START HERE • PHOTO PREVIEW

Look Closely Before You Read

Sea Turtles Under Threat / Four 30-minute lessons + optional Day 5



Two green sea turtle hatchlings rest on a sandy beach. Hatchlings must reach the ocean.

Photo: Mark Sullivan / NOAA. Public domain; U.S. Fish and Wildlife Service photo source.

NOTICE → WONDER

Look at the shells, flippers, and beach. What do you notice? Read the caption. What does it make you wonder about how hatchlings reach the water?

I think I'll learn _____ because I noticed _____.

Student passage **Annotated teacher passage** **Daily lesson plans**

Optional Day 5 **Day 1 practice cards**

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STUDENT PASSAGE • PART 1 OF 2

Sea Turtles Under Threat

Original informational text

Name: _____ Date: _____

WHILE YOU READ

Find what normally helps hatchlings reach the ocean. What can get in their way?

01 On a nesting beach, a newly hatched sea turtle has one urgent task: reach the water. Offshore, a young turtle that enters a shrimp net faces a different problem: get out before the net is hauled in. To survive, turtles must move through different parts of their habitat, and human activity can block their path in more than one place. Protecting turtles begins with noticing precisely where the path breaks down.

A Darker Path to the Sea

02 Hatchlings often emerge after dark. On a beach without strong artificial lighting, the seaward horizon is typically brighter and more open than the land behind them. That difference helps guide the turtles toward the ocean. A bright light from a building can compete with that cue. Hatchlings may mistake that light for a natural cue and head inland instead of toward the water. The longer they remain on the beach, the more vulnerable they are to drying out or being caught by predators.

03 People can reduce that risk without closing the beach. Turning off unnecessary lights, shielding fixtures, or aiming lights away from the sand keeps fewer lights visible from the nest. A shield changes where the light falls. For example, a covered lamp can direct light down toward a walkway instead of out across the nesting sand. Those changes do not move hatchlings by hand. Instead, they help restore conditions that allow hatchlings to find the ocean for themselves. That distinction matters: the goal is to remove interference, not replace the turtles' own navigation.

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STUDENT PASSAGE • PART 2 OF 2

Sea Turtles Under Threat

Original informational text

An Exit Inside a Fishing Net

04 Farther from shore, shrimp crews pull large nets through the water. A turtle can enter a net along with shrimp. A turtle excluder device, or TED, is a slanted grid of bars fitted inside the net. Shrimp pass through the gaps into the back of the net. A turtle too wide to fit between the bars is guided toward an escape opening. The grid works by sending animals of different sizes in different directions.

05 But a design that works for a large turtle may not work for a smaller one. In the northern Gulf, observers found that some young turtles could pass between the bars and end up behind the grid. Once there, they might not have enough strength to swim back out. To address the problem, researchers worked with shrimp crews to test grids with narrower gaps. In a traditional grid, the bars are about four inches apart. Researchers tested gaps of two and a half inches. These measurements describe the space between the bars, not the size of the escape opening. The gaps had to be small enough to guide more young turtles toward the exit but large enough for shrimp to pass.

06 In the project’s final tests, the modified grids reduced the accidental capture of young turtles without a significant drop in the shrimp catch. The result illustrates why measuring both outcomes was important. If the team had tracked only turtles, it would not have known whether the new grid allowed the crews to keep catching shrimp as intended.

07 The solutions at the beach and in the net work differently. One makes a natural cue easier to follow. The other changes the route a turtle can take inside fishing gear. In each case, progress starts by identifying the specific barrier and choosing a change that helps the turtle get past it.

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TEACHER ANNOTATED PASSAGE • PART 1 OF 2

Sea Turtles Under Threat

Original informational text

Teacher copy only. Word targets are shaded and bold; the margin labels identify barriers and solutions without relying on color.

01 On a nesting beach, a newly hatched sea turtle has one urgent task: reach the water. Offshore, a young turtle that enters a shrimp net faces a different problem: get out before the net is hauled in. To **survive**, turtles must move through different parts of their habitat, and human activity can block their path in more than one place. Protecting turtles begins with noticing precisely where the path breaks down.

WORD: sur·vive. The first chunk is unstressed and r-controlled.

CONTEXT: Habitat is where an animal lives. The opening introduces two places where a path can be blocked.

A Darker Path to the Sea

02 Hatchlings often emerge after dark. On a beach without strong artificial lighting, the seaward horizon is typically brighter and more open than the land behind them. That difference helps guide the turtles toward the ocean. **A bright light from a building** can **compete** with that cue. Hatchlings may **mistake** that light for a natural cue and head inland instead of toward the water. The longer they remain on the beach, the more vulnerable they are to drying out or being caught by predators.

WORDS: com·pete and mis·take. In compete, the first o sounds like a quiet “uh.”

BARRIER: Building lights can lead hatchlings inland. Read the sentences starting “A bright light…” and “Hatchlings may mistake…”.

03 People can reduce that risk without closing the beach. Turning off unnecessary lights, shielding fixtures, or aiming lights away from the sand keeps fewer lights visible from the nest. A shield changes where the light falls. For example, a covered lamp can direct light down toward a walkway instead of out across the nesting sand. Those changes do not move hatchlings by hand. Instead, they help restore conditions that allow hatchlings to find the ocean for themselves. That distinction matters: the goal is to remove interference, not replace the turtles’ own navigation.

SOLUTION: Turn off, shield, or aim lights away from the sand so the natural ocean cue is easier to follow.

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TEACHER ANNOTATED PASSAGE • PART 2 OF 2

Sea Turtles Under Threat

Original informational text

Teacher copy only. Word targets are shaded and bold; the margin labels identify barriers and solutions without relying on color.

An Exit Inside a Fishing Net

04 Farther from shore, shrimp crews pull large nets through the water. A turtle can enter a net along with shrimp. A turtle excluder device, or TED, is a slanted grid of bars fitted inside the net. Shrimp pass through the gaps into the back of the net. A turtle too wide to fit between the bars is guided toward an **escape** opening. The grid works by sending animals of different sizes in different directions.

WORD: es·cape is a written split. Say the word naturally; do not force a spoken break between s and c.

ORIGINAL GRID: Follow a wider turtle toward the escape opening.

05 But a design that works for a large turtle may not work for a smaller one. In the northern Gulf, observers found that some young turtles could pass between the bars and **end up behind the grid**. Once there, they might not have enough strength to swim back out. To address the problem, researchers worked with shrimp crews to test grids with narrower gaps. In a traditional grid, the bars are about four inches apart. Researchers tested gaps of two and a half inches. These measurements describe the space between the bars, not the size of the escape opening. The gaps had to be small enough to guide more young turtles toward the exit but large enough for shrimp to pass.

BARRIER: Some small turtles slip behind the original grid.

SOLUTION: Narrower gaps guide more small turtles toward the exit. Compare about 4 inches with 2½ inches.

06 In the project's final tests, the modified grids reduced the accidental **capture** of young turtles without a significant drop in the shrimp catch. The result illustrates why measuring both outcomes was important. If the team had tracked only turtles, it would not have known whether the new grid allowed the crews to keep catching shrimp as intended.

WORD: cap·ture. In this word, -ture ends in a "chur" sound; teach it before expecting an independent whole-word read.

TWO MEASURES: Young turtles caught and shrimp catch. Keep the result specific to these tests.

07 The solutions at the beach and in the net work differently. One makes a natural cue easier to follow. The other changes the route a turtle can take inside fishing gear. In each case, progress starts by identifying the specific barrier and choosing a change that helps the turtle get past it.

SYNTHESIS: The beach change makes a cue easier to follow; the net change changes the turtle's route.

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TEACHER PLAN • DAY 1

Decode and Preview

30 minutes

LEARNING TARGET

I can hear a word’s syllables, try a written split, and make a prediction using a heading or caption.

00–05	**Hear the sounds • no print**
Set up	Keep all letters and words covered. Say the sounds aloud; students listen and answer aloud. / / sets off a sound. ă means the short a in hatch; /ch/ is one sound. ¶ means numbered paragraph. Word source for teacher: hatched (¶1); hatchlings (¶2).
I Do	“Listen: /h/ /ă/ /ch/. Blend them: hatch. Now add /t/ to the end: hatched. Still one syllable.”
We Do	“Say hatch. Tap once for each sound: /h/ /ă/ /ch/. Trade /h/ for /m/. What word?” (match)
You Do	“In match, trade /m/ for /p/.” (patch) “Say hatched without its final /t/.” (hatch) “Where do you hear /ch/ in hatchlings?” (inside, at the end of hatch)

05–10	**Read flashcards from the article**
Cards	Use net (¶1), light (¶2), wide (¶4), and far·ther (first word of ¶4). The last card prints the passage word farther and highlights far as the chunk for review.
I Do	“Read net. The e is short; t closes the syllable.”
We Do	Read light and wide. “Both have long i. In light, mark igh together; in wide, show how the final e helps signal long i.”
You Do	Read far·ther, then net / light / wide in mixed order. In far, the first chunk of farther, read ar together. If needed, point to the letters, model, and have the student reread.

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TEACHER PLAN • DAY 1 CONTINUED

Decode and Preview

Keep the clean passage and the teacher copy open to the same paragraph.

10–20	Hear syllables (2 min) • Mark print (8 min)
Oral	Say under before showing it. “Say it with me: un-der. Hear two vowel beats.” An optional hand under the chin can cue the beats. Say the two parts slowly so students can hear /n/ at the end of un and /d/ starting der. Repeat orally with mistake, survive and compete.
Video	Future video: Hear and count syllables.
I Do	Show mistake (¶2). “Now we’ll use letters to try a written split.”
1 · Find vowels	Underline i and a. The last e is silent; a and final e help signal long a in take.
2 · Find consonants	Mark s and t between i and a. VCCV means vowel–consonant–consonant–vowel.
3 · Split and read	Put a dot between s and t: mis·take. Circle the parts. Read mis, read take, then blend them.
4 · Check	Say mistake naturally and reread its sentence in ¶2. A split is a first try; check the letters and blend before using the sentence to confirm meaning.
We Do	Mark u–r–v–i in survive (¶1). Try sur·vive; read the first part with an unstressed r-controlled vowel, not short u. Blend and reread “To survive…”
You Do	Mark o–m–p–e in compete (¶2). Split m | p: com·pete. Model the quiet “uh” in the first part if needed: kuhm-PEET. The last e is silent. Reread “A bright light…”
Video	Future video: Split it, read it, check it (VCCV).

20–25	Teach three words in the article
I Do	“Habitat means where an animal lives.” Point to habitat in ¶1. Connect the beach and water to places turtles use.
We Do	Find cue in ¶2. “A cue is a signal. What signal helps turtles find the ocean?” (The brighter, more open horizon over the water.)
You Do	Find barrier in ¶7. Hold one palm upright and stop the fingers of the other hand against it. “A barrier gets in the way. Tell what that word means in your own words.”

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TEACHER PLAN • DAY 1 CONTINUED

Decode and Preview

Keep the clean passage and the teacher copy open to the same paragraph.

25–30	**Preview the photograph, caption and headings**
I Do	Show Look Closely Before You Read. Read the caption. “The caption says the hatchlings must reach the ocean.”
We Do	Read both article subheadings. Point to one detail in a heading or caption and predict what it suggests the section will explain.
You Do	“I think I’ll learn ___ because ___.” Example: “I think I’ll learn how light affects turtles because the heading says ‘A Darker Path to the Sea.’” Accept an evidence-based prediction from either heading.

LOOK FOR

Listen for two beats in one target word, one accurate in-context reading, and one prediction tied to a heading or caption. The photograph alone does not establish a cause.

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TEACHER PLAN • DAY 2

Reread With Purpose

30 minutes

LEARNING TARGET

I can reread the beach section in meaningful phrases and explain why a hatchling might head inland.

00–05	**Return to the beach section**
I Do	Open the clean student article to ¶2, under A Darker Path to the Sea. Read from “Hatchlings often emerge after dark” through “toward the ocean.”
We Do	Check one Day 1 prediction: “What did this part actually tell us?”
You Do	Point to a phrase that tells what normally helps the hatchlings. (The seaward horizon is brighter and more open.)

05–10	**Use context to explain vocabulary**
I Do	Review habitat (¶1) and cue (¶2). For barrier (¶7), use the palm-as-wall gesture from Day 1.
We Do	Read the last sentence in ¶2. “What two risks does the author name if hatchlings stay on the beach longer?” (Drying out or getting caught by predators.)
You Do	“Using those clues, explain vulnerable.” (At risk of being harmed.)

10–15	**Hear beats (1 min) • Review written VCCV (4 min)**
Oral	Say mistake, compete and hatchlings before showing them. Students count two beats in each. Hatch·lings is an ending review, not a new division rule; keep tch and ng together.
I Do	In mistake, find i and a, find s/t, place the dot between them, read mis·take and blend.
We Do	1. Find o and the first e in compete. 2. Find m and p between them. 3. Split m | p, circle and read com·pete. 4. Blend kuhm-PEET and reread its sentence.
You Do	Point to mistake or compete without a marked split. Student marks it, blends and rereads its sentence. Use the teacher-annotated copy to check, not as the student prompt.

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TEACHER PLAN • DAY 2 CONTINUED

Reread With Purpose

Keep the clean passage and the teacher copy open to the same paragraph.

15–25	**Reread for phrasing (2 / 4 / 4 min)**
I Do	Read the exact two sentences in ¶2 beginning “A bright light from a building…” and “Hatchlings may mistake…” Mark a slash to show a brief pause at a meaningful phrase boundary: “A bright light from a building / can compete with that cue.”
We Do	Echo read: teacher reads a phrase, students repeat it. Then choral read: teacher and students reread together. Find compete, hatchlings and mistake in those two sentences.
You Do	Student rereads the same lines. Offer a reading tracker (finger, index card or strip of paper that shows the current line) if needed. For an error, point to the letters, help read the word, then have the student reread the phrase.

25–30	**Explain cause and effect**
I Do	“The brighter, more open sky over the water is the natural cue.” Point to the start of ¶2.
We Do	Ask how the building light changes what the hatchlings notice. Rehearse an answer aloud.
You Do	Complete the Day 2 section of Reread and Find Evidence. “What can make hatchlings head inland? Explain what they mistake for the natural cue.”
Teacher key	A bright building light can compete with the natural cue. Hatchlings may mistake that light for the cue from the ocean and head inland.

LOOK FOR

Listen for meaning-based pauses, then check that the answer links building light, mistaken cue and inland direction.

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TEACHER PLAN • DAY 3

Compare and Write With Evidence

30 minutes

LEARNING TARGET

I can compare what happens to a wider and a smaller turtle in the original net, using details from the article.

00–05	**Preview the supplied net diagram**
I Do	Show the labeled net diagram, then point to grid, gaps, escape opening and shrimp catch bag. The grid is the slanted set of bars; gaps are the spaces between bars. No drawing needed.
We Do	Trace the wider turtle’s route in ¶4. Then pair ¶5 with the possible smaller-turtle route behind the original grid.
You Do	“Point to the grid. Now point to a gap. How are they different?” (The grid is the set of bars; a gap is a space between them.)

05–10	**Hear beats (1 min) • Reuse written VCCV (4 min)**
Oral	Say escape, wide, grid, gaps and behind. Escape and behind have two beats; wide, grid and gaps have one.
I Do	In ¶4, mark e–s–c–a for the written split es·cape. “The written split helps me find parts; I say the whole word ih-SKAYP.” Keep /sk/ together in natural speech; do not require an audible ES | CAPE break.
We Do	Blend escape and read its sentence in ¶4.
You Do	Find and mark escape on the unmarked copy, say it naturally, then reread its sentence. Read wide/grid (¶4) and gaps/behind (¶5) as review, not new division rules.

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TEACHER PLAN • DAY 3 CONTINUED

Compare and Write With Evidence

Keep the clean passage and the teacher copy open to the same paragraph.

10–20	**Reread for accuracy, expression and pace (1 / 3 / 6 min)**
I Do	Model “A turtle too wide to fit between the bars / is guided toward an escape opening.” Read the words correctly, pause for meaning, and use a steady pace.
We Do	Echo, then reread together. Name what the first phrase tells us and where the second phrase says the turtle goes.
You Do	Reread ¶¶4–5 or selected evidence-bearing lines. Find escape, wide and grid in ¶4; gaps and behind in ¶5. Give one targeted correction and have the student reread the same lines.

20–30	**Write a comparison (2 / 3 / 5 min)**
I Do	“A wide turtle cannot fit between the bars, so the grid sends it toward the opening.” Show the detail in ¶4.
We Do	Use ¶5 to rehearse the contrast: a smaller turtle can pass between the bars and get behind the original grid.
You Do	Complete the Day 3 section of Reread and Find Evidence. “Use one detail for each turtle. Explain how their routes differ.” Underline both details.
Teacher key	A wider turtle is guided toward the opening because it cannot fit between the bars. A smaller turtle can slip between them and may end up behind the grid.

LOOK FOR

Listen for accurate words, meaningful phrasing and a steady pace. Check that the comparison describes both routes rather than listing two details without a connection.

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TEACHER PLAN • DAY 4

Apply and Explain

30 minutes

LEARNING TARGET

I can explain how the beach and net changes help turtles differently, using a detail from each section.

00–05	**Recall the tools without supplying evidence**
I Do	Review signal, barrier and grid. “A barrier gets in the way. A solution is a change that helps with the problem.”
We Do	Review the marking key on the teacher-annotated article: label BARRIER and SOLUTION differently, so the marks work in black and white.
You Do	Say what barrier means or show the palm-as-wall gesture. Save the article examples for the student’s own rereading.

05–10	**Hear beats (1 min) • Try a new split (4 min)**
Oral	Say mistake, compete, escape and capture; count two beats in each.
I Do	Say: “Find the vowel letters, find the consonants between them, try the split, blend and check.” Remind students that the written split is a starting point.
We Do	Recall the marked mis·take, com·pete and es·cape; together say each whole word naturally.
You Do	Find capture in ¶6. Mark a and u, find p and t, and try the split. Reveal cap·ture after the attempt. If needed, supply the sound of -ture (“chur”); score the printed split separately from independently reading that ending.

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TEACHER PLAN • DAY 4 CONTINUED

Apply and Explain

Keep the clean passage and the teacher copy open to the same paragraph.

10–20	**Reread across both sections**
I Do	“Read A Darker Path to the Sea and An Exit Inside a Fishing Net. Look for what gets in the turtles’ way and what people changed.”
We Do	Remind students of the BARRIER and SOLUTION marks without naming the article answers. Keep the annotated copy teacher-only.
You Do	On the clean copy, circle the four words practiced today. Mark one barrier and one solution per section. Keep required accommodations. Use a reading tracker, shorter chunks, or the quick context read when needed; use the main article for evidence.

20–30	**Explain and check the evidence**
I Do	Say: “Answer the question. Find one detail from the beach section and one detail from the net section. After each detail, explain how that change helps.”
We Do	Ask: “How many places do we need to read for evidence? What will you explain after each detail?” (Two places; how that change helps.) Do not give the evidence.
You Do	Complete Explain Both Solutions. Use the word bank or frame according to student need. After the self-check, offer either the optional shrimp/turtle question or one choice-menu task if time remains.
Teacher key	Shielding lights makes the natural ocean cue easier for hatchlings to follow (¶¶2–3). Narrower gaps guide more young turtles toward the escape opening instead of allowing them to slip behind the grid (¶¶4–5). ¶7 can support the comparison; still require a detail from each section.
Optional key	Why measure both the number of young turtles caught and the amount of shrimp caught? A turtle count alone would not tell whether the new grid still allowed crews to catch shrimp (¶6).

LOOK FOR

Score 2 for two explained changes with matching evidence, 1 for one supported explanation, or 0 when no explanation has matching evidence. Record any extra prompts separately from required accommodations.

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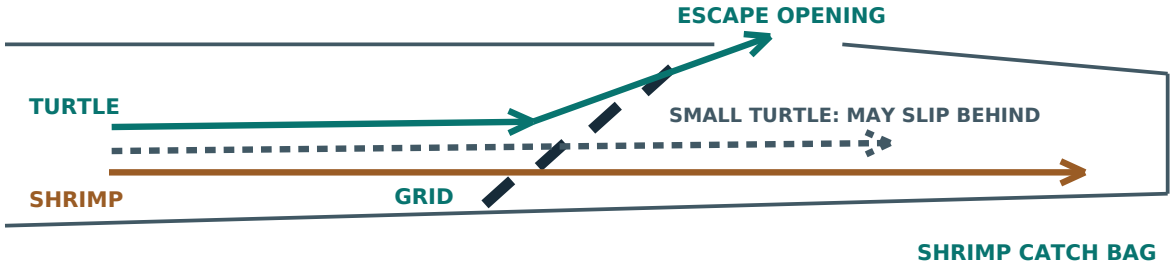
DAY 3 • READY-TO-USE VISUAL

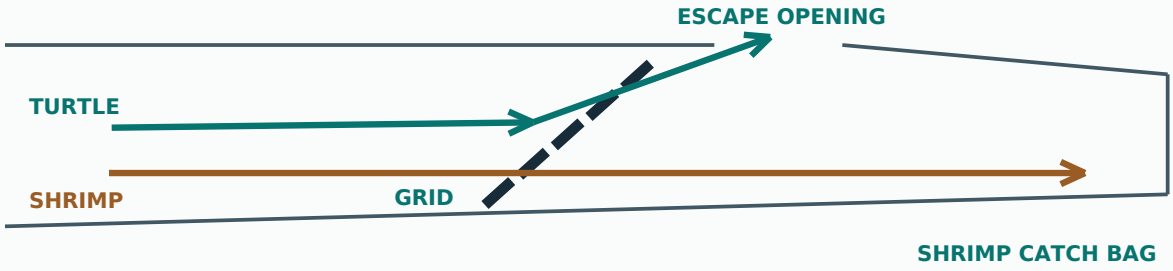
Follow the Two Routes

Teacher model • Read alongside paragraphs 4–5 • Diagram not to scale

ORIGINAL GRID / ABOUT 4 INCHES BETWEEN BARS



TESTED GRID / ABOUT 2½ INCHES BETWEEN BARS



SAY

"A wider turtle is guided to the opening. A smaller turtle can slip behind the original grid. Narrower gaps can guide more small turtles toward the opening while still letting shrimp pass."

Mechanism reference: NOAA Fisheries, Turtle Excluder Devices. Test results: see paragraph 6 in the passage.

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TEACHER REFERENCE

Quick Glossary & Supports

Use the support that removes a barrier without doing the thinking for the student.

/h/, /ch/, short ă	Slashes show a sound to say, not letter names. The small curve above ă is a breve; here ă marks short a, as at the start of apple. /ch/ is one sound, as at the end of hatch.
Phonemic awareness	Hearing and working with individual sounds in spoken words. Say the sounds aloud; keep letters and words out of view for this sound-only warm-up.
¶ and ¶¶	¶2 means paragraph 2. ¶¶4–5 means paragraphs 4 and 5. The passage numbers use 01, 02, and so on.
Reading tracker	A finger, index card, or paper strip that keeps the reader on the current line.
Echo reading	Teacher reads a short phrase or sentence first; students repeat it, matching the phrasing.
Choral reading	Teacher and students read the same text aloud together.
VCCV	Vowel–consonant–consonant–vowel. This is a written pattern to try, not a promise about the exact split you hear. Keep letter teams that spell one sound together.
Barrier and solution	A barrier gets in the way. A solution addresses it. To gesture barrier, hold one palm like a wall, then stop two moving fingers at the palm.
Choose access supports	Keep required accommodations. Offer a reading tracker, chunk the text, make vocabulary visible, or allow processing time. Keep the evidence goal the same. Record extra prompts separately from required access supports.
Optional preview	Use the photo or the short context read to build background knowledge, then return to the numbered main passage for evidence.

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TEACHER MATERIALS • DAY 1

Passage Word Cards

Print and cut along the boxes, or point to one card at a time.

USE AFTER THE SOUND-ONLY WARM-UP

Show the whole word first. Read it in the passage after you practice. The standalone chunk far is for teacher modeling only; the word in the passage is farther.

PARAGRAPH 1

net

Short e • closed syllable

PARAGRAPH 4

wide

Long i • vowel-consonant-e

PARAGRAPH 2

light

Long i • read the igh spelling together

PARAGRAPH 4

farther

Hear the far chunk • r-controlled

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STUDENT HANDOUT • OPTIONAL

Quick Context Read

Use this to build background knowledge; return to the main passage for evidence.

Name: _____ Date: _____

Where Sea Turtles Live

Sea turtles have strong shells and flippers. Their main habitat is the ocean. They spend most of their lives in water. Females come onto land to lay eggs.

Why Are Sea Turtles in Danger?

Trash in the ocean can hurt sea turtles. A turtle may mistake a plastic bag for food. Old fishing gear can trap a turtle. Bright lights near beaches can confuse hatchlings. Baby turtles need a safe path to the ocean to survive.

How Can We Help?

To help sea turtles survive, people work to protect them. People clean up beaches and remove trash. Some groups mark nests so people can give them space. We can keep beaches clean and tell others why sea turtles matter.

GO BACK TO THE MAIN ARTICLE

Find the part that tells more about bright lights or fishing gear. Use the main passage when you need details for your answers.

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STUDENT RESPONSE • DAYS 2 AND 3

Reread and Find Evidence

Use the main passage.

Name: _____ Date: _____

READ IN PHRASES

A bright light from a building / can compete with that cue. Read accurately first. Then reread so the whole sentence makes sense.

Day 2 / Explain the Cause

What can make hatchlings head inland instead of toward the ocean? Explain what they mistake for the natural cue.

Optional frame: Hatchlings may head inland when ___ because they mistake ___ for ___.
Word bank: building light, horizon, natural cue, inland

Day 3 / Compare Two Details

Why might the original grid guide a wider turtle toward the exit but not a smaller turtle? Use one detail about each turtle.

Optional frame: A wider turtle ___. A smaller turtle ___, so ___.
Word bank: bars, gaps, behind, escape opening

Check: Did I explain the difference instead of only naming the two turtles?

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STUDENT RESPONSE • DAY 4

Explain Both Solutions

Use the main passage.

Name: _____ Date: _____

Answer With Evidence From Two Sections

How do the lighting changes and the net changes help turtles in different ways? Use a detail from each section to explain how the change helps.

PLAN IF IT HELPS

Beach: What changes? What does that let the hatchlings do?
Net: What changes? How does that change a smaller turtle's route?

Optional frame: On the beach, ___ helps because ___. In the net, ___ helps because ___.
Word bank: shield, horizon, cue, grid, gaps, escape opening

If Time Allows / One More Question

Why did researchers track both the number of turtles caught and the shrimp catch? Explain what they would miss by tracking only turtles.

Check: Did my answer explain how each change helps and use a detail from each section?

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STUDENT CHOICE MENU

Go a Little Further

Early finisher • Choose one task after completing your main response.

YOUR EVIDENCE GOES WITH YOU

For every choice, name the paragraph and give a quoted phrase or accurate detail. Explain what it shows. Label a sketch or add a caption; for an oral task, add an evidence note. Dictation or transcription can support access.

Kinesthetic + written · Bloom: Apply

01 Act It Out

Act out how a hatchling responds to light. Write a caption with a detail from paragraph 2.

Visual + written · Bloom: Analyze

02 Draw It

Sketch and label the routes of a wider and a smaller turtle in the original net. Use paragraphs 4–5.

Oral/auditory + written · Bloom: Apply

03 Read It Aloud

Pick two sentences from paragraph 2 or 4. Mark / where your voice can pause briefly between phrases. Reread; explain what the sentences show.

Visual + written · Bloom: Analyze

04 Compare It

Make a beach/net chart. Write one barrier, one solution, and one detail for each section.

Written · Bloom: Create

05 Rename It

Write one new title for the whole article (no new subheadings). Explain why it fits with a detail from each section.

Written · Bloom: Analyze

06 Choose a Word

Choose cue, barrier, vulnerable, or modified. Give its meaning and point to a clue in the paragraph.

Written · Bloom: Evaluate

07 Find the Evidence

Defend “A small design change can help.” Use one detail from paragraph 3 or 5 and explain the connection.

Visual + written · Bloom: Create

08 Design a Sign

Design a sign using an action from paragraph 3. Explain in a caption why the action helps, using paragraph 2.

Written · Bloom: Create

09 Ask a Question

Write a question the article leaves open. Name the detail that made you wonder and what you would need to find out.

My choice: _____ Paragraph(s): _____ Detail I’ll use: _____

TEACHER GUIDE

Format labels describe how the task can be completed, not fixed learning styles. Bloom labels identify the primary thinking demand. Use the evidence requirement across every choice.

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TEACHER EVIDENCE GUIDE

What a Strong Answer Shows

Teacher-only • Use the model to recognize reasoning, not to require exact phrasing.

Day 1	Ask the student to point to a specific heading or caption and connect its meaning to what they expect the passage to explain. For example, “A Darker Path to the Sea” may suggest that the passage explains how darkness helps hatchlings reach the ocean. No score needed on Day 1.
Day 2	Artificial light from a bright building can compete with the natural cue of the brighter, open horizon. Hatchlings use the natural cue to orient toward the water; they may mistake the artificial light for that cue and head inland (paragraph 2).
Day 3	A wider turtle cannot fit between the bars and is guided to the escape opening (paragraph 4). A smaller turtle may slip through the bars and get behind the grid (paragraph 5).
Day 4	Shielding or redirecting lights lets hatchlings follow their natural cue toward the ocean (paragraphs 2–3). Narrower gaps guide more young turtles toward the exit rather than behind the grid (paragraphs 4–5). One change clarifies a cue; the other redirects movement.
Optional	The team checked whether fewer young turtles were caught and whether the shrimp catch held up. Measuring only turtles would miss any change in the shrimp catch (paragraph 6).

DAY 4 QUICK SCORE · 0–2

2: Explains both changes with a matching text detail for each.
1: Explains one change with a matching detail; the other is incomplete.
0: No accurate, supported explanation.

Accept accurate paraphrases. A paragraph number points to evidence; it does not replace it. Score explanation separately from spelling and handwriting. Note extra evidence prompts separately, and preserve required access supports.

PUT THE CRITERIA TO WORK

1 Before writing

Review the criteria with students. Identify the key idea, a matching text detail, and the explanation that connects the two.

2 Model and check

Think aloud: “What detail helps you know?” and “How does it support your idea?” Compare the reasoning, not exact wording.

3 Feedback and revision

Name a specific strength and next step. Ask students to improve their evidence or explanation, rather than using the guide only to grade.

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TEACHER PLAN • OPTIONAL DAY 5

Day 5 • Friday Reading Check

30 minutes • Supported and Independent use the same questions.

Run the Assessment

Timing = elapsed minutes

0–3 min **Set up**	Give Supported (p24) or Independent (p25) and use the same clean article on pp2–3 from the week. Explain the written constructed-response comprehension check (three questions, /6) and optional separate individual word-reading transfer. Put documented accommodations and applicable language supports in place. Do not review answers.
3–8 min **Begin text check**	Students begin finding details. If using word-reading transfer, quietly show the untaught printed word to one student at a time, away from peers' view. Continue during response time if needed.
8–25 min **Respond to all items**	Keep the article open. Use the allowed response mode and built-in planning prompts on Supported. Avoid added answer-specific cues, such as pointing to the answer paragraph or supplying the answer. Honor documented accommodations and applicable content/language supports.
25–30 min **Reread and collect**	Invite a self-check: Did I answer the question and explain how my detail supports it? Collect without correcting; score afterward. Honor required extended time rather than treating 30 minutes as a limit.

Choose the form

Supported (p24) has built-in response organizers, such as My answer / Evidence from the text / My explanation. Independent (p25) has the same three questions without those organizers. Independent does not mean without accommodations.

Access and scoring

Use documented IEP/504 accommodations such as extended time, large print, quiet setting or a permitted response mode. Use applicable content and language supports for multilingual learners, including dual-identified students, as appropriate. Keep the same passage, prompts, evidence expectations and scoring; document form, response mode, accommodations, supports and any extra cues.

Interpret evidence fairly

Accept accurate paraphrases. Score comprehension, not handwriting, spelling or use of planning fields. If access or administration interrupted a response, record the reason before interpreting the score.

Optional word-reading transfer

Use invite only if familiar in speech but not taught or practiced in print; otherwise choose a comparable new word with the practiced pattern. Do not read the target word aloud, show the split or provide corrective teaching during the observation. Record the split and whole-word reading separately.

ONE SHARED COMPREHENSION SCORE

Score each question 0–2. Total: /6. Record optional word reading separately.

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STUDENT ASSESSMENT • SUPPORTED

Friday Reading Check

Optional Day 5 • Keep the clean passage available.

Name: _____ Date: _____

Keep the article available on pages 2–3. Use your usual reading and response supports. Answer all three questions using details from the article. You can use your own words.

Question 1

What can lead a hatchling inland? Use one detail to explain why.

Planning prompts: My answer: _____ Evidence from the text: _____ My explanation: _____

Question 2

How can narrower spaces between the bars change where a smaller turtle goes? Use one detail from the net section.

Planning prompts: My answer: _____ Evidence from the text: _____ My explanation: _____

Question 3

How do the beach and the net changes help in different ways? Use one detail from each section and explain what each change does.

Planning prompts: Beach change: _____ Evidence from the text: _____ My explanation: _____
Net change: _____ Evidence from the text: _____ My explanation: _____

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STUDENT ASSESSMENT • INDEPENDENT

Friday Reading Check

Optional Day 5 • Keep the clean passage available.

Name: _____ Date: _____

Keep the article available on pages 2–3. Use your usual reading and response supports. Answer all three questions using details from the article. You can use your own words.

Question 1

What can lead a hatchling inland? Use one detail to explain why.

Question 2

How can narrower spaces between the bars change where a smaller turtle goes? Use one detail from the net section.

Question 3

How do the beach and the net changes help in different ways? Use one detail from each section and explain what each change does.

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TEACHER KEY • OPTIONAL DAY 5

Score the Evidence

Keep separate from student copies. Score each item 0–2.

Question 1 | 2 possible points | Paragraph 2

A bright light from a building can compete with the natural cue. A hatchling may mistake it for the brighter, open horizon that normally guides it toward the water and head inland.

2: Names the building light or equivalent and explains how a relevant detail links it to heading inland.
1: Gives a partly accurate answer or a relevant detail without explaining the connection.
0: No evidence of the target; response is blank, unrelated, or inaccurate.

Question 2 | 2 possible points | Paragraphs 4–5

Narrower gaps make it harder for a smaller turtle to slip behind the grid, helping guide it toward the existing escape opening.

2: Accurately explains the changed route and connects it to a relevant detail about the gaps, grid, or escape opening.
1: Identifies only one relevant part of the explanation or gives the route change without a supporting connection.
0: No evidence of the target; response is blank, unrelated, or inaccurate.

Question 3 | 2 possible points | Paragraphs 2–3 and 4–5

On the beach, reducing interfering light lets hatchlings follow the natural cue toward the water. In the net, narrower spaces change the turtle's physical route by making it harder to pass behind the grid and helping lead it to the escape opening.

2: Explains both mechanisms with at least one relevant detail from each section.
1: Explains only one mechanism, or names both with incomplete evidence or explanation.
0: No evidence of either mechanism; response is blank, unrelated, or inaccurate.

Comprehension total: _____ / 6. Word reading, if used, is recorded separately.

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