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Lesson Exemplar for English Language Learners/Multilingual Language Learners

Grade 3 Module 4, Unit 3, Lesson 3: Tackling the Trash

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Teacher Guide

Grade 3, Module 4, Unit 3, Lesson 3: "Tackling the Trash"

https://www.engageny.org/resource/grade-3-ela-module-4-unit-3-lesson-3

Overview

In the final unit for this module, students bring their knowledge of the challenges of water to a focus on the solutions. Students develop an opinion about the "one thing" that should be done to ensure that everyone has access to clean water. In the first half of the unit, students read informational texts that focus on what people are doing to solve these water challenges. They also receive a Performance Task Invitation and listen to a model VoiceThread recording. Students engage in a discussion group to begin formulating their opinion about the one thing that should be done to ensure that everyone has clean water. Students use the information they have gathered from texts to develop their opinion. In the midunit assessment, students write an on-demand opinion paragraph about the one thing that should be done. Students then listen to a model VoiceThread multiple times to engage with, and fully understand, the final Performance Assessment Rubric. Students use the writing they did in Units 1 and 2 to develop the script for their VoiceThread recording of a public service announcement. For the end of unit assessment, students present their VoiceThread script to their peers. Through a process of critique, students give and receive peer feedback in order to make improvements to their final performance task PSA.

In lesson one of this unit students did a close read of the text "One Well: The Story of Water on Earth" and began discussing what can be done to help people become "well aware." In lesson two, students found the main idea for "Dry Days in Australia." For homework, they were asked to read "Water Conservation for Kids," decide one way they will help conserve water, and make a commitment card about that decision.

This is the third lesson in Unit 3. As noted in the introduction, AIR provides scaffolding differentiated for ELL/MLL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets following the scaffold recommendations (e.g., "[EN]"). Where "[ALL]" is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as the student becomes more proficient in English.

The following table displays the Expeditionary Learning lesson components as well as the additional supports and new activities (scaffolds and routines) AIR has provided to support instruction for ELLs/MLLs.

Tackling the Trash

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
Opening		
Engaging the reader	Have a few student pairs model Back-to-Back, Face-to-Face; carry out the activity in	Bilingual homework

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
	front of the class one pair at a time and have a bilingual student translate the English for Spanish speakers and Spanish for English speakers.	
Unpacking learning targets	Define the terms *main ideas* and *details* and have students work with a partner to practice finding the main idea and details from text that they read in a previous lesson.	
Work Time		
Determining the main idea		Preview the text (AIR new activity 1 for Determining the Main Idea); enhance background knowledge (AIR new activity 2 for Determining the Main Idea); develop vocabulary (AIR new activity 3 for Determining the Main Idea); teach a minilesson on context clues (AIR new activity 4 for Determining the Main Idea); and engage in scaffolded close reading (AIR new activity 5 for Determining the Main Idea).
Answering questions about "Tackling the Trash"	Supply student charts and glossary.	
Finding key details and revising the main idea statement	Provide ELLs/MLLs with a graphic organizer and direct them back to the student charts associated with new activity 5 for Determining the Main Idea to pull information into this graphic organizer.	
Closing and Assessment		
Sharing Ways to Be Well Aware	Model or have a student model an example for each category in the Being Well Aware anchor chart.	

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
Homework		
	Encourage home language use, support selecting books at independent reading levels, and preview independent reading form.	

Text

Tackling the Trash

Because of the length, the text students are reading is integrated throughout this lesson rather than displayed here in its entirety.

1. Opening

A. Engaging the Reader: Sharing Conservation Commitments

Expeditionary Learning Teacher and Student Actions

The teacher asks students to refer to the commitment cards they made for homework and think about how they can act out their commitment cards for each other. The teacher reviews the Back-to-Back, Face-to-Face protocol and asks students to stand back-to-back with a partner. When the teacher says "front-to-front," students turn around and act out their commitment. Students call out their guesses for their partner's action. When the teacher says "back-to-back" again, students find a new partner and repeat the activity. The teacher invites students to share some of the ways to save water that were not on the Being Well Aware anchor chart and adds these to the chart.

AIR Additional Supports

- Have a few student pairs model Back-to-Back, Face-to-Face.
- Another option is to carry out the activity in front of the class one pair at a time and have a bilingual student translate the English for Spanish speakers and Spanish for English speakers.

Bilingual Home Work (AIR New Activity for Engaging the Reader)

AIR Additional Supports

For homework in the prior lesson, students were expected to read "Water Conservation Tips" and prepare one commitment card that names the commitment and explains why it was chosen. "Water Conservation Tips" is very challenging text. Because the activity was done for homework, one way to scaffold the text is to prepare versions in student's home language. Students who are not literate in their home language could have their parents read the text aloud to them in their home language if the parents are literate in their home language. Students could choose one commitment and prepare an explanation (in their home language or English) for why they chose the commitment. Another suggestion is to provide ELLs/MLLs at the entering or emerging levels of proficiency with the opportunity to work with a bilingual partner who could help translate the English to student's home language and discuss the text in student's home language. ELLs/MLLs at the transitioning or expanding level of proficiency might work with an English-proficient partner who could help explain the text in English, choose one commitment, and prepare the commitment card. We have modeled

with Spanish, but this activity could be translated into other home languages represented in the schooling context.

AIR Instructions for Teachers

- Give the translated handout to students and have them read the translated text. [EN, EM]
- If students are not literate in Spanish, have them work with a partner who is literate in Spanish or ask them to review the handout with their parents.
- Explain to students that they will have to act out the conservation tip that they choose. Model this for students.

AIR Instructions for Students (English)

- Read these tips or work with a partner literate in Spanish to read them.
- Discuss them with a family member and decide which one you will do and why.
- Be prepared to act out or perform the conservation tip that you choose in class.

AIR Instructions for Students (Spanish)

- Lea estos consejos o trabaje con un compañero quien lee español para leerlos.
- Discútalos con un miembro de la familia y decidir cuál va a escoger y por qué.
- Esté preparado para actuar o realizar en clase la punta de conservación que usted eligió.

Consejos para la conservación del agua en el interior

General

- Nunca vierta el agua por el desagüe cuando puede haber otro uso para ella. Usted puede usar este agua para regar las plantas de su jardín o las que tiene en el interior.
- Repare los grifos que gotean reemplazando las arandelas. Una gota por segundo desperdicia 2,700 galones de agua por año.

Cuarto de baño

- Considere comprar un inodoro de "bajo volumen." Estos utilizan menos de la mitad del agua de los modelos antiguos. Nota: En muchas áreas, los inodoros de bajo volumen son requeridos por la ley.
- Reemplace su ducha con una versión que gaste menor cantidad de agua.

Cocina

- Opere los lavaplatos automáticos sólo cuando estos estén completamente llenos. Utilice la función de "lavado ligero," si la tiene, con el fin de usar menos agua.
- Al lavar los platos a mano, llene dos recipientes—uno con agua con jabón y el otro con agua de enjuague que contenga una pequeña cantidad de blanqueador de cloro.

Consejos para la conservación de agua al aire libre

General

- Revise periódicamente el contador de agua. Si la bomba automática se enciende y se apaga mientras no se está utilizando el agua, probablemente puede tener una fuga.
- Una vez establecidas, las plantas nativas y/o pastos resistentes a la sequía, las cubiertas de tierra, arbustos y árboles. No necesitan agua con tanta frecuencia y por lo general van a sobrevivir un período seco sin regar. Las plantas pequeñas requieren menor cantidad de agua para establecerse. Agrupe las plantas basadas en las necesidades de agua similares.

Lavado de coches

- Use una boquilla de cierre que se puede ajustar a un rocío fino de su manguera.

- Use un lavado de autos comercial que recicle agua. Si usted lava su coche, aparque su coche en la hierba para que la riegue al mismo tiempo.

Cuidado del césped

- Evite el exceso de riego de su césped. Una fuerte lluvia elimina la necesidad de riego por un máximo de dos semanas. La mayor parte del año, los jardines sólo necesitan una pulgada de agua por semana.
- Rocíe su césped en varias sesiones cortas en lugar de un solo y largo riego, de esta manera su césped absorberá mejor el agua.

B. Unpacking Learning Targets

Expeditionary Learning Teacher and Student Actions

The teacher directs students' attention to the posted learning targets and asks students to read them silently. The teacher asks students to discuss with a partner why they have spent so much time on main ideas and key details. The teacher calls on students to share their ideas.

AIR Additional Supports

- Define the terms *main ideas* and *details*.
- Have students work with a partner to practice finding the main idea and details from text that they read in a previous lesson.

AIR Instructions for Teachers

Define main ideas and details. Using the excerpt below as a reminder, ask students to work with a partner to find the main idea of the second paragraph of the Australia text and a supporting detail for the main idea.

AIR Instructions for Students

- The main idea is the most important idea of a paragraph or text. It is what the author wants you to know. Supporting details help explain or prove the main idea.
- Read the text below and fill in the blanks to provide the main idea for the second paragraph of the text.

Text	Glossary
In Australia, most people live within a 30-minute drive of the ocean. For many of them, going to the beach is a part of everyday life. So are severe drought, and laws that dictate how and when water can be used.	*severe drought*—a long time with little or no rain *dictate*—tell *restrictions*—limits *freshwater*—water that is not salty *routine*—things you do all the time
Lachlan McDonald, 14, and his 16-year-old brother, Mitchell, live with their parents and younger sister in Beaumaris (boh-MAR-iss). Their hometown is an attractive suburb of Melbourne, with spacious ranch houses on tree-lined streets. The brothers love to surf. But restrictions on freshwater have changed their routine—including the long hot showers they used to take afterward. "When you go surfing and it's freezing and you want to have a hot shower,	

you can't," Lachlan tells JS. "When you can, it's too short to really warm up."	

1. What is the main idea in the second paragraph of "Dry Days in Australia"? [ALL]
   The main idea in the second paragraph of "Dry Days in Australia" is _____ [TR].
   One detail that helps me know this is _____[(TR]

   The main idea in the second paragraph of "Dry Days in Australia" is that restrictions on _____have changed their _____. [EN, EM]
   One detail that helps me know this is that Lachlan cannot take _____ _____ showers. [EN, EM]

2. Work Time

A. Determining the Main Idea of "Tackling the Trash"

Expeditionary Learning Teacher and Student Actions

The teacher distributes "Tackling the Trash" and the Determining the Main Idea and Key Details task card. The teacher explains that the text tells the story of Chad Pregracke. Students are encouraged to think how they might include ideas for this text in their VoiceThread. Students read and teacher circulates, giving support when needed. As students begin working on their main idea statements, the teacher asks questions to individuals, small groups, and the class about what is helping them determine the main idea and what the text is about. Students share their main idea statements with a partner. Selected students share main idea with whole class.

AIR Additional Supports

This text will be too challenging for most ELLs/MLLs to read cold and figure out main ideas and details. Besides the text complexity, it is not that obvious what the main ideas are because the text is more of a narrative about activities related to cleaning the river from trash.

- Use the new activities that follow to help all ELLs/MLLs read and understand the text:
  - Previewing the Text (AIR new activity 1 for Determining the Main Idea)
  - Enhancing Background Knowledge (AIR new activity 2 for Determining the Main Idea)
  - Acquiring and Using Vocabulary (AIR new activity 3 for Determining the Main Idea)
  - Minilesson on Context Clues (AIR new activity 4 for Determining the Main Idea)
  - Reading for Main Ideas and Details (AIR new activity 5 for Determining the Main Idea)
- Use student charts that accompany these activities to provide students with opportunities to see the questions and record responses. Examples are provided below.
- After students comprehend the text, have them share their ideas with a partner. ELLs/MLLs who are in entering and emerging stages of proficiency would ideally be partnered with a bilingual classmate.

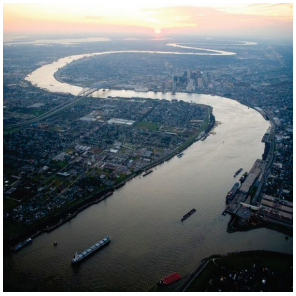
Previewing the Text (AIR New Activity 1 for Determining the Main Idea)

AIR Additional Supports Help students determine what the text is about by asking students about the title.	
AIR Instructions for Teachers ▪ Use the title of the text to help students understand what the text is about. Develop questions about the title that will help students connect the title with the text. ▪ Explain that underlined words in the text are defined to the right.	
AIR Instructions for Students ▪ Use the title of the text to figure out what the text is about. The glossary will help you.	
Title	**Glossary**
The title is ***Tackling Trash***. Look at the definitions for tackle and trash. What do you think this article is about? [ALL] I think this article is about _____. [EN, EM, TR]	*tackle*—try to solve something difficult *trash*—anything that is thrown away because it is not wanted

Enhancing Background Knowledge (AIR New Activity 2 for Determining the Main Idea)

AIR Additional Supports Have students look at a map and picture of the Mississippi and read a brief description of the river to build background knowledge. Show a short video clip about the river. Have students answer questions about the reading selection and video. Provide a glossary to offer additional support.
AIR Instructions for Teachers ▪ Show students the picture and map of the Mississippi River. ▪ Ask students to read the short text using the glossary as needed. Then students should answer the questions provided. ▪ To provide additional background information on flooding, show the short clip. Have students read the questions before watching the video. Show the video once or twice. Have students answer the questions using the glossary as needed.
AIR Instructions for Students ▪ Look at the picture and map of the Mississippi River. ▪ Read the short text and answer the questions. The meanings of underlined words are in the glossary. ▪ Watch the short video clip. Before you watch, read the questions about the video. Use the glossary to look up unfamiliar words. Answer the questions.

The Mississippi River



The Mississippi River	Glossary
The Mississippi River is a very long river in the United States. The part of the Mississippi River from its headwaters to St. Louis is called the Upper Mississippi. East Moline, Chad's hometown, is located on the Upper Mississippi. The Mississippi River has experienced a lot of pollution, and there is a lot of trash in the river and along the shoreline.	*headwaters*—the beginning of a river *upper*—higher in place *is located on*—is next to *pollution*—poisons, waste, or other things that hurt the environment *shoreline*—the place where land and water meet

Supplementary Questions

2. What is a very long river in the United States? [ALL]
   A long river in the United States is _____. [TR]
   The _____ is a long river in the United States. [EN, EM]
3. The Upper Mississippi runs between which two points? [ALL]
   The Upper Mississippi runs between _____[TR].
   The Upper Mississippi runs between _____ and _____. [EN, EM]
4. Where is Chad's hometown? [ALL]
   Chad's hometown is _____. [TR]
   Chad's hometown is located on the _____ _____. [EN, EM]
5. What is a problem the Mississippi has experienced? [ALL]
   A problem the Mississippi has experienced is _____. [TR]
   The river has experienced _____. [EN, EM]
6. Where is the trash located? [ALL]
   The trash is located _____. [TR]
   The trash is located in the _____ and along the _____. [EN, EM]

Video Clip	Glossary
http://www.discovery.com/tv-shows/other-shows/videos/raging-planet-mississippi-flood.htm 7. When does the water in the Mississippi River rise? [ALL] The water rises _____. [TR] The water rises every _____. [EN, EM] 8. What happens when it floods? [ALL] When it floods, _____. [TR] When it floods, the riverbanks cannot contain the _____. [EN, EM]	*rise*—move up *flood*—a strong movement of water onto land that should not be under water *develop*—grow or cause to grow *predictable*—known ahead of time that something will happen *flash flood*—a quick and strong flood after a lot of rain *riverbank*—the ground next to the river *contain*—have or hold inside *tributary*—a smaller river that goes into a larger river *flood plain*—a wide, flat area of land near a river that floods regularly

Building Vocabulary (AIR New Activity 3 for Determining the Main Idea)

AIR Additional Supports

Provide students with a glossary to support their comprehension of the text. Throughout the lesson, provide explanations of additional vocabulary that may need more elaboration than is provided in the glossary, and use second language acquisition techniques to make word meanings clear.

AIR Instructions for Teachers

- Students have access to a glossary that includes word keys to understanding the text as well as words that appear frequently in the text. Note that in actual lessons all these words would be glossed but in the example below only some of these words are glossed to model comprehensible definitions. The words in this text that are high-frequency general academic words are *community, resources, area, finally, grant, found, volunteers, goal, final, job, fund, project, involved, individuals, participate, devoting.*
- During close reading, for each underlined word in the text, students find the word in their glossary and rewrite it. An example of one entry for a student glossary follows the word list. For homework, students can complete the glossary—drawing a picture or writing a word or phrase to help them remember the new word. If the student speaks a language that shares cognates with English, he or she indicates if the word is a cognate.

AIR Instructions for Students

- Use the target word list below to help you as you read the text.
- As you read the text, look for boldfaced words. Write each boldfaced word in your glossary.
- For homework, complete the glossary.

Target Word List	
Word	**Definition**
tackle	try to solve or fix a problem
shoreline	the place where land and water meet

flood	a strong movement of water onto land that should not be under water
load	something that is carried
hooked	be very interested in something, or enjoy doing something a lot
community	an area where a group of people live
resource	a source of help or support; a source of wealth
support	help a cause, a person, or a group
agency	a company or group that works to help other companies or people
donate	give money or needed objects to people or an organization
determined/determination	work on something even when it is difficult
area	a place or region
company	a business
finally	after everything else; at the end
grant	a gift of money to be used for a certain project
found	past tense of *find* (to discover)
impressed	have a strong influence on the mind or feelings of someone
enthusiasm	a strong happy interest in something
volunteer	a person who offers to work or help without pay
goal	a result or end that a person wants and works for
final	happening at or being at the end of something; last
job	work
fund	give money for
project	an activity that takes great effort or planning
involved	be part of; to be concerned with
individual	a single human being, person
participate	take part; to become involved
devote	be dedicated or committed to something or someone

Glossary

Word ***translation***	**Rewrite the Word**	**English Definition**	**Example From Text**	**Picture or Phrase**	**Is It a Cognate?**
shoreline *la orilla*	Shoreline	A place where land and water meet	That's when he first noticed the junk dotting its shoreline.		No

Mini-lesson on Context Clues (AIR New Activity 4 for Determining the Main Idea)

AIR Additional Supports

It is important to teach ELLs/MLLs word-learning strategies. One example of a word-learning strategy is identifying the meaning of words from context.

AIR Instructions for Teachers

- Tell students that if they come across a word they don't know, they can use clues in the surrounding text to figure out what it means. These are called context clues.
- Tell students to first identify the word they don't know. Then look at the surrounding words for clues. For example, for the word *litter* (first example), the text says "picking up other people's litter." So it probably has to do with something that other people have thrown away. What other words in the text have to do with throwing away something? [*junk, trash*] We can guess that litter are objects that are thrown away as waste.
- Review the student instructions.
- Have students work in pairs to complete the chart.
- Review students' answers as a whole class.

AIR Instructions for Students

Follow along as your teacher explains what context clues are. Then use the context clues to determine the meanings of the mystery words in the chart. First, underline the mystery word in the sentence where it appears. Next, find the clues in the text and circle them. Line numbers are provided to help you find the clues. Then write the clues in the space provided (some are already filled in). Finally, use the clues to write in the definition for each mystery word. The first one is done for you.

Mystery Words

Mystery Word	***Location***	***Clues***
1. litter	Line 1	Lines 1, 6, 7, 8
clues: *picking up, junk, throw trash* definition: *pieces of waste paper and other objects scattered around a place*		
2. junk	Line 6	Lines 1, 6, 7, 8
clues: picking up litter, throw trash definition:		
3. shoreline	Line 6	Lines 5-7
clues: alongside, Mississippi, river definition:		
4. clutter	Line 9	Lines 8-10
clues: trash, added to, tin cans, tires, TV sets definition:		
5. landfill	Line 18	Lines 17-19
clues: definition:		
6. donate	Line 27	Lines 23, 27-28
clues:		

definition:		
7. determination	Line 30	Lines 20-23, 30 (*How did Chad feel about his work?)*
clues: definition:		
8. grant	Line 31	Line 23-25, 30-31
clues: definition:		

Text

Not many people would spend their free time picking up other people's litter. But Chad Pregracke has spent most of the past five years doing just that along the Mississippi, Ohio, and Illinois Rivers.

Why?

Chad grew up in a house alongside the Mississippi. He loved to fish and camp on the river's wooded islands. That's when he first noticed the junk dotting its shoreline. Many other boaters and campers used the river, too. Unfortunately, some of them didn't care where they threw their trash.

Spring floods added to the clutter. When flood waters went down, they left behind everything from tin cans to 55-gallon steel drums, from tires to TV sets.

"It was getting worse every year," Chad says. "And nobody was cleaning it up."

In May of 1997, Chad came home from college for summer vacation. As usual, he was disgusted by the junk that littered the riverbanks near his hometown of East Moline, Illinois. But this time, instead of wondering why someone else didn't clean it up, he decided to tackle a few miles of shoreline himself.

With only a flat-bottom boat, a wheelbarrow, and a sturdy pair of gloves, he motored up and down the river. Whenever he spotted trash, he pulled to shore and picked it up. When his boat was full, he took the load to a landfill. Chad even took pictures of the junk he hauled away. "I thought it might be fun to see how much trash I could pick up," he says.

Soon the riverbanks near his hometown were litter-free. And Chad was hooked. "I really enjoyed it," he says. "I could see the results day after day. It made me feel good to help my community." So he kept going, sleeping under a tarp each night.

But Chad's money was disappearing fast. Food, gasoline for his boat, landfill charges, and film costs were gobbling up his resources. He wondered if others would help support his cleanup.

First Chad talked to government agencies like the National Fish and Wildlife Service and the U.S. Army Corps of Engineers. While happy about his work, they didn't have much money to donate.

So Chad called area businesses. He explained about growing up beside the river, the mess it had become, and his determination to clean it up. Most companies wouldn't help either. But finally one company decided to lend a hand. Chad got his first small grant and the encouragement he needed to find others to help as well.

Scaffolded Close Reading (AIR New Activity 5 for Determining the Main Idea)

AIR Additional Supports

- Create guiding questions and supplementary questions for each section of text. The main ideas for ELLs/MLLs to get out of this reading are: U.S. rivers have a lot of trash; Chad did many things to make a difference; Chad had to overcome many obstacles to accomplish his goals.
- Use sentence frames and word banks for entering and emerging level ELLs/MLLs. Use sentence starters for transitioning ELLs/MLLs.

AIR Instructions for Teachers

- Review student instructions for first close reading with the class.
- Remind students that the guiding questions are designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them answer the guiding questions.
- Tell students to use their glossary to find the meanings of words that are underlined in the text. These are words that are important for understanding the text and/or high-frequency words in English.
- Read each section of the text aloud using proper pacing and intonation. During this reading, the teacher uses the glossed definitions or gestures to explain the meanings of challenging words. For example, "Spring floods added to the clutter." Floods are strong flows of water.

AIR Instructions for Students

Listen and follow along as your teacher reads the text. In this close reading, you will be answering questions about the text below. Your teacher will review the guiding question(s) with you. Work with a partner to answer the supplementary questions. *If needed*, use the word bank and sentence frames to complete your answers to the questions. Your teacher will review the answers with the class. Then, you will discuss the guiding question(s) with your teacher and the class. Finally, you will complete the response(s) to the guiding question(s). Remember to use your glossary to find the meanings of words that are underlined.

Part 1 (P1–P4)

Guiding Questions

- What do we know about the condition of the Mississippi, Ohio, and Illinois Rivers?
- Why are our rivers like this?
- What had Chad done for most of the past five years?

Tackling the Trash

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Why?

Chad grew up in a house alongside the Mississippi. He loved to fish and camp on the river's wooded islands. That's when he first noticed the junk dotting its shoreline. Many other boaters and campers used the river, too. Unfortunately, some of them didn't care where they threw their trash.

Spring floods added to the clutter. When flood waters went down, they left behind everything from tin cans to 55-gallon steel drums, from tires to TV sets.

"It was getting worse every year," Chad says. "And nobody was cleaning it up."

Word Bank

trash	boaters	shoreline	island	junk
spread	flood	Trash	campers	house
fish	camp	Junk	Mississippi	

Supplementary Questions

9. What does the word *litter* mean? [ALL]
   Litter is _____. [TR]
   Litter is _____ _____ around a place. [EN, EM]

10. Where did Chad grow up? [ALL]
    Chad grew up _____. [TR]
    Chad grew up in a _____ alongside the _____. [EN, EM]

11. What did he like to do? [ALL]
    He liked to _____. [TR]
    He liked to _____ and _____ on the _____. [EN, EM]

12. What did he notice? [ALL]
    He noticed the _____. [TR]
    He noticed the _____ dotting the _____. [EN, EM]

13. Why was there junk dotting the shoreline? [ALL]
    There was junk dotting the shoreline because _____. [TR]
    There was junk dotting the shoreline because other _____ and _____ didn't care where they threw their _____. [EN, EM]

14. How did the spring flood waters add to the clutter? [ALL]
    The spring flood waters added to the clutter because _____. [TR]
    The spring flood waters added to the clutter because when the _____ waters went down, they left behind different kinds of _____. [EN, EM]

Response to Guiding Questions

15. What do we know about the condition of the Mississippi, Ohio, and Illinois Rivers? [ALL]
    We know that _____. [EN, EM, TR]
    Why are our rivers like this? [ALL]
    The rivers are like this because _____. [EN, EM, TR]

16. What had Chad done for most of the past five years? [ALL]
    Chad had _____. [EN, EM, TR]

Part 2 (P5–P7)

Guiding Question

- What were Chad's activities in the summer of 1997?
- How did he make a difference?

Tackling the Trash

In May of 1997, Chad came home from college for summer vacation. As usual, he was disgusted by the junk that littered the riverbanks near his hometown of East Moline, Illinois. But this time, instead of wondering why someone else didn't clean it up, he decided to tackle a few miles of shoreline himself.

With only a flat-bottom boat, a wheelbarrow**,** and a sturdy pair of gloves, he motored up and down the river. Whenever he spotted trash, he pulled to shore and picked it up. When his boat was full, he took the load to a landfill. Chad even took pictures of the junk he hauled away. "I thought it might be fun to see how much trash I could pick up," he says.

Soon the riverbanks near his hometown were litter-free. And Chad was hooked. "I really enjoyed it," he says. "I could see the results day after day. It made me feel good to help my community." So he kept going, sleeping under a tarp each night.

Word Bank

waste	shore	wheelbarrow
pictures	gloves	enjoyed
tackle	landfill	picked up

Supplementary Questions

17. What did Chad decide to do in the summer of 1997? [ALL]
    Chad decided to _____. [TR]
    Chad decided to _____ a few miles of shoreline himself. [EN, EM]

18. What did he use to do it? [ALL]
    He used _____. [TR]
    He used a flat-bottom boat, a _____, and a pair of _____. [EN, EM]

19. Chad did four things when he was cleaning up the trash. What were they? [ALL]
    The four things were _____. [TR]
    When he saw trash, he pulled to _____. He _____ the trash.
    When he had a full load, he took the trash to a _____. He took _____ of the trash. [EN, EM]

20. What do you think the word *landfill* means in the phrase "when his boat was full he took the load to a landfill"? Check your answer in a reference book. [ALL]
    The word *landfill* means _____. [TR]
    A landfill is a place for _____ from cities and towns. [EN, EM]

21. Why was Chad hooked? [ALL]
    He was hooked because _____. [TR]
    He was hooked because he really _____ the work. [EN, EM]

Response to Guiding Questions

22. What were Chad's activities in the summer of 1997? [ALL]
    He _____. [EN, EM, TR]

23. How did he make a difference? [ALL]
    He made a difference by _____. [EN, EM, TR]

Part 3 (P8–P11)

Guiding Question

- What obstacles or challenges did Chad face?
- What did he do to get support?

Tackling the Trash

But Chad's money was disappearing fast. Food, gasoline for his boat, landfill charges, and film costs were gobbling up his resources. He wondered if others would help support his cleanup.

First Chad talked to government agencies like the National Fish and Wildlife Service and the U.S. Army Corps of Engineers. While happy about his work, they didn't have much money to donate.

So Chad called area businesses. He explained about growing up beside the river, the mess it had become, and his determination to clean it up. Most companies wouldn't help either. But finally one company decided to lend a hand. Chad got his first small grant and the encouragement he needed to find others to help as well.

Chad began visiting other companies in person and found that his careful record keeping paid off. People couldn't help being impressed by his enthusiasm, or by the pictures of the junk he'd already hauled away. The next year, Chad received enough money to *finish* his summer's work with several volunteers to help him. In two years he raised enough money to buy two more boats and hire five helpers for the next summer.

Word Bank

agencies	area	money
businesses	carry	place
government	grant	disappearing

Supplementary Questions

24. Why did Chad need support? [ALL]
    Chad needed support because _____. [TR]
    His _____ was _____ fast. [EN, EM]
25. Who did he talk to first? [ALL]
    He talked to _____. [TR]
    He talked to _____ _____ like the National Fish and Wildlife Services and the U.S. Army Corps of Engineers. [EN, EM]
26. Who did he talk with next? [ALL]
    Next he talked to _____ _____. [EN, EM, TR]
27. What donation did he get from one company? [ALL]
    The donation he got was _____. [TR]
    He received a small _____. [EN, EM]
28. What do you think the phrase "hauled away" means in the phrase "junk he hauled away"? [ALL]
    "Hauled away" means _____. [TR]
    It means _____ from one _____ to another. [EN, EM]

Response to Guiding Questions

29. What obstacles, or challenges, did Chad face? [ALL]
    The obstacles Chad faced were _____. [EN,EM,TR]
    What did he do to get support? [ALL]
    To get support, he _____. [EN,EM,TR]

Part 4 (P12–P13)

Guiding Questions

- What did Chad do in the summer of 1998?
- How did he make a difference?
- What obstacles did he face?

Tackling the Trash

In 1998, Chad's goal was to clean 1,000 miles of shoreline. Beginning in northern Iowa, he and his crew slowly worked their way south. Their final destination was St. Louis, Missouri. Along the way, Chad had to receive permission from each town to pile his junk in a parking lot or field. When he finished each area, he trucked the trash to the nearest landfill.

As the hot summer *wore on,* the work became more difficult. The farther south they traveled, the more trash littered the shore. One mile of shoreline was so full of old tires, it took more than a month to clean—one small boatload at a time. *Sheltered* only by tents and tarps, Chad and his crew *battled* mosquitoes and summer storms**.** By summer's end, only Chad and one helper *remained* on the job. When cold weather forced them to stop, they were just fifty miles from St. Louis.

Word Bank

field	1,000 miles	storms	trucked
mosquitoes	trash	parking lot	shoreline
junk	landfill		

Response to Supplementary Questions

30. What was his goal? [ALL]
    His goal was _____. [TR]
    His goal was to clean _____ of _____. [EN, EM]
31. What did he need permission for? [ALL]
    He needed permission to _____. [TR]
    He needed permission to pile his _____ in a _____ or _____. [EN, EM]
32. What did he do after he finished each area? [ALL]
    After he finished each area, he _____. [TR]
    He _____ the trash to the nearest _____. [EN, EM]
33. Why did the work become more difficult? [ALL]
    The work became more difficult because _____. [TR]
    The work became more difficult because Chad and his volunteers had to face more _____, _____, and summer _____. [EN, EM]

Response to Guiding Questions

34. What did Chad do in the summer of 1998? [ALL]
    In the summer of 1998, he _____. [EN,EM,TR]
35. How did he make a difference? [ALL]
    He made a difference by _____. [EN, EM, TR]
36. What obstacles did he face? [ALL]
    His obstacles were _____. [EN, EM, TR]

Part 5 (P14–P17)

Guiding Questions

- What was Chad's goal during the winter of 1998?
- How did he accomplish it?
- How did Chad make a difference?

Tackling the Trash

Chad didn't spend the winter months catching up on sleep. He needed to raise more than $100,000. Part of the money would go toward finishing his work near St. Louis. The rest would fund his next project, cleaning the 270-mile shoreline of the Illinois River.

Chad also traveled from town to town. He spoke at schools, churches, and town halls. He shared his story with community groups, conservation clubs, and scout troops. He asked them to help keep the river clean.

People were eager to help. Someone even offered him a used houseboat for free. There was only one catch**:** it was resting on the muddy bottom of the Illinois River. "It was a real mess," Chad remembers. "The most totally trashed thing you've seen in your life."

After a lot of repair work and elbow grease, *The Miracle* became the crew's floating home and headquarters—a big step up from tents and tarps.

Word Bank

houseboat	community	clubs	help
repair	clean	river	

Supplementary Questions

37. What did Chad do in the towns he visited? [ALL]
    In the towns he visited, he _____. [TR]
    Chad spoke to many groups including _____ groups, conservations _____, and scout troops.
    He asked them to _____ keep the _____ clean. [EN, EM]

38. Chad got a new home. What was it and what did he have to do to make it livable? [ALL]
    His new home was a _____. To make it livable, he _____. [TR]
    His new home was _____. He had to _____it before it was livable. [EN, EM]

Response to Guiding Questions

39. What was Chad's goal during the winter of 1998? [ALL]
    His goal was _____. [EN, EM, TR]

40. How did he accomplish it? [ALL]
    He _____. [EN, EM, TR]

41. How did Chad make a difference? [ALL]
    He asked people to _____. [EN, EM, TR]

Part 6 (P18–P21)

Guiding Questions

- What did Chad do in 2000?
- How did Chad make a difference?

Tackling the Trash

In 2000, Chad began hosting community-wide cleanup days in cities along the Mississippi. "I want to get as many people involved as possible," he says.

Toward that goal, Chad encourages individuals and community groups to participate in his Adopt-a-Mississippi-Mile program, pledging to keep a mile of shoreline litter-free.

Chad did return to college in 2001 and received his associate's degree. But for now, Chad is devoting himself to the river, and cleaning it up has taken over his life.

But he doesn't mind one bit. "I work with good people who have become my best friends," he says. "I love it."

Word Bank

friends	community	litter-free
pledge	people	Individuals

Supplementary Questions

42. What is the Adopt-a-Mississippi-Mile program? [ALL]
    The Adopt-a-Mississippi-Mile program is _____. [TR]
    With this program, _____ and _____ groups _____ to keep a mile of the shoreline _____. [EN, EM]

43. What is one reason Chad likes what he does? [ALL]
    One reason is _____. [TR]
    Chad likes what he does because he works with good _____ who have become his _____. [EN, EM]

Response to Guiding Questions

44. What did Chad do in 2000? [ALL]
    He began _____. [EN, EM, TR]

45. How did Chad make a difference? [ALL]
    He _____. [EN, EM, TR]

B. Answering Questions About "Tackling the Trash"

Expeditionary Learning Teacher and Student Actions

Teacher displays a copy of "Tackling the Trash" on a document camera. Teacher asks students to look at the first three paragraphs and find synonyms for *garbage*. Teacher asks why the author uses different words for *garbage*. Teacher asks for a synonym for *landfill*. Teacher reads paragraphs 3 and 4. Teacher refers students to the word *donate* and explains the meaning of *donate* and *donation*. Teacher asks students to give a synonym for a donation of money from the fourth paragraph.

AIR Additional Supports

ELLs/MLLs will be better prepared to complete this activity because of new activities 1 through 5 for Determining the Main Idea. However, create a student chart because this will allow ELLs/MLLs to

read as well as hear the instructions. It also provides a running record for the lesson that enables them to review what they have learned. A glossary of the target words should be part of the student chart. An example for the word *garbage* is provided below.

AIR Instructions for Teachers

- Give students a student chart for this activity.
- Review student instructions.

AIR Instructions for Students

- Find four words from the text related to *garbage* that have similar meanings.
- Look each up in the glossary to check that that they are correct.
- Complete the chart below.

Synonyms—words that have the same or similar meaning

Word	Definition

Why do you think the author uses these different words to describe garbage? [ALL]
The author uses these different words to describe garbage because _____. [EN, EM, TR]

C. Finding Key Details and Revising the Main Idea

Expeditionary Learning Teacher and Student Actions

Teacher redirects students' attention to the posted learning targets and asks a volunteer to read the second learning target aloud. Teacher tells students they are now going to complete Part 2 of the task card with their partners. Teacher suggests to students that they figure out the main idea one paragraph at a time. Each student receives a highlighter or colored pencil. Students complete Part 2. Teacher circulates, asking students why they selected certain passages as a key detail. Teacher asks students to discuss in pairs if they would change their main idea statement because of the key details they found. Students share.

AIR Additional Supports

- ELLs/MLLs will be better prepared to complete this activity because of new activities 1 through 5 for Determining the Main Idea.
- ELLs/MLLs might be given a graphic organizer and directed back to the student charts associated with new activity 5 for Determining the Main Idea to pull information into this graphic organizer.

AIR Instructions for Teachers

- Give students the graphic organizer for this activity.
- Review student instructions.

AIR Instructions for Students

- Answer each question, to help you determine the details for these main ideas from the text.
- Write three main ideas in the chart.
- Provide the details from the text to explain how you know.

46. The rivers in the United States have many problems. What are some problems with these rivers? Review your answers to questions 4, 5, and 6. [ALL]
Main Idea: U.S. rivers are _____. [EN, EM, TR]

47. Chad did many things to make a difference. What did Chad do? Review your answers to questions 10, 16, 29, 31, 35, and 39. [ALL]
Main Idea: Chad did many things to _____. [EN, EM, TR]

48. Chad overcame many obstacles so that he could make a difference. What were the obstacles he overcame? Review your answers to questions 17, 22, 27, and 30. [ALL]
Main Idea: Chad had _____. [EN, EM, TR]

	Main Idea	Supporting Details From Text (How do you know?)	
	U.S. rivers are filled with trash.	junk dotting shoreline, campers and boaters throwing their trash, clutter left after spring floods	

3. Closing and Assessments

A. Sharing Ways to Be Well Aware

Expeditionary Learning Teacher and Student Actions

Teacher asks students to find a new partner and share what they learned from Chad Pregracke's story about the importance of tackling trash. Students are encouraged to use examples from the text. At least three students share their ideas, and these ideas are added to the Being Well Aware anchor chart. Teacher distributes Independent Reading recording form.

AIR Additional Supports

AIR suggests that teachers begin by modeling or having a student model an example for each category in the Being Well Aware anchor chart. Categories include Learn More and Educate Others; Join Others; Conserve Water; Protect Water, and Improve Access. ELLs/MLLs with entering and emerging levels of proficiency should be given sentence starters and word and phrase banks. An example of a sentence starter for Conserve Water is presented below.

AIR Instructions for Teachers

- Have students return to their Being Well Aware Anchor Chart.
- Model or have students model an example for each category of Being Well Aware.
- After each model, have ELLs/MLLs work with an English-proficient partner to provide additional examples.
- ELLs/MLLs with lower levels of proficiency should be given sentences starters and word and phrase banks.

AIR Instructions for Students

Take out your Being Well Aware Chart.

What is an example of conserving water? [ALL]

One way to conserve water is to _____. [EN, EM, TR]

4. Homework

Expeditionary Learning Teacher and Student Actions

Teacher asks students to share with someone at home three things Chad did to make a difference and think about which of these ideas they might want to share in their VoiceThread. Teacher asks students to continue reading their independent reading book and complete their Independent Reading recording form.

AIR Additional Supports

- Encourage ELLs/MLLs to share with someone at home in their home language or in English and decide which activities they want to share in their VoiceThread. The previous inserts and activities will support ELLs/MLLs.
- Students are supposed to be continuing to read their independent reading books and complete their Independent Reading recording form. Help ELLs/MLLs select books at their independent reading levels. The resources that follow might be used to help ELLs/MLLs find the appropriate independent reading materials.
- In addition, it is important to ensure that ELLs/MLLs understand the task demands of the Independent Reading form. The students will have completed the form previously. Ensure ELLs/MLLs understand the meanings of the words or phrases *struck you, precise*, and *unsure* and that they see an example.

AIR Instructions for Teachers

Support for Finding Independent Reading Materials

Help students find independent reading materials at the appropriate lexical level. Resources such as those listed below provide information to help find reading materials at student's lexile levels.

http://www.lexile.com/fab
http://www.lexile.com/about-lexile/how-to-get-lexile-measures/text-measure/
http://about.edsphere.com/

AIR Instructions for Students

Support for Completing the Independent Reading Form

- Review the meanings of *where, who,* and *what*. Then talk about precise language. Before students work on their own, ask them to give examples from the *Tacking the Trash* reading of words that are precise and explain why.
- Have several students indicate a word whose meaning they were unsure about.
- Use the following questions to guide the discussion:

49. Who remembers what it means if a word is precise? [ALL]
    If a word is precise, it means _____. [EN, EM, TR]
50. Who can give an example of a word from "Tackling the Trash" that you feel is precise? [ALL]
    An example of a word from "Tackling the Trash" that I feel is precise is _____. [EN, EM]
    An example is _____. [TR]
51. Who can give another example? [ALL]
    An example of a word from "Tackling the Trash" that I feel is precise is _____. [EN, EM]
    An example is _____. [TR]
52. What is a word from "Tackling the Trash" that you were unsure of when you were reading? [ALL]
    A word I was unsure of is _____. [EN, EM, TR]
53. What is another example? [ALL]
    Another example is _____. [EN, EM, TR]

Teacher Assessment

Assessment Questions for Grade 3, "Tackling the Trash"

Instructions

Today you (or I) will re-read an article about a young man who decided to clean up the Mississippi River. You will then answer ten questions. The first question in each pair asks you about the passage (story). The second question asks you what details (information) in the story best supports your answer (helps you answer the first question in the pair). Circle the correct answer to each question.

Not many people would spend their free time picking up other people's litter. But Chad Pregracke has spent most of the past five years doing just that along the Mississippi, Ohio, and Illinois Rivers.

Why?

Chad grew up in a house alongside the Mississippi. He loved to fish and camp on the river's wooded islands. That's when he first noticed the junk dotting its shoreline. Many other boaters and campers used the river, too. Unfortunately, some of them didn't care where they threw their trash.

Spring floods added to the clutter. When flood waters went down, they left behind everything from tin cans to 55-gallon steel drums, from tires to TV sets.

"It was getting worse every year," Chad says. "And nobody was cleaning it up."

In May of 1997, Chad came home from college for summer vacation. As usual, he was disgusted by the junk that littered the riverbanks near his hometown of East Moline, Illinois. But this time, instead of wondering why someone else didn't clean it up, he decided to tackle a few miles of shoreline himself.

With only a flat-bottom boat, a wheelbarrow, and a sturdy pair of gloves, he motored up and down the river. Whenever he spotted trash, he pulled to shore and picked it up. When his boat was full, he took the load to a landfill. Chad even took pictures of the junk he hauled away. "I thought it might be fun to see how much trash I could pick up," he says.

Soon the riverbanks near his hometown were litter-free. And Chad was hooked. "I really enjoyed it," he says. "I could see the results day after day. It made me feel good to help my community." So he kept going, sleeping under a tarp each night.
But Chad's money was disappearing fast. Food, gasoline for his boat, landfill charges, and film costs were gobbling up his resources. He wondered if others would help support his cleanup.

First Chad talked to government agencies like the National Fish and Wildlife Service and the U.S. Army Corps of Engineers. While happy about his work, they didn't have much money to donate.

So Chad called area businesses. He explained about growing up beside the river, the mess it had become, and his determination to clean it up. Most companies wouldn't help either. But finally one company decided to lend a hand. Chad got his first small grant and the encouragement he needed to find others to help as well.

Chad began visiting other companies in person and found that his careful record keeping paid off. People couldn't help being impressed by his enthusiasm, or by the pictures of the junk he'd already hauled away. The next year, Chad received enough money to *finish* his summer's work with several volunteers to help him. In two years he raised enough money to buy two more boats and hire five helpers for the next summer.

In 1998, Chad's goal was to clean 1,000 miles of shoreline. Beginning in northern Iowa, he and his crew slowly worked their way south. Their final destination was St. Louis, Missouri. Along the way, Chad had to receive permission from each town to pile his junk in a parking lot or field. When he finished each area, he trucked the trash to the nearest landfill.

As the hot summer *wore on,* the work became more difficult. The farther south they traveled, the more trash littered the shore. One mile of shoreline was so full of old tires, it took more than a month to clean—one small boatload at a time. *Sheltered* only by tents and tarps, Chad and his crew *battled* mosquitoes and summer storms**.** By summer's end, only Chad and one helper *remained* on the job. When cold weather forced them to stop, they were just fifty miles from St. Louis.

Chad didn't spend the winter months catching up on sleep. He needed to raise more than $100,000. Part of the money would go toward finishing his work near St. Louis. The rest would fund his next project, cleaning the 270-mile shoreline of the Illinois River.

Chad also traveled from town to town. He spoke at schools, churches, and town halls. He shared his story with community groups, conservation clubs, and scout troops. He asked them to help keep the river clean.
People were eager to help. Someone even offered him a used houseboat for free. There was only one catch**:** it was resting on the muddy bottom of the Illinois River. "It was a real mess," Chad remembers. "The most totally trashed thing you've seen in your life."

After a lot of repair work and elbow grease, *The Miracle* became the crew's floating home and headquarters—a big step up from tents and tarps.

In 2000, Chad began hosting community-wide cleanup days in cities along the Mississippi. "I want to get as many people involved as possible," he says.

Toward that goal, Chad encourages individuals and community groups to participate in his Adopt-a-Mississippi-Mile program, pledging to keep a mile of shoreline litter-free.

Chad did return to college in 2001 and received his associate's degree. But for now, Chad is devoting himself to the river, and cleaning it up has taken over his life.

But he doesn't mind one bit. "I work with good people who have become my best friends," he says. "I love it."

Question 1

Part A

What does the phrase **gobbling up** mean as it is used in paragraph 8?

A. quickly using
B. slowly filling
C. loudly blocking
D. happily giving

Part B

Which detail from "Tackling the Trash" **best** supports the answer to Part A?

A. "He wondered if others would help …"
B. **"**While happy about his work…"
C. **"…Chad's money was disappearing fast."**
D. "…growing up beside the river…"

Question 2

Part A

In "Tackling the Trash," what do we learn about Chad from his statement, "I could see the results day after day" (paragraph 7)?

A. **He believes every day he is helping the river get cleaner.**
B. He realizes many of his friends were the source of the litter.
C. He misses spending time on the river with his family.
D. He wishes he could go back to college and finish his degree.

Part B

Which detail supports the answer to Part A?

A. "He loved to fish and camp on the river's wooded islands." (paragraph 2)
B. "…he was disgusted by the junk that littered the riverbanks..." (paragraph 6)
C. "He wondered if others would help support his cleanup." (paragraph 8
D. **"People couldn't help being impressed… by the pictures of the junk he'd already hauled away." (paragraph 11)**

Question 3

Part A

Based on the events in the article, which phrase **best** describes Chad at the end of the article?

A. proud that he received his college degree
B. shy about speaking to groups about his activities
C. worried about receiving future support for cleanups
D. happy to be back on the river working with helpers

Part B

Which detail from the story **best** supports the answer to Part A?

A. "*The Miracle* became the crew's floating home and headquarters" (paragraph 17)
B. "Chad began hosting community-wide cleanup days in cities along the Mississippi" (paragraph 18)
C. "Chad did return to college in 2001 and received his associate's degree." (paragraph 20)
D. "I work with good people who have become my best friends." (paragraph 21)

Question 4

Part A

How does the author **mainly** organize the information in "Trouble with Trash"?

A. by comparing what different experts believe
B. by stating a point of view and then attacking it
C. by exploring the meaning of an idea
D. by explaining events in the order that they happened

Part B

Which sentence from the article supports the structures in the answer to Part A?

A. "But finally one company decided to lend a hand." (paragraph 10)
B. "When he finished each area, he trucked the trash to the nearest landfill." (paragraph 12)
C. "In 1998, Chad's goal was to clean 1,000 miles of shoreline." (paragraph 13)
D. "Someone even offered him a used houseboat for free." (paragraph 16)

Question 5

Part A

Which statement **best** explains why only one worker "remained on the job" the summer of 1998 (paragraph 13)?

A. Chad did not raise enough money to pay his workers.
B. Chad and his workers got lost on their way to St. Louis.
C. Cleaning was hard and workers did not have comfortable places to live.
D. The workers had difficulty finding landfills for their garbage.

Part B

Which sentence from "Tackling the Trash" **best** supports the answer to Part A?

A. "In 1998, Chad's goal was to clean 1,000 miles of shoreline." (paragraph 12)
B. "Along the way, Chad had to receive permission from each town to pile his junk in a parking lot or field." (paragraph 12)
C. "Sheltered only by tents and tarps, Chad and his crew battled mosquitoes and summer storms." (paragraph 13)
D. "When cold weather forced them to stop, they were just fifty miles from St. Louis." (paragraph 13)

Writing Task
Chad cares about the river. Chad does many things to show he cares about the river. Write a paragraph explaining how Chad shows he cares about the river. Use specific details from the article to support your answer.

Sample Response
Chad cares because he picks up litter on rivers. He started during his summer vacation. It was "fun to see how much trash" he could pick up. He liked seeing the results and it made him feel good. But Chad needed money to continue. Instead of quitting, he asked companies for help. Next summer Chad almost cleaned "1,000 miles of shoreline" but then winter came. Instead of "catching up on sleep," Chad spoke to different groups. People were impressed, and whole communities began to get involved. Chad is a caring person who is devoted "to the river." He loves what he does and loves cleaning up.

Explanatory Writing Rubric Grade 3

Criteria for Explanatory Writing	Meeting (3) *Student achieves all of the Meeting" criteria*	Developing (2) *Student work does not achieve some of the Meeting" criteria*	Emerging (1) *Student work does not achieve most of the Meeting" criteria*
Development and Elaboration			
Topic: Introduces and examines a topic to convey ideas and information (W.3.2a)	Credible topic	Unclear topic	No topic
Evidence: Develops the topic with facts, definitions, and details (W.3.2b)	Cites relevant evidence	Unclear or vague evidence	No or inaccurate evidence
Organization and Focus			
Introduction: Provides an introduction that frames the topic clearly in a thesis statement and provides focus for what is to follow (W.3.2)	Well-developed introduction	Underdeveloped or ineffective introduction	No recognizable introduction
Conclusion: Provides a concluding statement or section (W.3.2d)	Well-developed conclusion	Underdeveloped or ineffective conclusion	No recognizable conclusion
Language and Clarity			
Transitions: Uses linking words and phrases to connect ideas within categories of information (W.3.2c)	Sufficient linkage	Occasional linkage	Little or no linkage
Conventions			
Conventions: Demonstrates a command of grade appropriate grammatical English and mechanical conventions. (L.3.1-2)	Few distracting errors	Several errors	Numerous errors

Student Assessment

Name	
Date	
Teacher	

Tackling the Trash

Instructions: Today you or your teacher will read (reread) an article about a boy who decided to clean up the Mississippi River. You will then answer ten questions. The first question in each pair asks you about the passage (story). The second question asks you what details (information) in the story best supports your answer (helps you answer the first question). Circle the correct answer to each question.

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Spring floods added to the clutter. When flood waters went down, they left behind everything from tin cans to 55-gallon steel drums, from tires to TV sets.

"It was getting worse every year," Chad says. "And nobody was cleaning it up."

In May of 1997, Chad came home from college for summer vacation. As usual, he was disgusted by the junk that littered the riverbanks near his hometown of East Moline, Illinois. But this time, instead of wondering why someone else didn't clean it up, he decided to tackle a few miles of shoreline himself.

With only a flat-bottom boat, a wheelbarrow, and a sturdy pair of gloves, he motored up and down the river. Whenever he spotted trash, he pulled to shore and picked it up. When his boat was full, he took the load to a landfill. Chad even took pictures of the junk he hauled away. "I thought it might be fun to see how much trash I could pick up," he says.

Soon the riverbanks near his hometown were litter-free. And Chad was hooked. "I really enjoyed it," he says. "I could see the results day after day. It made me feel good to help my community." So he kept going, sleeping under a tarp each night.

But Chad's money was disappearing fast. Food, gasoline for his boat, landfill charges, and film costs were gobbling up his resources. He wondered if others would help support his cleanup.

First Chad talked to government agencies like the National Fish and Wildlife Service and the U.S. Army Corps of Engineers. While happy about his work, they didn't have much money to donate.

So Chad called area businesses. He explained about growing up beside the river, the mess it had become, and his determination to clean it up. Most companies wouldn't help either. But finally one company decided to lend a hand. Chad got his first small grant and the encouragement he needed to find others to help as well.

Chad began visiting other companies in person and found that his careful record keeping paid off. People couldn't help being impressed by his enthusiasm, or by the pictures of the junk he'd already hauled away. The next year, Chad received enough money to *finish* his summer's work with several volunteers to help him. In two years he raised enough money to buy two more boats and hire five helpers for the next summer.

In 1998, Chad's goal was to clean 1,000 miles of shoreline. Beginning in northern Iowa, he and his crew slowly worked their way south. Their final destination was St. Louis, Missouri. Along the way, Chad had to receive permission from each town to pile his junk in a parking lot or field. When he finished each area, he trucked the trash to the nearest landfill.

As the hot summer *wore on,* the work became more difficult. The farther south they traveled, the more trash littered the shore. One mile of shoreline was so full of old tires, it took more than a month to clean—one small boatload at a time. *Sheltered* only by tents and tarps, Chad and his crew *battled* mosquitoes and summer storms**.** By summer's end, only Chad and one helper *remained* on the job. When cold weather forced them to stop, they were just fifty miles from St. Louis.

Chad didn't spend the winter months catching up on sleep. He needed to raise more than $100,000. Part of the money would go toward finishing his work near St. Louis. The rest would fund his next project, cleaning the 270-mile shoreline of the Illinois River.

Chad also traveled from town to town. He spoke at schools, churches, and town halls. He shared his story with community groups, conservation clubs, and scout troops. He asked them to help keep the river clean.
People were eager to help. Someone even offered him a used houseboat for free. There was only one catch**:** it was resting on the muddy bottom of the Illinois River. "It was a real mess," Chad remembers. "The most totally trashed thing you've seen in your life."

After a lot of repair work and elbow grease, *The Miracle* became the crew's floating home and headquarters—a big step up from tents and tarps.

In 2000, Chad began hosting community-wide cleanup days in cities along the Mississippi. “I want to get as many people involved as possible,” he says.

Toward that goal, Chad encourages individuals and community groups to participate in his Adopt-a-Mississippi-Mile program, pledging to keep a mile of shoreline litter-free.

Chad did return to college in 2001 and received his associate’s degree. But for now, Chad is devoting himself to the river, and cleaning it up has taken over his life.

But he doesn’t mind one bit. “I work with good people who have become my best friends,” he says. “I love it.”

Question 1

Part A

What does the phrase **gobbling up** mean as it is used in paragraph 8?

E. quickly using
F. slowly filling
G. loudly blocking
H. happily giving

Part B

Which detail from "Tackling the Trash" **best** supports the answer to Part A?

E. "He wondered if others would help …"
F. **"**While happy about his work…"
G. "…Chad's money was disappearing fast."
H. "…growing up beside the river…"

Question 2

Part A

In "Tackling the Trash," what do we learn about Chad from his statement, "I could see the results day after day" (paragraph 7)?

E. He believes every day he is helping the river get cleaner.
F. He realizes many of his friends were the source of the litter.
G. He misses spending time on the river with his family.
H. He wishes he could go back to college and finish his degree.

Part B

Which detail supports the answer to Part A?

E. "He loved to fish and camp on the river's wooded islands." (paragraph 2)
F. "…he was disgusted by the junk that littered the riverbanks..." (paragraph 6)
G. "He wondered if others would help support his cleanup." (paragraph 8
H. "People couldn't help being impressed… by the pictures of the junk he'd already hauled away." (paragraph 11)

Question 3

Part A

Based on the events in the article, which phrase **best** describes Chad at the end of the article?

E. proud that he received his college degree
F. shy about speaking to groups about his activities
G. worried about receiving future support for cleanups
H. happy to be back on the river working with helpers

Part B

Which detail from the story **best** supports the answer to Part A?

E. "*The Miracle* became the crew's floating home and headquarters" (paragraph 17)
F. "Chad began hosting community-wide cleanup days in cities along the Mississippi" (paragraph 18)
G. "Chad did return to college in 2001 and received his associate's degree." (paragraph 20)
H. "I work with good people who have become my best friends." (paragraph 21)

Question 4

Part A

How does the author **mainly** organize the information in "Trouble with Trash"?

E. by comparing what different experts believe
F. by stating a point of view and then attacking it
G. by exploring the meaning of an idea
H. by explaining events in the order that they happened

Part B

Which sentence from the article supports the structures in the answer to Part A?

E. "But finally one company decided to lend a hand." (paragraph 10)
F. "When he finished each area, he trucked the trash to the nearest landfill." (paragraph 12)
G. "In 1998, Chad's goal was to clean 1,000 miles of shoreline." (paragraph 13)
H. "Someone even offered him a used houseboat for free." (paragraph 16)

Question 5

Part A

Which statement **best** explains why only one worker "remained on the job" the summer of 1998 (paragraph 13)?

E. Chad did not raise enough money to pay his workers.
F. Chad and his workers got lost on their way to St. Louis.
G. Cleaning was hard and workers did not have comfortable places to live.
H. The workers had difficulty finding landfills for their garbage.

Part B

Which sentence from "Tackling the Trash" **best** supports the answer to Part A?

E. "In 1998, Chad's goal was to clean 1,000 miles of shoreline." (paragraph 12)
F. "Along the way, Chad had to receive permission from each town to pile his junk in a parking lot or field." (paragraph 12)
G. "Sheltered only by tents and tarps, Chad and his crew battled mosquitoes and summer storms." (paragraph 13)
H. "When cold weather forced them to stop, they were just fifty miles from St. Louis." (paragraph 13)

Instructions: Chad cares about the river. Chad does many things to show he cares about the river. Write a paragraph explaining how Chad shows he cares about the river. Use specific details from the article to support your answer.