

New Paradigm for Education
Daily Read & Respond Homework

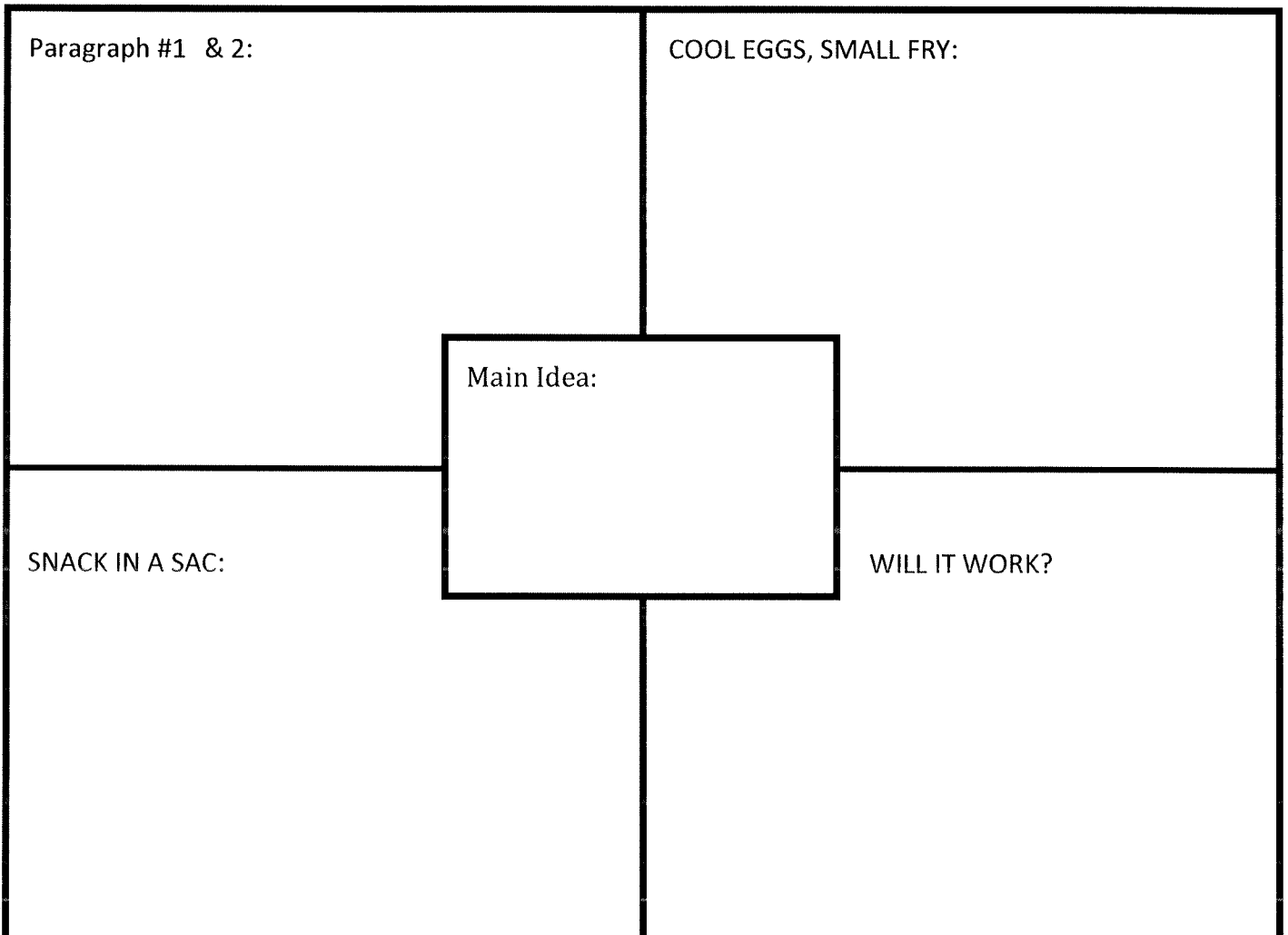
Name: _____

Reading Level: _____

Wings: 4th Grade
Week of: March 19th – 23rd 2018
Genre: *Informational – Literary Nonfiction*

***Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #3. The genres for 4th Grade Quarter #3 include: *Literature – Traditional Literature & Linked Passage Set: Informational – Historical and Informational – Literary Nonfiction.* ***

Monday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Title:			
Author:			
Graphic Organizer: After reading the attached passage, complete the graphic organizer below. Summarize the main events and details in each paragraph as well as, the main idea of the passage as a whole. Make sure to include evidence from the text in your answers.			



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Tuesday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Constructed Response			
Directions: Read the question below, using the attached passage, write your answer in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond (RI.2.6 / RL.2.6).			
What is the main purpose of the text? What is the author trying to: answer, explain, or describe? Use evidence from the text to support your answer.			

Wednesday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Clarification			
Directions: Use the strategies listed below to clarify a word you had a difficult time with or think others may have difficulty reading. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
If you can't say a word:		If you don't know what a word means:	
<ul style="list-style-type: none">• Blend it• Chunk it• Look for a base word• Reread it		<ul style="list-style-type: none">• Use context clues• Reread or Read on• Use your background knowledge• Make a mind movie	
1. Word:			
2. I struggled to <u>read the word</u> or to <u>understand the meaning of the word</u> :			
3. Strategy I used to clarify:			
4. What does the word mean? (In your own words):			
5. Meaningful Sentence:			

Thursday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
College Bound Questions: At this point you have read the entire passage. Please complete the College Bound Section. Feel free to attach a separate piece of paper with your answers.			
1. In the article "Bringing Back Salmon," the students raise salmon eggs. <ol style="list-style-type: none">1. Describe how the students cared for the eggs.2. Describe how the eggs hatched3. Describe how the students knew when to release the eggs. Support your answers with important details from the article.			
2. Based on the article, what do the students hope will happen after they release baby salmon into the creek? <ol style="list-style-type: none">(A) Salmon will let out an enzyme to weaken egg shells.(B) Salmon will continue to be an endangered species.(C) Salmon will have yolk sacs attached to their bellies.(D) Salmon will return to the creek to lay eggs.			
3. What are the key understandings of this poem? How do you know? (Hint: think about the central theme AND what evidence from the passage supports this theme.)			

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Bringing Salmon Back!

By: Jeffrey Rich

What happens to animals when their homes are destroyed? Some of them are unable to survive. That's what happened to the Chinook salmon. Read this article to discover how a group of students helped to bring the salmon back to Middle Creek after the fish had been gone for fifty years.

1. This was a big day for my students at Shasta Union Elementary School in northern California. They would be trying to bring Chinook salmon (shih-NOOK SAM-un) back to nearby Middle Creek.
2. This creek flows into a big river called the Sacramento. And for 50 years, there had been no salmon at all in the river or the creeks that flow into it. Why? Because people had changed the flow of the river and had polluted the water. Fewer and fewer salmon were able to survive, and finally they all died out.
3. Since then, people have solved some of the problems that were killing the fish. So now my students would release more than 100 tiny salmon into the creek. They knew that salmon are amazing travelers. The tiny fish, they hoped, would swim about three miles (5 km) down the creek to the Sacramento River. Then they would swim 200 more miles (320 km) to the Pacific Ocean. For two to five years, the salmon would eat and grow. Finally, when they were ready to have young of their own, they'd turn around and swim all the way back upstream to Middle Creek.
4. Or at least, that's what was supposed to happen. No one knew for sure whether our little fish would ever return to where we'd released them.

COOL EGGS, SMALL FRY

5. Scientists have always wanted to bring salmon back to this area. So when I had found out they needed some help, I had asked my students if they wanted to join in. The kids said, Yes!
6. To begin our project, my students visited a fish hatchery. There, they got a bunch of salmon eggs to raise. Salmon can live only in cold water. So the kids kept the eggs in a tank in a refrigerator. They checked the eggs every day.

SNACK IN A SAC

7. The kids really enjoyed watching what happened. When the young were ready to hatch, they released an enzyme (EN-zime, a special chemical) that weakened the eggshells. Then the fish wiggled out of their shells and lay on the bottom of the tank.
8. Baby salmon have yolk sacs attached to their bellies. The sacs are like little bags of high-energy food that the babies use to grow. Finally, when the sacs are gone, the fish are ready to eat tiny animals and plants in the water. When that happened to our fish, we knew it was time to release them!

WILL IT WORK?

9. At the creek, the students took one last look at their baby fish. Then they sent them on their way. We watched them swim off and wished them well. Then, on our way back to school, we picked up litter we saw along the creek and the pathway.
10. Each fall for three years, my students went to the hatchery for more eggs. They eagerly raised and released the baby fish just as they did the first time. Then one day, something wonderful happened. Our fish

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started coming back! For the first time in 50 years, grown-up salmon were swimming in Middle Creek. The kids had done it! They'd helped to bring these fish back home.