Prompt students to reflect on whether the discussion changed their thinking about which factors were most vital to the rescue.


Write | Collect Evidence | 15 minutes

1. Tell students that after discussing the collaboration required to make the rescue a success, they will now turn their attention to who contributed most significantly to the rescue effort in *All Thirteen*.
2. Form small groups, and assign to each group one of the following:
 - Thanet
 - Vern
 - US Air Force
 - Coach Ek
 - Thai Navy SEALs

Teacher Note

Alternatively, students can choose to collect evidence about a person or group not on the assigned list, such as the Get-It-Done Crew, the water diversion volunteers, or Governor Narongsak.

3. Direct students to Rescue Logs 1–7. Tell them to use the logs to determine the chapters in which their assigned person or group appears. Instruct them to review their annotations for the relevant chapters.

4.  **Introduce the learning task.** Instruct students to write on chart paper specific evidence that shows how the person or group contributed to the rescue effort.

Key Ideas

- **Thanet:** discovered that Tham Luang could be drained; organized and led a team of water diversion volunteers, which helped lower the water levels inside the cave
- **Vern:** volunteered his extensive knowledge of Tham Luang; recommended that Thai officials contact Rob Harper, Rick, and John
- **US Air Force:** proposed multiple options for rescuing the Wild Boars; presented a thorough and detailed plan for a cave-dive rescue, which helped persuade the minister to authorize the rescue
- **Coach Ek:** used his training as a novice monk to motivate the boys to keep fighting and to guide them in meditation to stay calm, focused, and hopeful
- **Thai Navy SEALs:** provided valuable information about the cave conditions by diving into Sam Yaek; stayed with the Wild Boars until a dive rescue could be performed

Analyze Student Progress

Monitor: Do students include details from the text that show how their assigned person or group helped the rescue effort?

Offer Immediate Support: If students need additional support writing specific details about how their assigned person or group contributed to the rescue effort, help them use their rescue logs to find where their assigned person or group is mentioned.

Plan Future Practice: Students practice writing specific evidence about other people and groups in lesson 33.

5. Tell students that they will share their evidence in the next lesson.

Teacher Note

Save the charts to use in future lessons.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about collaboration?
- What did you learn from *All Thirteen*?
- What did you learn to do?

2. Assign the follow-up work to read chapter 31 of *All Thirteen* before the next lesson.

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.2.5 Theme and Central Idea: MM.2.5.C, MM.2.5.D

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A, CP.8.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.C, BU.3.5.D, BU.3.5.E

BU.4.5 Expression

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.D

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 33

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

Content Framing Question | **Know:** How does this text build our knowledge?


OVERVIEW

Preview


In this Know lesson, students reflect on the ways people can work together when faced with a challenging situation in an extreme setting. Students express their knowledge by using correlative conjunctions to connect ideas. During writing instruction, they review evidence about how specific people and groups contributed to the rescue effort in *All Thirteen*. Students collaborate with peers to examine all the evidence in order to form an opinion about which person or group contributed most significantly.

Learning Goals

Synthesize knowledge gained from *All Thirteen*.

 **LEARNING TASK:** Use correlative conjunctions to connect ideas about knowledge gained from *All Thirteen*.

Determine which person or group contributed the most to the rescue in *All Thirteen*.

 **LEARNING TASK:** Write down the person or group who contributed most significantly to the rescue effort, along with three reasons for the choice.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge
- **Respond:** Express Knowledge
- **Write:** Form an Opinion

LAND

Synthesize Learning

Materials

TEACHER

- *All Thirteen*

STUDENTS

- *All Thirteen*
- World Knowledge Statements for Module 2 (*Learn* book)
- Sentence Strategies for Module 2 (*Learn* book, Writing)
- evidence charts (lesson 32)
- journal

Preparation

- Determine how to display students' evidence charts for the Gallery Walk. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *All Thirteen*, passage 5 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will reflect on and write about how people can work together when faced with a challenging situation in an extreme setting.

LEARN 53 minutes

Read | Review Knowledge | 20 minutes

1. Remind students that they read about the boys' recovery in chapter 31. Ask this question:

 **What else did you learn about the Wild Boars in chapter 31?**

Key Ideas

- The team honored Saman's memory by becoming novice monks for nine days.
 - They returned to school to welcoming classmates.
 - Coach Ek and the three boys who were stateless received Thai citizenship.
2. Instruct students to read the author's note, starting on page 221. Tell them to annotate what the author wants readers to learn from the story of the Wild Boars' rescue.

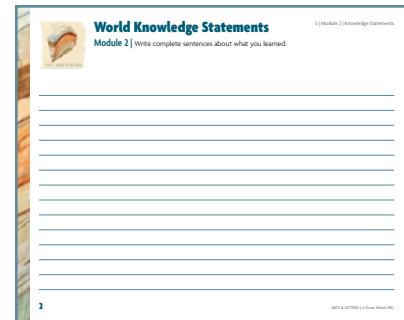
3. Instruct students to Think–Pair–Share to answer this question:

 **What does the author want you to learn from this story?**

Key Ideas

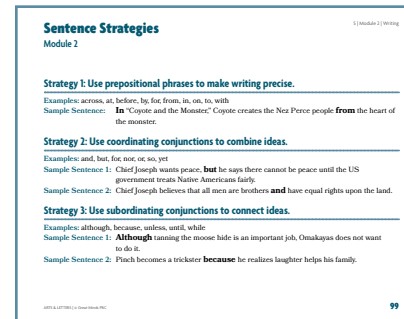
- about the incredible, impossible rescue of the Wild Boars
- about Thailand
- about the tremendous contributions of the Thai people, the British, and the sump divers
- why the Wild Boars are both extraordinary and totally ordinary at the same time
- that “impossible” exists only in your mind, as shown by Coach Ek and the boys, who defied impossible odds

4. Direct students to World Knowledge Statements for Module 2, located in the *Learn* book. Instruct students to review the knowledge statements and to add new ideas they learned from the author’s note.



Respond | Express Knowledge | 15 minutes


1. Tell students that they will now express what they have learned by using correlative conjunctions to connect ideas.
2. Display Sentence Strategies for Module 2, and direct students to the page in their *Learn* book. Instruct students to follow along as you read aloud Sentence Strategy 5: Use correlative conjunctions to connect ideas. Remind students that they previously studied the correlative conjunctions *both/and* and *not only/but also*.



3. Direct attention to Sample Sentence 2: The Wild Boars must **either** dive out of the cave **or** stay in the cave until the end of the rainy season. Ask this question:

 **Which two options does this sentence present?**

Reinforce the correct response: The first option is to dive out, and the second option is to stay in the cave.

4. Explain that the correlative conjunctions *either/or* can be used to connect ideas by referring to one or the other of two alternatives. Tell students that *neither/nor* serve a similar purpose but that they negate both alternatives.
5. Display this sentence: **Neither** diving the Wild Boars out **nor** having the Wild Boars remain in the cave until the end of the rainy season guaranteed a successful rescue. Explain that in this sentence *neither/nor* signal that neither alternative guarantees a successful rescue.
6. Instruct students to complete the Your Turn sentence that starts with “**Neither Rick nor.**”
7. Direct attention to the World Knowledge Chart. Tell students to reflect on the choices that the rescue workers faced. Instruct them to use correlative conjunctions to orally connect those choices to knowledge from the chart. Encourage students to use the correlative conjunctions *either/or* and *neither/nor*, but they may use any of the correlative conjunctions from the Sentence Strategies for Module 2.
8.  **Introduce the learning task.** Direct students to World Knowledge Statements for Module 2. Instruct them to write statements that use correlative conjunctions to express the knowledge they gained from *All Thirteen*.

Analyze Student Progress

Monitor: Do students write meaningful knowledge statements that demonstrate understanding of correlative conjunctions?

Offer Immediate Support: If students need additional support using correlative conjunctions in their knowledge statements, direct them to their journal entries from the previous lessons and instruct them to review how they used correlative conjunctions.

Plan Future Practice: Students practice writing knowledge statements in module 3.

Write | Form an Opinion | 18 minutes

1. Remind students that they wrote on chart paper specific evidence about how their assigned person or group contributed to the rescue. Tell them that they will now reflect on the contributions of other people or groups to form an opinion about who contributed most significantly.
2. Arrange the students' evidence charts by person or group in stations around the room.
 - Thanet
 - Vern
 - US Air Force
 - Coach Ek
 - Thai Navy SEALs
 - any other people or groups whom students chose to write about
3. Lead students in a Gallery Walk to review the evidence charts created for each of the assigned people and groups.
4. Close the Gallery Walk by inviting a few students to share their observations.
5. Conduct a poll to answer this question:



Which person or group do you feel contributed most significantly to the rescue effort?

6. Instruct students to discuss and defend their choices in small groups.
7. Facilitate a brief discussion of these questions:




Did the discussion cause you to change your mind? Why or why not?

Language Support

To help students express their opinions, provide these sentence frames:

- I now think _____ because _____.
- I still believe _____ because _____.

8.  **Introduce the learning task.** Direct students to their journals. Instruct them to write down the person or group whom they feel contributed most significantly to the rescue, along with three reasons that support this opinion.
-

Analyze Student Progress

Monitor: Do students include three text-based reasons to support their opinion?

Offer Immediate Support: If students need additional support writing reasons, direct them to the relevant evidence chart and ask this question: Why did you choose to focus on this particular person or group?

Plan Future Practice: Students practice refining their reasons and evidence in lesson 36.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question and that they have been answering this question in different ways throughout the module. Ask the Essential Question:

 **How does an extreme setting affect a person?**

2. Use responses to reinforce these Knowledge Threads:
- Harsh environmental conditions create extreme settings.
 - Extreme settings can affect a person physically and emotionally, making survival difficult.
 - 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.

Teacher Note

As needed, prompt students to reflect on what they learned throughout the module by asking questions such as these:

- What did you learn about extreme settings?
- What did you learn from *All Thirteen*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.a, CP.4.5.B, CP.4.5.B.a

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.E

BU.4.5 Expression

DF **Develop Foundations**

DF.13.5 Sentence Construction: DF.13.5.A, DF.13.5.D

DM **Develop Metacognition**

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 34

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


OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 2. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students read from a volume of reading text.

Learning Goal

Demonstrate knowledge of extreme settings and apply reading comprehension skills to a new text related to extreme settings.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 2.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Read:** Read More About Extreme Settings

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 2.
- Select volume of reading books for the Read section.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.


LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How does an extreme setting affect a person?
2. Tell students that in this lesson they will show and grow what they know about extreme settings by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment includes four sections. In the first section, students demonstrate fluency by reading aloud a new text related to extreme settings. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Notes

Students may complete Reading Comprehension Assessment 2 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 2. Use this information to plan responsive teaching for lesson 35.

Read | Read More About Extreme Settings | 15 minutes

1. Instruct students who completed the assessment to read a volume of reading book. Those who are still working on the assessment can read a volume of reading book during the regularly scheduled volume of reading time.

LAND 3 minutes**Revisit the Essential Question**

1. Instruct students to share with a partner one thing they learned about extreme settings from the text for Reading Comprehension Assessment 2.
2. Tell students that they will continue to discuss what they have learned about extreme settings during the module finale lessons.

ACHIEVEMENT DESCRIPTOR**DM** Develop Metacognition**DM.3.5 Schema Building**



Lesson 35

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


OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 2. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with roots and module terms. Reviewing the assessment, roots, and module terms solidifies students' understanding of extreme settings and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 2.

 **LEARNING TASK:** Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 2.

Vocabulary

all module 2 terms

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- all module 2 Knowledge Cards

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Glossary for Module 2 (*Learn* book)
- Word Parts Web for *vers*, *vert* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 2 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 2 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question


1. Display and Choral Read the Essential Question: How does an extreme setting affect a person?
2. Tell students that they will listen and follow along with the text for Reading Comprehension Assessment 2 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, and strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 2, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 2. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 2.

Analyze Student Progress

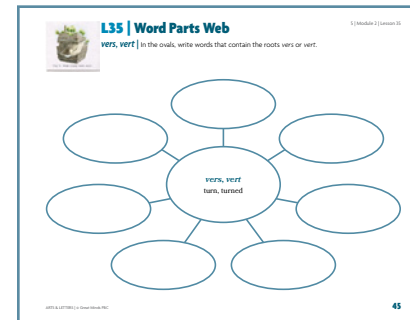
Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 2?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.



Plan Future Practice: Students practice discussing responses to an assessment in module 3.

Engage | Build Vocabulary | 20 minutes

1. Remind students that knowing the definition of a root can help readers understand the meanings of new words. Direct students to the term *diversion* in the Glossary for Module 2, located in the *Learn* book. Invite a few students to identify the root and share the root's definition. Reinforce the correct response: *vers* and *vert* mean “turn or turned.”
2. Direct students to the Word Parts Web for *vers*, *vert*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the roots *vers* or *vert* and then add those words to their webs. Tell students to use glossaries and dictionaries as needed.
3. Invite a few students to share their words. Students may generate words such as these: *adverse/adversity*, *convert*, *converse*, *divert/diversion*, *invert/inversion*, *revert/reverse*, *universe*, *vertical*. Correct any misunderstandings or misapplied affixes.
4. Instruct students to choose two or three words on their web and quickly sketch an image to illustrate each word. Tell students to add their drawings underneath or next to the words they represent.



5. Invite a few students to share one of their drawings. Ask these questions:

-  **What do you notice about the drawings?**
-  **How do they relate to the meaning of *vers* and *vert*?**

6. Remind students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.

- **Share What You Know:** Choose one Knowledge Card, and read aloud the term and definition. Direct students to the World Knowledge Statements for Module 2, located in the *Learn* book. Instruct students to write a knowledge statement containing the term and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
- **Link-Up:** Assign two Knowledge Cards to each student. Invite students to find a partner. Instruct pairs to create complete sentences using two of the assigned terms. Invite pairs to share their sentences with the class. Instruct students to find another partner and repeat the activity.

Teacher Note

Reviewing Knowledge Cards offers an opportunity to deepen students' understanding of the knowledge of the module. Consider which Knowledge Threads to elevate when selecting words for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes

Reflect on the Assessment

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students that they will continue to discuss what they have learned about extreme settings during the module finale lessons.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.d, MM.5.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

BU Build Understanding

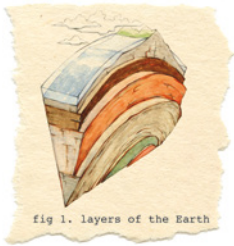
BU.2.5 Discovery and Evidence

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.4.5 Reflection and Evaluation



Lesson 36

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

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students revisit the module texts to identify the ways that individuals responded to extreme settings. During a Socratic seminar, students use evidence from “All Summer in a Day” and *All Thirteen* to discuss what is most important for survival in an extreme setting. During writing instruction, students review their responses from previous lessons about who they think contributed most to the rescue effort. Students choose an individual or group and then collect evidence in preparation for the End-of-Module Task.

Learning Goals

Apply knowledge of how people survive in extreme settings.

LEARNING TASK: Following a Socratic seminar, add to or revise your response based on the ideas other students shared during the discussion.

For the End-of-Module Task, collect evidence from *All Thirteen* about the person or group who contributed most significantly to the rescue effort.

LEARNING TASK: For the End-of-Module Task, write at least two pieces of evidence from *All Thirteen* for each proof paragraph on the evidence organizer.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss Module Knowledge
- **Write:** Prepare for the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- specified texts
- Knowledge Card: *extreme setting*
- Talking Tool (*Learn* book)

STUDENTS

- specified texts
- Rescue Logs 1–7 (*Learn* book)
- journal
- End-of-Module Task (*Learn* book, Writing)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)
- evidence charts (lesson 32)

Preparation

- Prepare to use the following texts: *All Thirteen*, “All Summer in a Day.”
- Determine how to display the evidence charts from lessons 32 and 33. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display *All Thirteen*. Remind students that a finale is a big performance at the end of a concert or show, when the performers put all their talents together. In this set of finale lessons, students will put all their knowledge together to discuss and write about the Essential Question.
2. Display and Choral Read the Essential Question: How does an extreme setting affect a person?
3. Reinforce that students thought deeply about the Essential Question as they read each module text. Explain that in this lesson students will discuss what they have learned about two extreme settings and how people responded to those settings.

LEARN 53 minutes

Read | Prepare for a Discussion | 15 minutes

1. Tell students that they will participate in a Socratic seminar to share the knowledge they have gained from the module texts. Remind students that, just like in their opinion writing, they must support their ideas with evidence from the text.

Teacher Note

If time allows, remind students that the name of the Socratic seminar comes from the ancient Greek philosopher Socrates. Share that Socrates loved to teach by asking his students challenging questions and discussing them together. In these discussions, students could disagree with another's position, but by listening closely to all ideas, they deepened their knowledge about a topic.

2. Display and Choral Read the discussion question: What is most important to survival in an extreme setting? Tell students that they will discuss this question to help them respond to the Essential Question.

3. Display the Knowledge Card for *extreme setting*, and direct attention to the image to spark students' memory. Remind students that an extreme setting refers to a setting that is difficult to survive in due to environmental conditions. Emphasize that students have learned about two specific extreme settings, one imagined and one real, by reading a science-fiction short story and an informational text.

Language Support

Keep the Knowledge Card for *extreme setting* displayed for students to refer to while preparing for and participating in the discussion.

4. Direct students to their journals, “All Summer in a Day,” *All Thirteen*, and their rescue logs, located in the *Learn* book. Instruct students to collect evidence from the texts to answer this question:

 **How did individuals in “All Summer in a Day” and *All Thirteen* respond to the extreme settings?**

Invite a few students to share their responses.

Key Ideas

- **“All Summer in a Day”**: Margot does not play or sing with the other children.
- **“All Summer in a Day”**: Margot’s appearance becomes washed out, like a ghost.
- **“All Summer in a Day”**: The other children are cruel to Margot because they are jealous of her memories of the sun.
- **“All Summer in a Day”**: When the sun comes out, the children are happy and run free like wild animals.
- **“All Summer in a Day”**: When the rain returns, the children cry and become quiet, sad, and ashamed of what they did to Margot.
- ***All Thirteen***: The Wild Boars adjusted their behavior and their thinking to survive in the cave.
- ***All Thirteen***: The cave divers were careful and followed strict rules to stay safe in the dangerous passages.

- **All Thirteen:** Thanet learned more about Tham Luang to understand how to drain the water through the pond at Sai Tong.
- **All Thirteen:** The rescue team worked together to come up with new solutions to the problems they faced, such as sedating the boys for the dive and using a zip line to get the boys out of the cave.

5. Direct students to their journals. Tell students to review their evidence and write a brief response to the following question:

 **What is most important to survival in an extreme setting?**

Respond | Discuss Module Knowledge | 20 minutes

1. Facilitate a brief discussion of this question:

 **What are the three speaking and listening goals that you practiced during this module?**

Reinforce the correct responses:

- Adjust your speech to match your audience, setting, and purpose.
 - Review and make conclusions about others' ideas.
 - Share about a topic, text, or opinion in a detailed and organized way.
2. Explain that students will continue to practice these goals in their discussion. Display the Talking Tool and briefly review the sentence frames with students. Tell them to use the sentence frames as needed during the discussion.

Teacher Note

During the discussion, use the Module 2 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward these goals. Focus attention on monitoring the progress of students who have not yet met the three speaking and listening goals for the module.

3. If possible, arrange students in a circle for the discussion. Tell them to bring their journals and module texts with them. Begin the discussion by asking this question:

 **What is most important to survival in an extreme setting?**

Ask these questions as needed to further the discussion:


- What causes people to respond differently?
- What helps people respond effectively in extreme settings?

Language Support

To help students use content vocabulary in their responses, display additional Knowledge Cards for the discussion (e.g., *collaboration, environmental conditions, hardship, panic, vital*).

Teacher Note

Though the learning task focuses on students' understanding of the content, the task also provides students an opportunity to practice their oral language skills. Students practice connecting two or more ideas by using appropriate transitions and correlative conjunctions during the Know lessons in this module.

4. Bring the Socratic seminar to a close, and remind students that they will engage in Socratic seminars again at the end of each module.
5.  **Introduce the learning task.** Instruct students to return to their written response in their journal. Tell them to add to or revise their response based on the ideas that other students shared during the discussion.

Analyze Student Progress

Monitor: Do students' responses reflect their deep thinking about the discussion, including new ideas?

Offer Immediate Support: If students need additional support considering new ideas, ask this question: What did you hear during the discussion that was new or different from your idea about a kind of contribution?

Plan Future Practice: Students practice participating in class discussions in module 3.

6. Direct attention to the responses students wrote in their journals before the discussion. Invite students to explain whether their initial ideas were strengthened or challenged by the discussion and to provide specific examples as support.

Write | Prepare for the End-of-Module Task | 18 minutes


1. Facilitate a brief discussion of this question:

 **How is discussing your opinion different from writing about it?**

Key Ideas

- **discussion:** instantly share your ideas with others
 - **writing:** can add to or revise your ideas before sharing them
 - **discussion:** listen to and respond to other ideas in the moment
 - **writing:** consider your audience but do not get a response from the audience
 - **discussion:** cannot plan the exact structure of how you will express your opinion
 - **writing:** use a clear structure to express your opinions
2. Use responses to emphasize that while students can prepare for both a discussion and an essay, they can use the Painted Essay® structure to carefully consider how they want to express their opinion when writing an opinion essay about it.

3. Display the End-of-Module Task, and direct students to the page in their *Learn* book. Choral Read the prompt. Ask this question:

 **What information do you need to include in your essay to answer this prompt?**

Key Ideas

- evidence from *All Thirteen* about what people did and what happened as a result
- details about the extreme setting of Tham Luang
- steps in the rescue about people and groups who supported the efforts
- facts about cave diving or water diversion

4. Explain that this opinion essay will require similar planning and structure as Module Task 1 and Module Task 2.

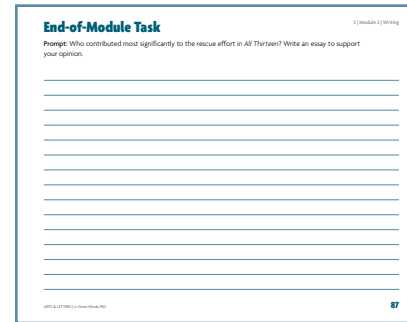
Teacher Note

Tell students that they can form an opinion about a single person (e.g., Rick, Vern, Thanet) or a group of people (e.g., Thai Navy SEALs, Thai government officials) who contributed to the rescue.

5. Remind students that in previous lessons they listed the contributions of the people and groups, chose an individual or group who contributed the most, and listed three reasons for their choice. Direct students to their journals and instruct them to read the response.
6. Direct students to the Evidence Organizer for the End-of-Module Task, located in the *Learn* book. Instruct students to write a thesis that names the person or group they chose and two reasons that person or group contributed most significantly to the rescue effort.

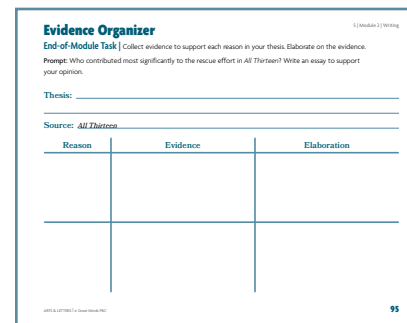
Language Support

To help students write their opinion and two reasons, provide this sentence frame: _____ made the most significant contributions to the rescue because they _____ and _____.



End-of-Module Task

Prompt: Who contributed most significantly to the rescue effort in *All Thirteen*? Write an essay to support your opinion.



Evidence Organizer


End-of-Module Task | Collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: Who contributed most significantly to the rescue effort in *All Thirteen*? Write an essay to support your opinion.

Thesis: _____

Source: *All Thirteen*

Reason	Evidence	Elaboration

-  **Introduce the learning task.** Instruct students to collect evidence from *All Thirteen*, their rescue logs, and the evidence charts from the Gallery Walk. Explain that students should select at least two pieces of evidence to support each reason. Tell students to write their evidence on the Evidence Organizer for the End-of-Module Task.

Analyze Student Progress

Monitor: Do students write strong and relevant evidence that clearly supports each reason?

Offer Immediate Support: If students need additional support collecting evidence, direct them to specific chapters in *All Thirteen* based on their two reasons.

Plan Future Practice: Students practice collecting evidence to respond to a prompt in module 4.

- Tell students that they will write a draft of their essay for the End-of-Module Task in the next lesson.

LAND 5 minutes

Synthesize Learning

- Direct attention to both knowledge charts, and facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:

 **What did you learn by discussing extreme settings?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from listening to your classmates' ideas?
- How did the speaking and listening goals help you participate in the discussion?

- Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A, MM.1.5.B

MM.2.5 Theme and Central Idea: MM.2.5.A, MM.2.5.B, MM.2.5.C, MM.2.5.D

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.2.5 Planning: CP.2.5.A, CP.2.5.D

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a, CP.3.5.A.e, CP.3.5.A.f, CP.3.5.B

CP.4.5 Structure

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A, CP.8.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.C, BU.3.5.D, BU.3.5.E

BU.4.5 Expression

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation

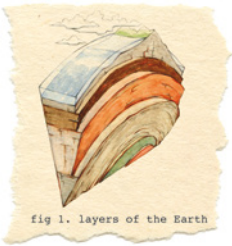


fig 1. layers of the Earth

Lesson 37

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

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students prepare for and draft their responses to the End-of-Module Task. Students use their knowledge of opinion essays to discuss ideas for introductory paragraphs and begin to write a draft of their opinion essay.

Learning Goals

For the End-of-Module Task, use knowledge of opinion essay structure and purpose to write an introductory paragraph.

LEARNING TASK: For the End-of-Module Task, write an introductory paragraph for an opinion essay.

For the End-of-Module Task, use knowledge of opinion writing to write a response.

LEARNING TASK: For the End-of-Module Task, write a draft of an opinion essay in response to the writing prompt.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Write:** Prepare for the End-of-Module Task
- **Write:** Draft the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- *All Thirteen*

STUDENTS

- *All Thirteen*
- Evidence Organizer for the End-of-Module Task
(*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)
- Checklist for the End-of-Module Task (*Learn* book, Writing)

Preparation

- Determine how students will access the End-of-Module Task.
Students continue to work with this task in subsequent lessons.

Follow-Up

- Students listen to, read, or explore a volume of reading text.
They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *All Thirteen*.
2. Display and Choral Read the Essential Question: How does an extreme setting affect a person?
3. Tell students that they will orally rehearse an aspect of their introductory paragraph and draft a response to the End-of-Module Task: Who contributed most significantly to the rescue effort in *All Thirteen*?

LEARN 53 minutes

Write | Prepare for the End-of-Module Task | 25 minutes


1. Direct attention to the ELA Knowledge Chart. Assess and activate prior knowledge by asking this question:



What have you learned about opinion writing?

Key Ideas

- Though an opinion can't be proven true or false, I can make an opinion stronger by using specific reasons and evidence.
- I need to be selective about which evidence is stronger.
- I need to consider when to paraphrase evidence and when to quote directly from the text.
- Demonstrating knowledge of the topic can also make my opinion stronger.

2. Direct students to the Evidence Organizer for the End-of-Module Task, located in the *Learn* book. Tell students to review the organizer and to consider what is most interesting about their topic and what background information would be helpful to readers.
3. Instruct students to orally rehearse with a partner the hook or the context for their introductory paragraph.
4.  **Introduce the learning task.** Direct students to the End-of-Module Task, located in the *Learn* book. Instruct students to draft an introductory paragraph for the End-of-Module Task. Remind students to use the Checklist for the End-of-Module Task as a guide.

Teacher Note

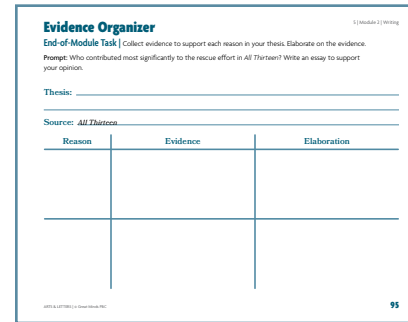
In this lesson, students begin the End-of-Module Task. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally.

Analyze Student Progress

Monitor: Do students' introductory paragraphs both engage and provide background for a reader before stating the thesis?

Offer Immediate Support: If students need additional support drafting the context, ask this question: What information is most important for a reader to understand to make your thesis clear?

Plan Future Practice: There is no additional instruction on writing introductory paragraphs for an opinion essay in this level.

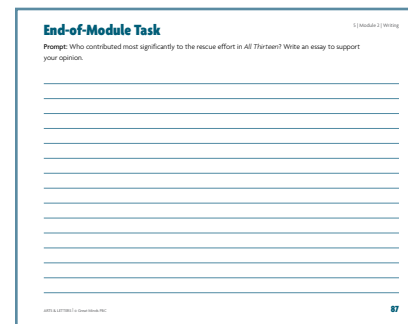


Evidence Organizer
End-of-Module Task | Collect evidence to support each reason in your thesis. Elaborate on the evidence.
 Prompt: Who contributed most significantly to the rescue effort in AI? Thirteen? Write an essay to support your opinion.

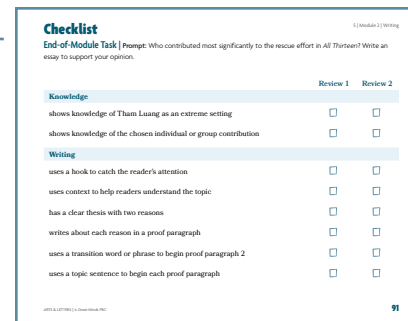
Thesis: _____

Source: *All Thirteen*

Reason	Evidence	Elaboration



End-of-Module Task
 Prompt: Who contributed most significantly to the rescue effort in AI? Thirteen? Write an essay to support your opinion.



Checklist
End-of-Module Task | Prompt: Who contributed most significantly to the rescue effort in AI? Thirteen? Write an essay to support your opinion.

	Review 1	Review 2
Knowledge		
shows knowledge of Tham Luang as an extreme setting	<input type="checkbox"/>	<input type="checkbox"/>
shows knowledge of the chosen individual or group contribution	<input type="checkbox"/>	<input type="checkbox"/>
Writing		
uses a hook to catch the reader's attention	<input type="checkbox"/>	<input type="checkbox"/>
uses context to help readers understand the topic	<input type="checkbox"/>	<input type="checkbox"/>
has a clear thesis with two reasons	<input type="checkbox"/>	<input type="checkbox"/>
writes about each reason in a proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to begin proof paragraph 2	<input type="checkbox"/>	<input type="checkbox"/>
uses a topic sentence to begin each proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>

Write | Draft the End-of-Module Task | 28 minutes

1. Direct attention to the Evidence Organizer for the End-of-Module Task. Ask this question:

 **What do you need to include in your response to the End-of-Module Task?**

Key Ideas

- context that gives readers relevant information about the person or group and the cave rescue
- thesis that states an opinion and two reasons about who contributed the most to the cave rescue
- evidence of the person's or group's contributions that supports the two reasons
- elaboration that explains how the person's or group's actions affected the rescue
- concluding paragraph that tells readers why this person's or group's contributions are important

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

 **Which resources can you use to support your writing?**


Key Ideas

- Painted Essay®—Opinion
- Sentence Strategies for Module 2
- Writing Model for Module 2
- Checklist for the End-of-Module Task
- Evidence Organizer for the End-of-Module Task

3. Use responses to create a list of resources (e.g., on chart paper). Display the list so that students can refer to it as they write their essays.

Teacher Note

Save the list to use in lesson 38.

4.  **Introduce the learning task.** Instruct students to write a draft of their response to the End-of-Module Task. Remind students to use the checklist as a guide while writing and to use the resources in the *Learn* book for support.

Analyze Student Progress

Monitor: Do students write an opinion essay that includes information about the person or group and the reasons they believe that the person or group contributed the most to the rescue?

Offer Immediate Support: If students need additional support writing their proof paragraphs, direct them to the Checklist for the End-of-Module Task and review the elements needed in a proof paragraph.

Plan Future Practice: Students continue refining their essays in lesson 38.

LAND 5 minutes

Synthesize Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:

 **What important knowledge did you build about extreme settings?**

 **What helped you communicate in writing your knowledge about extreme settings?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn to do as a reader?
- What did you learn to do as a writer?
- What did you learn from orally rehearsing before writing?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a, CP.3.5.A.e

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.a, CP.4.5.B, CP.4.5.B.a, CP.4.5.B.b, CP.4.5.C

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A

BU.2.5 Discovery and Evidence

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.B

DF.8.5 Punctuation: DF.8.5.F

DF.13.5 Sentence Construction: DF.13.5.D

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation

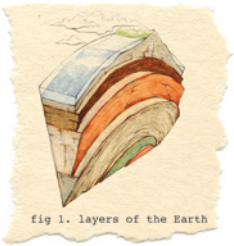


fig 1. layers of the Earth

Lesson 38

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

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students finalize their responses to the End-of-Module Task and provide peer feedback. Students review the feedback from their peers and use it to guide revision of their opinion essays.

Learning Goals

For the End-of-Module Task, provide peer feedback before revision.

LEARNING TASK: For the End-of-Module Task, provide feedback to a peer by using the Checklist for the End-of-Module Task.

For the End-of-Module Task, use peer feedback to revise an opinion essay.

LEARNING TASK: For the End-of-Module Task, revise an opinion essay to strengthen an area of focus.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Provide Feedback
- **Write:** Revise the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- *All Thirteen*
- list of resources (lesson 37)

STUDENTS

- *All Thirteen*
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)
- Painted Essay®—Opinion (*Learn* book, Writing)
- Sentence Strategies for Module 2 (*Learn* book, Writing)
- Writing Model for Module 2 (*Learn* book, Writing)

Preparation

- Determine peer review assignments and how students will access their peer's writing and checklist.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display *All Thirteen*.
2. Display and Choral Read the Essential Question: How does an extreme setting affect a person?
3. Tell students that they will review and revise an opinion essay to respond to the End-of-Module Task.

LEARN 53 minutes

Write | Provide Feedback | 25 minutes

1. Provide additional time for students who require it to complete their writing from the previous lesson.

Differentiation Support

At the start of this lesson, students will be at different phases in completing the End-of-Module Task. Some students may require additional time to complete the learning task from the previous lesson. Take into account your students' progress toward completion, and adjust the timing of this lesson as needed.

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

 **How do writers show their knowledge in opinion writing?**

Key Ideas

- by including relevant evidence from the text
 - by using topic-specific vocabulary
 - by providing specific details about the topic
3. Use responses to emphasize that each paragraph of an opinion essay can show knowledge of the topic.

4. Remind students that they have provided feedback to their peers about their module task responses by using the writing checklists throughout the module. Display the Checklist for the End-of-Module Task, and direct students to the page in their *Learn* book. Choral Read the Knowledge rows:

- shows knowledge of Tham Luang as an extreme setting
- shows knowledge of the chosen individual or group contribution

	Review 1	Review 2
Knowledge		
shows knowledge of Tham Luang as an extreme setting	<input type="checkbox"/>	<input type="checkbox"/>
shows knowledge of the chosen individual or group contribution	<input type="checkbox"/>	<input type="checkbox"/>
Writing		
uses a hook to catch the reader's attention	<input type="checkbox"/>	<input type="checkbox"/>
uses context to help readers understand the topic	<input type="checkbox"/>	<input type="checkbox"/>
has a clear thesis with two reasons	<input type="checkbox"/>	<input type="checkbox"/>
writes about each reason in a proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to begin proof paragraph 2	<input type="checkbox"/>	<input type="checkbox"/>
uses a topic sentence to begin each proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>

5. Tell students that they will provide feedback to their partner by underlining or highlighting instances in the End-of-Module Task response where their partner demonstrates knowledge of either Tham Luang or their chosen person's or group's contribution. Tell students to provide at least one suggestion for where their partner could add knowledge of their topic.
6. Instruct students to identify one or two additional criteria from the writing checklist that they want feedback on from a peer.
7. **Introduce the learning task.** Instruct students to provide feedback to their partner by using the Knowledge rows of the checklist and any other criteria on the checklist that the writer identified. Tell students to discuss their feedback with their partner and to share ideas and examples that could improve the essays.

Teacher Note

Students may complete the Checklist for the End-of-Module Task on their *Learn* book page. Alternatively, they may use shared digital documents for peer review. Using technology gives students experience leveraging digital feedback tools.

Language Support

To help students provide feedback, provide these sentence frames:

- One strength of your essay is _____.
- The sentence _____ supports your opinion that _____.

Analyze Student Progress

Monitor: Do students provide specific, actionable, supportive feedback by using the appropriate rows of criteria from the Checklist for the End-of-Module Task?

Offer Immediate Support: If students need additional support providing feedback, instruct them to reread the essay out loud and pause after each paragraph to locate and review the components listed in the checklist.

Plan Future Practice: Students practice providing feedback in module 3.

Write | Revise the End-of-Module Task | 28 minutes


1. Ask this question:

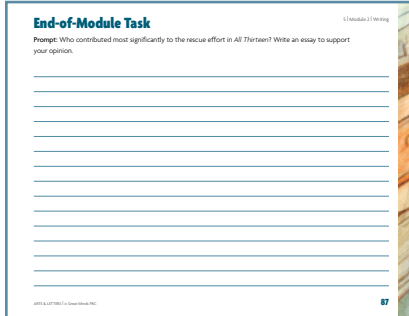
 **What do you plan to focus on as you revise your opinion essay?**

Invite a few students to share their responses.

2. Display the list of resources to support student revisions from the previous lesson:

- Painted Essay®—Opinion
- Sentence Strategies for Module 2
- Writing Model for Module 2
- Checklist for the End-of-Module Task
- Evidence Organizer for the End-of-Module Task

3.  **Introduce the learning task.** Direct students to the End-of-Module Task, located in the *Learn* book. Instruct students to revise their End-of-Module Task responses based on peer feedback.



Analyze Student Progress

Following completion of the End-of-Module Task, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

4. Invite a few students to share their concluding paragraphs.

LAND 5 minutes

Synthesize Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:

 **What important knowledge did you express in your writing?**

 **What helped you communicate your ideas in writing?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking this question: How did your peer's feedback guide the revision of your opinion essay?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.A, CP.1.5.H

CP.3.5 Content: CP.3.5.A, CP.3.5.A.a, CP.3.5.A.e

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.a, CP.4.5.B, CP.4.5.B.a, CP.4.5.B.b, CP.4.5.C

CP.5.5 Language: CP.5.5.B

CP.6.5 Revision

CP.7.5 Editing

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.2.5 Discovery and Evidence

BU.3.5 Conversation and Collaboration: BU.3.5.F, BU.3.5.G

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.B

DF.6.5 Foundational Writing: DF.6.5.A

DF.8.5 Punctuation: DF.8.5.F

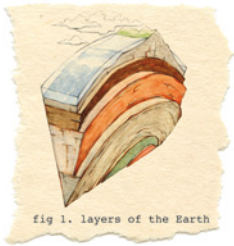
DF.13.5 Sentence Construction: DF.13.5.D

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 39

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

Content Framing Question | **Know:** How does this text build our knowledge?


OVERVIEW

Preview

In this module finale lesson, students share their responses to the End-of-Module Task in small groups. Students then select the top three reasons why their person or group should be the recipient of the 2018 Most Valuable Rescuer Award and engage in Take a Stand to vote on the award winner.

Learning Goal

Share responses to the End-of-Module Task to choose which person or group contributed most significantly to the rescue effort.

 **LEARNING TASK:** Collaborate to determine the top three reasons why a person or group should be awarded for their contribution to the rescue effort.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Share Writing

LAND

Synthesize Learning

Materials

TEACHER

- *All Thirteen*

STUDENTS

- *All Thirteen*
- End-of-Module Task (*Learn* book, Writing)
- chart paper

Preparation

- Determine how to display the responses for Take a Stand. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display *All Thirteen*.
2. Display and Choral Read the Essential Question: How does an extreme setting affect a person?
3. Tell students that they will share their responses to the End-of-Module Task.


LEARN 53 minutes

Write | Share Writing | 53 minutes

1. Explain to students that they will have an opportunity to share their responses to the End-of-Module Task. Tell them that at the end of the lesson they will vote to determine the winner of the 2018 Most Valuable Rescuer Award, which will be given to the person or group who contributed most significantly to the Thai cave rescue effort.
2. Form small groups. Group together students who chose the same person or group for the End-of-Module Task. Instruct students to share their writing with the group.

Teacher Note

As needed, instruct students who were the only ones to choose their respective person or group to partner up and share their writing.

- 3.  Introduce the learning task.** Instruct students to work with their group to select the top three reasons why their person or group deserves the award. Tell students to write on chart paper the name of their person or group and the top three reasons.
-

Analyze Student Progress

Monitor: Do students demonstrate understanding of strong, compelling reasons through their selection?

Offer Immediate Support: If students need additional support coming to agreement on their top three reasons, allow them to consult a member of a different group to choose the most compelling reasons and explain why.

Plan Future Practice: Students practice sharing their writing in module 3.

- 4.** Display the chart paper around the room. Lead students through Take a Stand to decide which person or group deserves the 2018 Most Valuable Rescuer Award. Instruct each group to share their reasoning with the class. Tell students to move to a different area of the room if they find that group's reasoning to be more compelling than their original group's ideas.
- 5.** Conduct a poll to vote on the recipient of the award.

Teacher Note

If time permits, students can vote on other rescue effort categories such as Best Team Player or Most Knowledgeable Person.

LAND 5 minutes

Synthesize Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of this question:

 **Now that we've studied extreme settings and the Thai cave rescue, what are you interested in learning more about?**

Teacher Note

As needed, prompt students to reflect on the questions in their Notice and Wonder Charts from the module, located in the *Learn* book.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.10.5 Argument: MM.10.5.B

CP Compose and Present Content

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

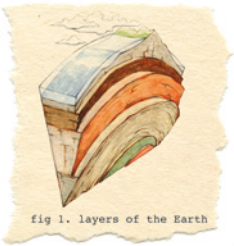
BU.4.5 Expression

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 40

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

OVERVIEW

Preview

In this closing Bookend lesson, students reflect on the module topic and Essential Question. Students share what they learned about extreme settings. They continue to engage with the module topic through an experience that the teacher chooses. Students may explore cave systems, experience a guest speaker, read a book about extreme settings, or engage in a teacher-created experience.

Learning Goals

- Share knowledge gained from the module about extreme settings.
- Reflect on the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss New Knowledge
- **Engage:** Explore, Experience, or Read

LAND

Revisit the Essential Question

Vocabulary

none

Materials and Preparation

- Prepare materials for the selected activity in the Engage section.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH **2 minutes**

Read the Essential Question

1. Tell students that today is the final day of the second module.
2. Display and Choral Read the Essential Question: How does an extreme setting affect a person?




Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, languages, and experiences.

LEARN **53 minutes**

Share | Discuss New Knowledge | **8 minutes**

1. Tell students that they will share what they have learned about the module topic. Instruct students to Think–Pair–Share to answer these questions:

-  **What did you learn about extreme settings that you didn't know before?**
-  **What text or work of art in this module is most important to you? Why?**
-  **What did you learn about collaboration that you might apply to your own life?**

Engage | Explore, Experience, or Read | 45 minutes

Choose an Explore, Experience, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | Explore Cave Systems

1. Instruct students to select a cave system in their state or region. Tell students to learn more about this topic by researching books, internet sources, and maps. As students learn about their selected cave system, ask these questions:

 **What are some similarities and differences between your cave system and Tham Luang?**

 **What are three facts that you would like to share about your cave system?**

2. Form small groups. Tell students to share with their groups three facts about the cave system they chose.

Option 2 | Experience a Guest Speaker

1. Invite a first responder from the community to speak about a challenging rescue or how they collaborate with other first responders in the community.

Teacher Note

Consider a virtual guest speaker instead of an in-person guest speaker.

2. Begin the discussion by asking these questions:

 **What was the most challenging rescue that you ever performed?**

 **What made the rescue so challenging?**

 **What advice do you have about extreme or dangerous settings?**

3. Instruct students to listen to what the guest speaker says, pose their own questions, and write down notes in their journals.
4. Invite students to share what they learned about the rescue of the Wild Boars. Ask the guest speaker these questions:

 **If you were there, what role would you have played?**

 **How has collaboration played a role in your work?**

 **How has practice or rehearsal played a role in your work?**

Option 3 | Read a Text

1. Read a volume of reading text about an extreme setting.
2. Facilitate a brief discussion about students' experiences with the book.

LAND 5 minutes

Revisit the Essential Question

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option from the Engage section, to initiate the discussion:
 - **Option 1**—What did you learn about a cave system in your state or region?
 - **Option 2**—What did you learn from the guest speaker about a challenging rescue or collaboration?
 - **Option 3**—What did you learn about an extreme setting as a result of reading the book?
2. Reinforce that students have built a lot of knowledge about how extreme settings can affect people. Encourage students to continue seeking knowledge about extreme settings.

ACHIEVEMENT DESCRIPTORS

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.B

BU.2.5 Discovery and Evidence: BU.2.5

BU.4.5 Expression

DM Develop Metacognition

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation

Achievement Descriptors

Below is a list of the Achievement Descriptors by code and number. The following pages include a list of the specific grade-level Achievement Descriptors addressed in this module.

ACHIEVEMENT DESCRIPTOR NUMBERS BY STRAND

MM Make Meaning from Texts

- MM.1 Comprehension and Evidence
- MM.2 Theme and Central Idea
- MM.3 Summary
- MM.4 Individuals, Events, and Ideas
- MM.5 Vocabulary
- MM.6 Diction
- MM.7 Structure
- MM.8 Point of View, Perspective, and Purpose
- MM.9 Media
- MM.10 Argument
- MM.11 Connections
- MM.12 Complexity, Diversity, and Genre

CP Compose and Present Content

- CP.1 Genre
- CP.2 Planning
- CP.3 Content
- CP.4 Structure
- CP.5 Language
- CP.6 Revision
- CP.7 Editing
- CP.8 Presentation

BU Build Understanding

- BU.1 Inquiry and Credibility
- BU.2 Discovery and Evidence
- BU.3 Conversation and Collaboration
- BU.4 Expression

DF Develop Foundations

- DF.1 Print Concepts
- DF.2 Phonemic Awareness
- DF.3 Phonics and Spelling

- DF.4 High-Frequency and Irregularly Spelled Words
- DF.5 Fluency
- DF.6 Foundational Writing
- DF.7 Capitalization
- DF.8 Punctuation
- DF.9 Nouns and Pronouns
- DF.10 Verbs
- DF.11 Adjectives and Adverbs
- DF.12 Prepositions
- DF.13 Sentence Construction

DM Develop Metacognition

- DM.1 Content Stages
- DM.2 Comprehension Monitoring
- DM.3 Schema Building
- DM.4 Reflection and Evaluation

ACHIEVEMENT DESCRIPTORS IN MODULE 2

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: Read, listen, or observe closely to comprehend a grade-level text, determining what it says explicitly, making logical inferences, and supporting observations, questions, and conclusions with specific textual evidence.

MM.1.5.A: Quote accurately from a literary text.

MM.1.5.B: Quote accurately from an informational text.

MM.2.5 Theme and Central Idea: Identify the themes and central ideas of a text and explain their development.

MM.2.5.A: Determine a theme of a literary text.

MM.2.5.B: Explain how details in a literary text, including characters' responses to challenges or a speaker's reflections on a topic, convey a theme.

MM.2.5.C: Determine two or more main ideas of an informational text.

MM.2.5.D: Explain how key details in a text support two or more main ideas in an informational text.

MM.3.5 Summary: Summarize a text, including its key ideas and details.

MM.3.5.A: Summarize a literary text.

MM.3.5.B: Summarize an informational text.

MM.3.5.C: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

MM.4.5 Individuals, Events, and Ideas: Explain how and why key individuals, events, and ideas of a text develop, relate, and interact.

MM.4.5.A: Compare two or more characters, settings, or events, using specific and relevant details from a literary text.

MM.4.5.B: Explain the relationships and interactions between two or more individuals, events, ideas, or concepts in an informational text.

MM.5.5 Vocabulary: Determine the literal, connotative, and figurative meanings of words and phrases.

MM.5.5.A: Determine the literal meaning of unknown words and phrases.

MM.5.5.A.a: Determine the literal meaning of unknown words and phrases as they are used in a literary text.

MM.5.5.A.b: Determine the literal meaning of unknown words and phrases as they are used in an informational text.

MM.5.5.A.c: Use context (e.g., cause and effect relationships, comparisons) as a clue to meaning.

MM.5.5.A.d: Use common grade-level Greek and Latin affixes and roots as clues to meaning.

MM.5.5.A.e: Consult reference materials to determine or clarify pronunciation or precise meaning.

MM.5.5.B: Determine the connotative and figurative meanings of words and phrases.

MM.5.5.B.b: Interpret figurative language, including similes and metaphors.

MM.5.5.C: Acquire grade-level academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

MM.7.5 Structure: Explain a text’s structure, including how specific sentences, paragraphs, and larger portions of the text relate to each other and to the whole.

MM.7.5.B: Compare the overall structure of events, ideas, concepts, or information in two or more texts.

MM.8.5 Point of View, Perspective, and Purpose: Explain how the point of view, perspective, and purpose of a text shape its content and style.

MM.8.5.C: Analyze two or more accounts of the same event or topic in an informational text, comparing the points of view (perspectives) conveyed.

MM.9.5 Media: Analyze and evaluate how diverse media develop meaning, present information, and represent content within a text or across texts.

MM.9.5.B: Use multiple print or digital informational sources to quickly locate an answer to a question or to efficiently solve a problem.

MM.10.5 Argument: Determine the argument in a text.

MM.10.5.A: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

MM.10.5.B: Summarize the points in an oral argument and explain how each claim is supported by reasons and evidence.

MM.11.5 Connections: Analyze multiple texts that address similar themes or topics to build knowledge or to compare the authors’ approaches.

MM.11.5.B: Integrate information from several informational texts about the same topic.

MM.12.5 Complexity, Diversity, and Genre: Read and comprehend texts of appropriate grade-level complexity across diverse cultures and multiple genres.

MM.12.5.A: Literary

MM.12.5.A.a: Stories

MM.12.5.B: Informational

MM.12.5.B.b: Informational

MM.12.5.C: Non-print

MM.12.5.C.b: Visual art

MM.12.5.C.c: Digital or multimedia

CP Compose and Present Content

CP.1.5 Genre: Compose texts in a variety of genres over various timeframes.

CP.1.5.A: Opinion

CP.1.5.H: Over a period of time

CP.1.5.I: In a single session

CP.2.5 Planning: Plan texts to respond to discipline-specific tasks for a variety of audiences and purposes.

CP.2.5.A: Unpack the task demands, purpose, and audience.

CP.2.5.B: Analyze a model to identify traits of an effectively written response.

CP.2.5.C: Brainstorm ideas, opinions, topics, events, or experiences to suit the task, purpose, and audience.

CP.2.5.D: Plan a response by gathering and organizing ideas, details, and information from texts or experience.

CP.3.5 Content: Develop ideas and describe experiences using details and evidence appropriate to the task, purpose, and audience.

CP.3.5.A: Develop the content of the text.

CP.3.5.A.a: Support an opinion with logically ordered reasons, facts, and details.

CP.3.5.A.d: Incorporate evidence from literary texts to support opinions and ideas.

CP.3.5.A.e: Incorporate evidence from informational texts to support opinions and ideas.

CP.3.5.A.f: Summarize or paraphrase source evidence, data, and information.

CP.3.5.B: Provide a list of sources.

CP.4.5 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

CP.4.5.A: Develop an introduction.

CP.4.5.A.a: Introduce a text or topic and an opinion clearly.

CP.4.5.B: Organize the content and create cohesion.

CP.4.5.B.a: Create an organizational structure that logically groups related ideas to support the text's purpose.

CP.4.5.B.b: Use words, phrases, and clauses to connect opinion to reasons.

CP.4.5.C: Provide a conclusion that relates to or follows from the content of the text.

CP.5.5 Language: Convey content with precise language appropriate to the task, purpose, and audience.

CP.5.5.B: Use with accuracy a variety of words and phrases, including academic and domain-specific words and words that signal contrast, addition, and logical relationships.

CP.6.5 Revision: With support, strengthen texts by revising, rewriting, or trying a new approach.

CP.7.5 Editing: Edit texts for conventions of academic English as appropriate to the task, purpose, and audience and for research style, including proper formatting of sources. (Refer to Develop Foundations strand for grade-level language expectations.)

CP.8.5 Presentation: Present or perform effectively, adapting speech so that listeners can hear, understand, and appreciate what is being conveyed.

CP.8.5.A: Speak clearly at an understandable pace.

CP.8.5.B: Adapt speech to various academic contexts and tasks.

BU Build Understanding

BU.1.5 Inquiry and Credibility: Conduct inquiry-based research and determine the relevance of sources.

BU.1.5.A: Conduct short research projects, synthesizing information to build knowledge about various aspects of a topic.

BU.1.5.B: With support, engage in experiences and activities to build knowledge about a topic.

BU.1.5.C: Select information from print and digital sources or experience.

BU.2.5 Discovery and Evidence: Use core practices to process textual evidence and information to support analysis, reflection, and research.

BU.2.5.A: Annotate a text to build understanding.

BU.2.5.B: Take notes, including summarizing and paraphrasing.

BU.2.5.C: Prepare for discussions by reading and studying required texts.

BU.3.5 Conversation and Collaboration: Engage effectively in discussions and collaborations with diverse partners, expressing ideas clearly.

BU.3.5.A: Draw upon preparation during collaborative discussion to explore ideas.

BU.3.5.B: Follow established rules for discussions and carry out assigned roles.

BU.3.5.C: Contribute comments and ask questions that enrich the discussion.

BU.3.5.D: Elaborate on the remarks of others.

BU.3.5.E: Review the key ideas expressed in discussion and draw conclusions in the context of information and knowledge gained from discussion.

BU.3.5.F: Engage in peer review.

BU.3.5.G: With some support, collaborate and interact with others to build understanding of a text or topic, using technology, including the internet.

BU.4.5 Expression: Write, draw, act out, or speak to respond, to build knowledge, and to demonstrate understanding of a concept, topic, task, or text.

DF Develop Foundations

DF.3.5 Phonics and Spelling: Know and apply grade-level phonics and word analysis skills to decode and encode words.

DF.3.5.A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words in and out of context.

DF.3.5.B: Spell grade-level-appropriate words correctly, consulting references as needed.

DF.5.5 Fluency: Read grade-level texts with sufficient accuracy, phrasing, expression, and rate to support comprehension.

DF.5.5.A: Read with purpose and understanding.

DF.5.5.B: Read aloud with accuracy and appropriate phrasing, expression, and rate on successive readings.

DF.5.5.C: Confirm or self-correct word recognition and understanding using context and rereading as necessary.

DF.6.5 Foundational Writing: Demonstrate knowledge of print concepts in writing and use handwriting or keyboarding skills effectively to produce or publish writing.

DF.6.5.A: With some support, use technology and keyboarding skills.

DF.8.5 Punctuation: Use punctuation, following the conventions of academic English when writing.

DF.8.5.F: Use underlining, quotation marks, or italics to indicate titles of works.

DF.13.5 Sentence Construction: Produce, expand, and rearrange complete sentences for meaning, interest, and style when writing or speaking.

DF.13.5.A: Expand, combine, and reduce sentences for meaning, reader or listener interest, and style.

DF.13.5.D: Use correlative conjunctions (e.g., either/or, neither/nor).

DM Develop Metacognition

DM.1.5 Content Stages: Engage in deep reading through a predictable, structured progression of questions via the five Content Stages.

DM.1.5.A: Wonder

DM.1.5.B: Organize

DM.1.5.C: Reveal

DM.1.5.D: Distill

DM.1.5.E: Know

DM.2.5 Comprehension Monitoring: Monitor understanding of a text during and after reading.

DM.3.5 Schema Building: Connect new and existing knowledge to expand and revise understanding of a topic.

DM.4.5 Reflection and Evaluation: Reflect on and assess cognitive processes and performance for engaging in a task or reaching criteria for success, including making a plan for improvement.

Vocabulary

amateur (n.)

1. a person who takes part in an activity (such as a study or sport) for pleasure and not pay
2. a person who engages in something without experience or skill

Lesson 14

cave (n.)

a hole in the side of a cliff or hill or under the ground that was formed by natural processes



Lesson 10

circumstance (n.)

the set of conditions that exist at a particular time in a particular place

Lesson 11

claustrophobia (n.)

the fear of being in closed or small spaces

Lesson 8

collaboration (n.)

the act of working with another person or group to achieve or do something

Lesson 14



diversion (n.)

the act of changing the direction or use of something

Lesson 20

environmental conditions

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

Lesson 1



extreme setting

a setting that is difficult to survive in due to environmental conditions

Lesson 1



grim (adj.)

1. unpleasant or shocking to see or think about
2. causing feelings of sadness or worry; gloomy or depressing

Lesson 23

hardship (n.)

something that causes pain, suffering, or loss

Lesson 22



imagery (n.)

language that appeals to the five senses and causes people to imagine pictures in their mind

Lesson 4

karst (n.)

an area of land formed when soft rocks, like limestone, dissolve and leave behind sinkholes, caves, and underground rivers

Lesson 10



lethal (adj.)

causing or able to cause death

Lesson 27

limestone (n.)

sedimentary rock composed mainly of calcium carbonate

Lesson 10

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

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



Lesson 9

resurgence (n.)

a rising again into life, activity, or notice

Lesson 10

saturated (adj.)

1. completely wet
2. completely filled with something

Lesson 10

supply (n.)

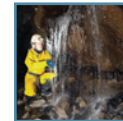
1. the amount of something that is available to be used
2. things (such as food, equipment, fuel, etc.) that are needed for a particular purpose and that will be used by a particular person or group

Lesson 26

survive (v.)

to continue to live or exist despite difficult or challenging conditions

Lesson 1

**treacherous (adj.)**

very dangerous and difficult to deal with

Lesson 11

vital (adj.)

extremely important

Lesson 3



Syllable Types

Syllable Type	Examples	Definition
Closed	be- gin fun- ny	a syllable that ends in one or more consonants and the vowel sound is usually short
Open	bro -ken car- go	a syllable that ends in a vowel and the vowel sound is usually long
Vowel-Consonant-e	rep- tile mis- take	a syllable that has a vowel followed by one consonant then an e; the e is silent and the vowel is long
Vowel Team	pea -nut en- joy	a syllable with two vowels together that make one sound; that sound can be long, short, or sometimes a special sound
Vowel-r Controlled	par -ty fur -ther	a syllable with <i>ar</i> , <i>er</i> , <i>ir</i> , <i>or</i> , or <i>ur</i> ; the vowel sound often changes
Consonant-le	lit- tle ta- ble	an unstressed final syllable that contains a consonant before the letter <i>l</i> , followed by a silent e
Other: Stable Final	fic- tion	a syllable at the end of a multisyllabic word that makes a stable sound (e.g., -tion, -sion, -cian, -ture, -cial, -cious, -tious)

Fluency Reference Chart

fluency (n.): the ability to read with accuracy, phrasing, and expression at an appropriate rate

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

Painted Essay® — Opinion

Introduction

catches the reader's attention, gives some background context

Thesis

reason # 1

reason # 2

Proof Paragraph # 1

(evidence)

transition

Proof Paragraph # 2

(evidence)

Conclusion

What? (restate your thesis)

So What? (reflect)

Key: ∴ red, ▣ green, ≡ yellow, ||| blue

About the Images

Unique landscapes and ever-evolving environmental conditions greatly impact our experiences. The extreme settings of “All Summer in a Day” and *All Thirteen* inspired this module’s images. These illustrative renderings guide students as they explore the Essential Question: How does an extreme setting affect a person?

Bryce Lafferty illustrated the images for this module. Enamored by the natural world, Lafferty uses watercolor to illustrate living things and geologic features. Originally from the northeastern United States, Lafferty currently serves as a full professor of drawing and painting at Jacksonville State University in Jacksonville, Alabama.

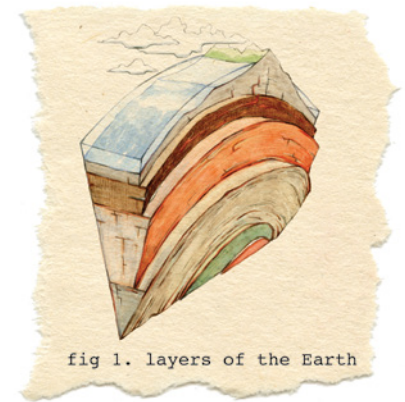


fig 1. layers of the Earth

In this image, the artist renders Earth's layers and atmosphere.

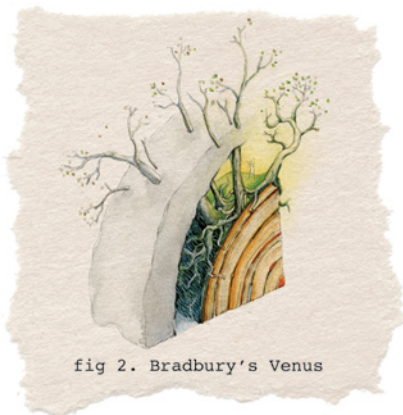


fig 2. Bradbury's Venus

This image, an abstract representation of Venus as described in “All Summer in a Day,” shows an imagined depiction of Venus's core, mantle, crust, vegetation, and atmospheric conditions.



fig 3. karst caves in Thailand

The mid-section opening in this illustration, which depicts Thai mountains, represents features of a karst landscape, a significant geographical feature in *All Thirteen*.



fig 4. Tham Luang cave interior

This illustration's background represents the cave and its darkness surrounding the boys in *All Thirteen*. The illustration also depicts the cave system's complexity and the presence of water.



fig 5. Tham Luang cave exit

This image illustrates light pouring into the cave opening where the boys were rescued after 18 days in Thailand's Tham Luang cave.

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is capable of
greatness