

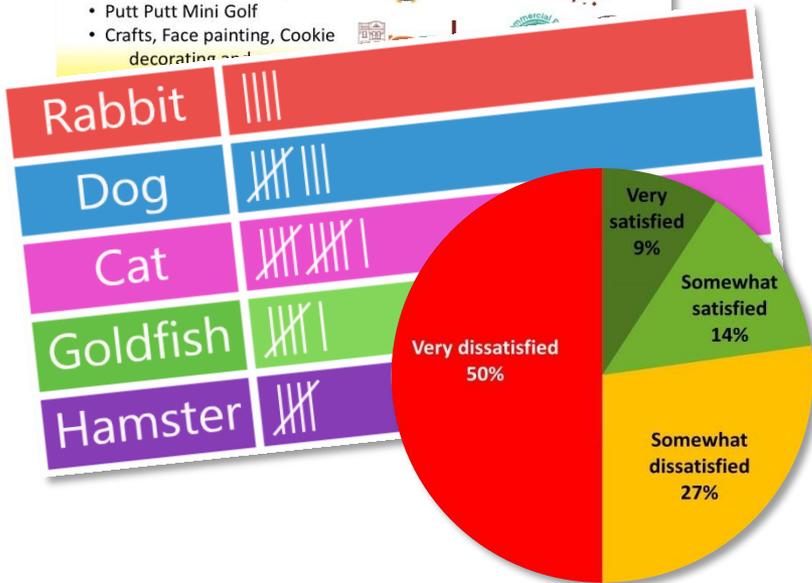


interpreting

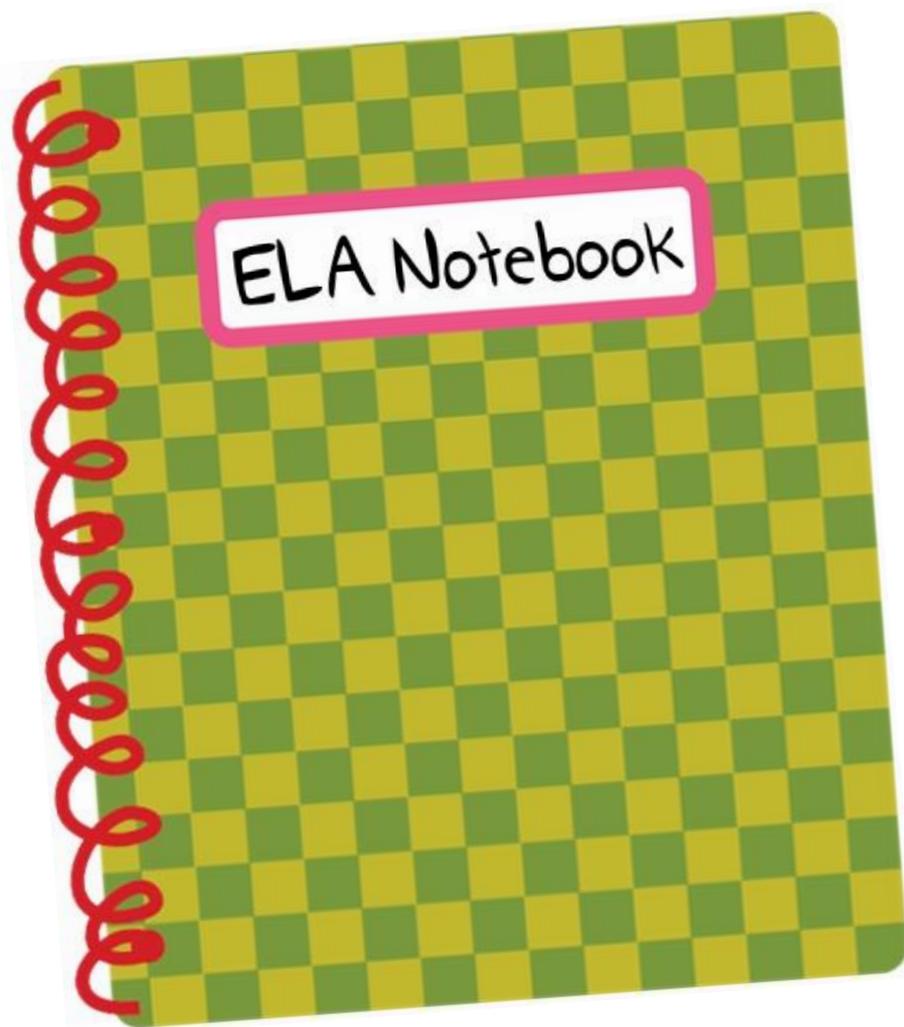
incredible

information

USING A VARIETY
of SOURCES



SLASH NOTEBOOK



Bring your spiral to class
each week.

Everything we do will go into
your notebook!

*Always bring a
pencil too!*



today we will

use a variety of sources to gather information
and answer questions completely.

WHEN ANSWERING OPEN-ENDED
QUESTIONS, ALWAYS USE

R.A.C.E.



WHEN ANSWERING OPEN-ENDED QUESTIONS, ALWAYS USE

R.A.C.E.

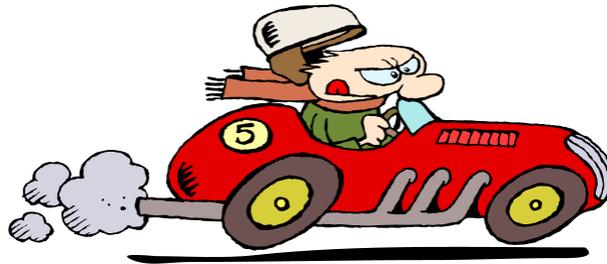
RESTATE



WHEN ANSWERING OPEN-ENDED QUESTIONS, ALWAYS USE

R.**A**.**C**.**E**.

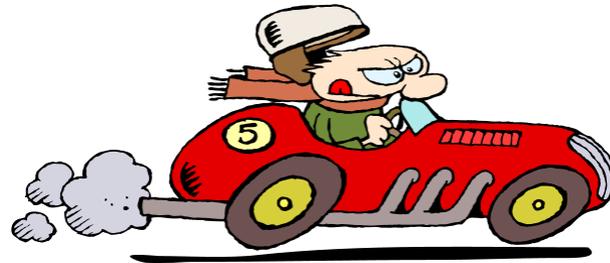
RESTATE ANSWER



WHEN ANSWERING OPEN-ENDED QUESTIONS, ALWAYS USE

R.**A**.**C**.**E**.

RESTATE ANSWER CITE



WHEN ANSWERING OPEN-ENDED QUESTIONS, ALWAYS USE

R.**A**.**C**.**E**.

RESTATE ANSWER CITE EXPLAIN



R

RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.



A

ANSWER THE QUESTION

What's your claim?

Answer all parts of the question.



C

CITE THE SOURCE

Tell where you found examples and details.

In chapter 2... The article states... According to the graphic...

E

EXPLAIN your response. Provide evidence to support your answer. Add your thoughts.

In my experience... This proves... This means... I believe...

Super Student Responses!

25 point
SUPER Response!



Ecosystems

Cross-Curricular Focus: Life Science



An **ecosystem** is all the things that interact in a specific area, whether they are living or non-living. Some examples of non-living things that support life in an ecosystem are light, air, soil and water. Living things are the plants and animals, called **organisms**, that use those resources.

Each of the specific ecosystems in the world has its own conditions created by the non-living things. These conditions determine what kinds of living things will be able to thrive there. Organisms can only thrive where their needs are being met. Everything in an organism's environment has an effect on it. One ecosystem that allows many different kinds of organisms to thrive is a temperate zone. It is an area where the conditions never become too hot or too cold.

All the living things in an ecosystem are called a **community**. All of one specific kind of organism living in a community is called a population. All the tree frogs in a rainforest community are one population within the community. All the white birch trees are another population within the same community. All the jaguars are yet another rainforest community population.

All living organisms perform certain life processes. They take in nutrients like air, sunlight, water, and food. They use energy from those nutrients to grow and develop. They release energy by doing work and moving. They release waste products. They react to things in their environment. They reproduce, producing offspring, or babies, that are similar to themselves.

QUESTION:

According to the text, why does a temperate zone support many varieties of organisms?

According to the text, a temperate zone supports lots of varieties of organisms because it stays a medium temperature. I know because in the second paragraph of "Ecosystems" it states, "One ecosystem that allows many different kinds of organisms to thrive is a temperate zone. It is an area where the conditions never get too hot or too cold." This means that lots of varieties of organisms like medium temperatures and do not like it when it is really hot or really cold. 🌱 📖 - Anica

A temperate zone supports many types of organisms because it will stay a similar temperature throughout the year. As the text says "It is an area where it never becomes too hot or too cold." This is a type of place that can suit many animals needs and can be very comfortable because they will never need to leave. — Michael

According to the text, a temperate zone supports many varieties of organisms because it never becomes too hot or too cold. In paragraph two it states, "One ecosystem that allows many different kinds of organisms to thrive is a temperate zone. It is an area where the conditions never become too hot or too cold." This means that in a temperate zone all organisms can thrive because their needs are collectively met. —Carson

EVIDENCE-BASED RESPONSE SCORING RUBRIC

A 25 point response includes all of the components listed below (0-5 points each).

R The question is clearly **RESTATED** in the response.

A The question is **ANSWERED** fully and correctly, showing that the writer knows what is being asked.

C One or more **examples from the source** are provided. Examples are relevant to the question and they fully support the answer. Location of information is clearly **CITED**.

E The response includes reasoning, an **EXPLANATION**, student commentary, and/or inferencing which strongly support the answer.

GRAMMAR & MECHANICS (GUM)

There is clear evidence that the response has been re-read, revised, and edited.

No errors exist in spelling, grammar, punctuation, capitalization, and sentence structure.

QUESTION:

According to the text, why does a temperate zone support many varieties of organisms?

Greg Heffley

According to the text the temperate zone supports a variety of organisms because it temperature is moderate throughout the year. as stated in paragraph too, "One ecosystem that allows many different kinds of organisms to thrive is a temperate zone. It is an area where the conditions never get too hot or too cold."

SCORE:

How could Greg improve his response?

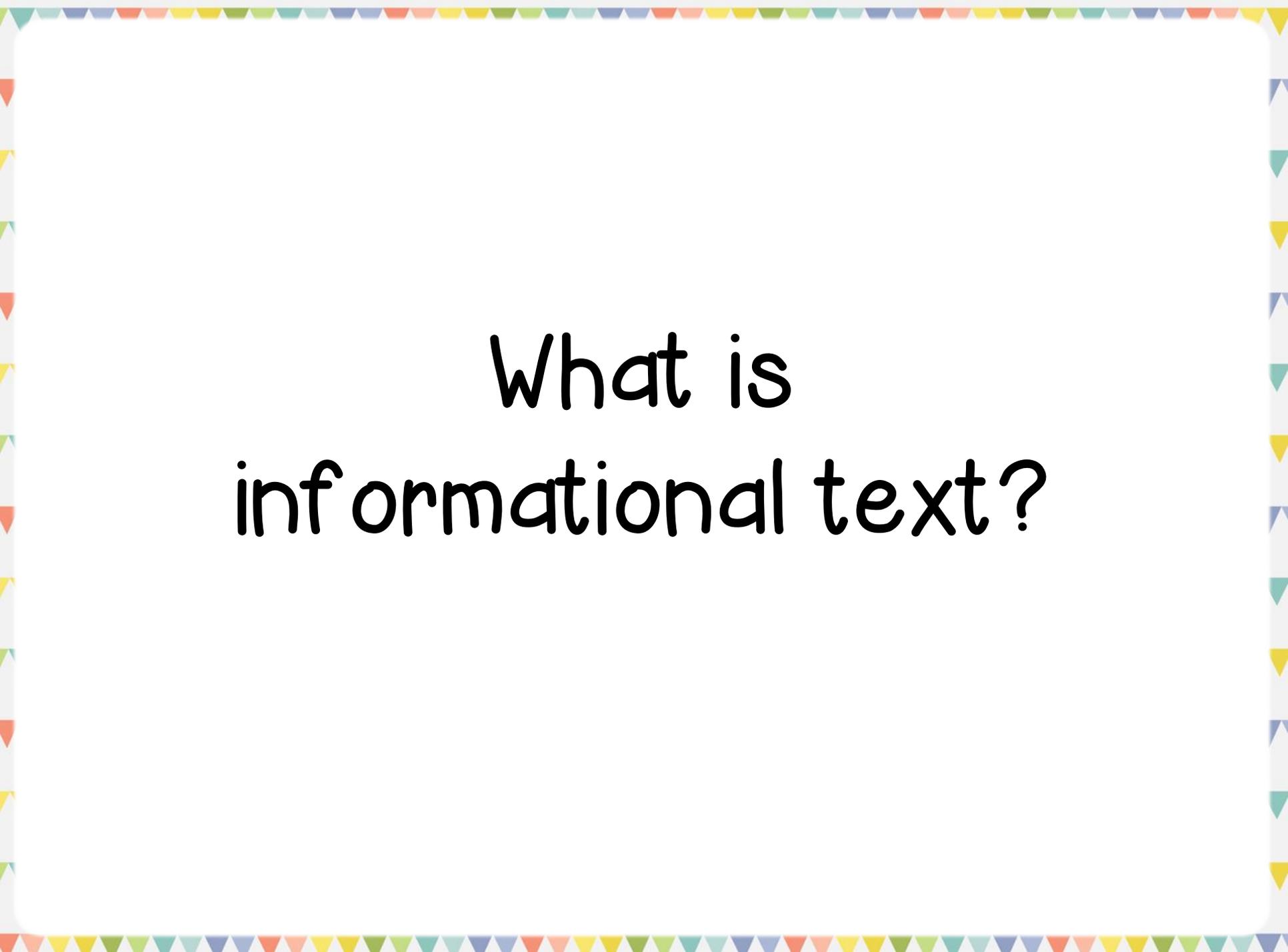
(0-25)

SCORED BY:



R.A.C.E.

Let's try
something new!



What is
informational text?

What is informational text?

Informational text is non-fiction writing, written with the intention of informing the reader about a specific topic.



TIME PROFILE By YURI ZARANKOVICH

Chess Queen on the Move

Some call **Alexandra Kosteniuk** the game's Anna Kournikova. But Russia's glamorous grandmaster wins tournaments

SHE'S A RUSSIAN CHESSER—initials A.K.—who is fast becoming as well known for her photogenic qualities and fan club as for her competitive skills. Unlike 8th-ranked tennis player Anna Kournikova, however, Alexandra Kosteniuk is an acknowledged master of her game: chess. In fact, she has been a grandmaster—one who regularly defeats good players in big tournaments—for the last four years. Debuted six months ago by Zhu Chen of China, who then became the women's world champion, Kosteniuk is ranked No. 2 in the world among girls and No. 15 among women players.

Behind Kosteniuk's highly competitive, no-nonsense chess genius image and the hype about the "Anna Kournikova of chess" is a poised, bright and feisty teenager called Saska who turned 18 in April. When she's not engaged in her studies at Moscow State Academy of Physical Culture and Sports, or posing for magazine photographers, Kosteniuk is promoting her book, *How To Become Grandmaster at 14*. A blend of biography, encouragement for chess novices and "talk moves" for advanced players, it has been published in Russian and English. In any language, chess is the biggest

word in Kosteniuk's life. As she sees it, any attention that comes her way also comes to the game she has played since her father, Konstantin, taught her at age five. As his daughter became eligible to play in tournaments for European and world titles, he abandoned his army-officer career for a variety of jobs that would keep him closer to home. Despite four hours of chess instruction a day, Kosteniuk had what she considers a normal, happy childhood. Once, she recalls, on an otherwise enjoyable visit to her grandmother at age six, she broke into tears, pleading, "I want to go home to study chess with Dad."

Kosteniuk has no regrets about the discipline, which she recommends for others. "Chess improves memory, helping a child to learn how to work, to learn persistence and perseverance," she says. "Chess-playing kids find school much easier because the game trains them to be responsible for their work."

Her glamorous image spread beyond tournament chess last year, when the Swiss-based World Chess Federation featured her in eye-catching "chessness" accented with black and white squares. As her star continues to rise, she keeps her admirers up-to-date via her website (www.kosteniuk.com). In the monochromatic world of chess and beyond, this colorful young Russian looks certain to keep on dazzling.

Lesson 1 | Reading

HURRICANE!

It's summer, and hurricane season is here! Hurricanes, otherwise known as tropical cyclones, are powerful storms that twist and spin. They can become very large, some covering an area hundreds of miles wide. These storms are feared because their strong winds, high tides, and heavy rains threaten life and property.

Hurricane season begins on June 1st and runs through November 30th.

10 Warm, tropical water is necessary for hurricane development. The surface temperature of an ocean must be at least 80 degrees Fahrenheit, or 36 degrees Centigrade. However, hurricanes need more than warm water to develop. Low air pressure, moist ocean air,

11 tropical winds, and warm air temperatures must come together to set the stage for hurricane development.

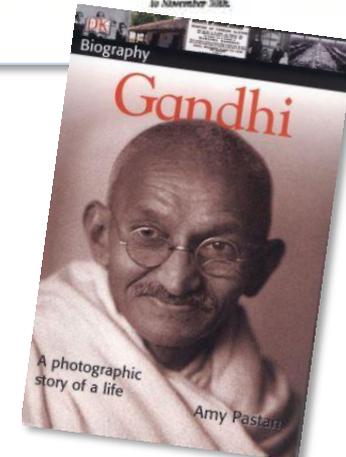
threaten
to be a possible source of danger or discomfort

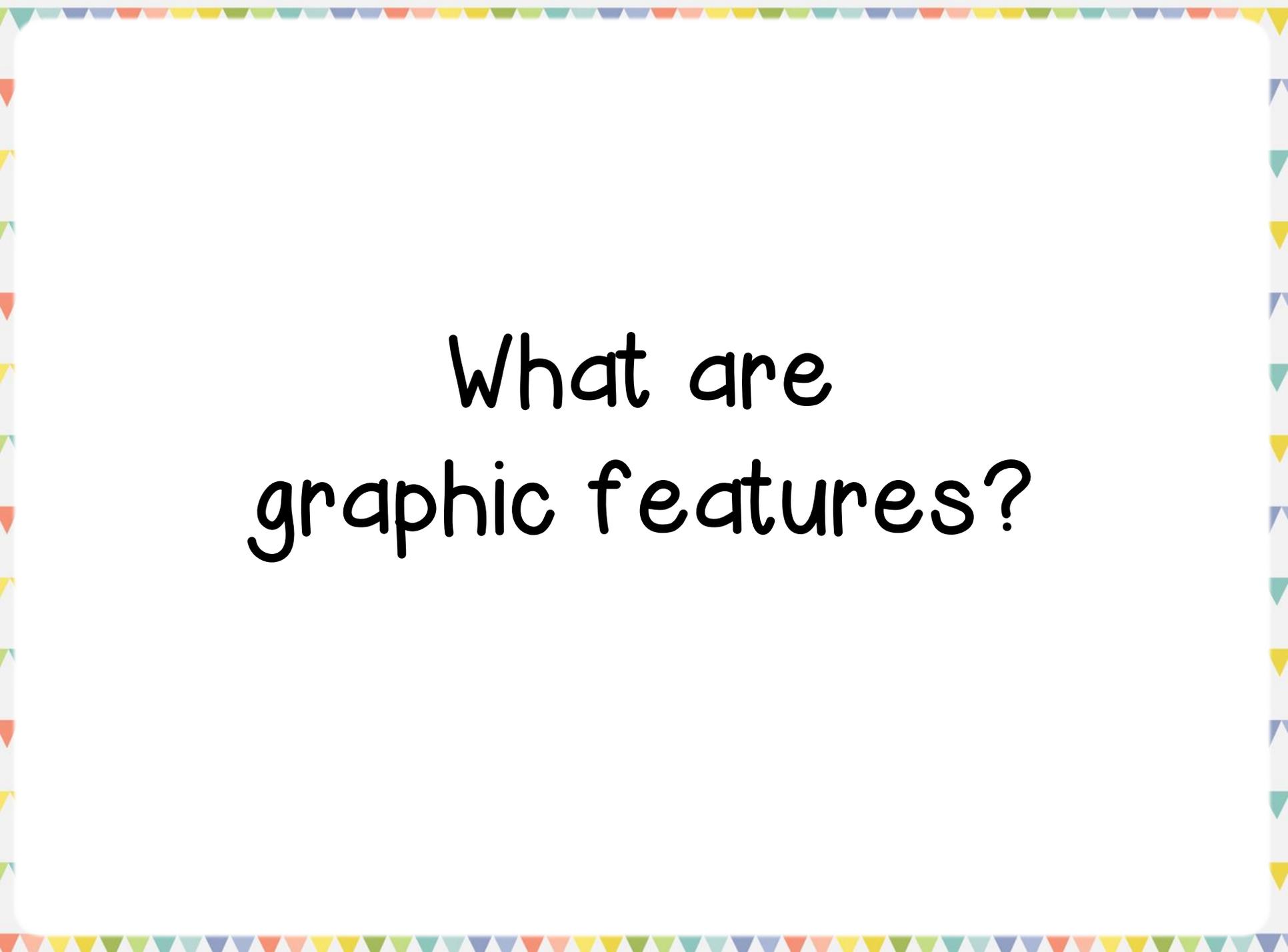
property
land or objects owned by someone

Number of Tropical Cyclones per 100 Years

The official hurricane season for the Atlantic Basin (the Atlantic Ocean, the Caribbean Sea, and the Gulf of Mexico) is from June 1st to November 30th.

Unit 10 157

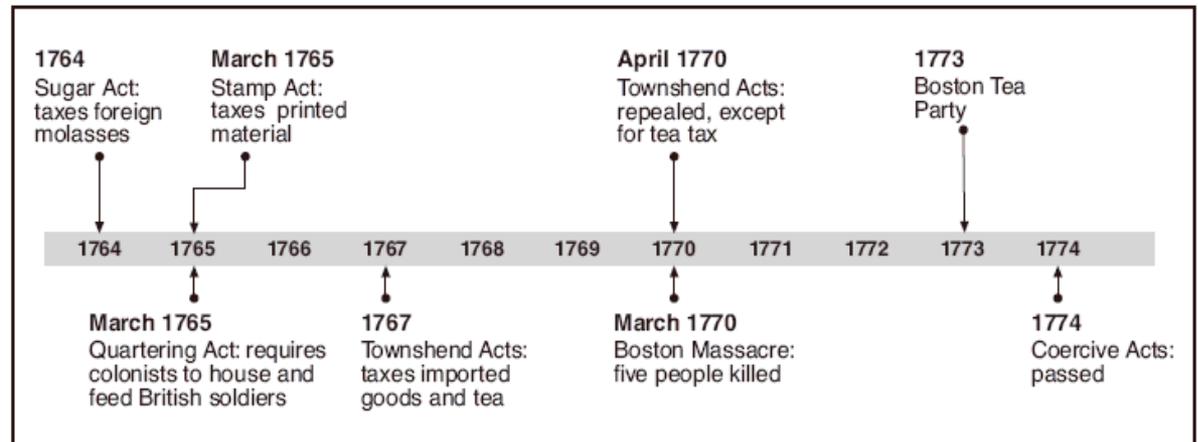
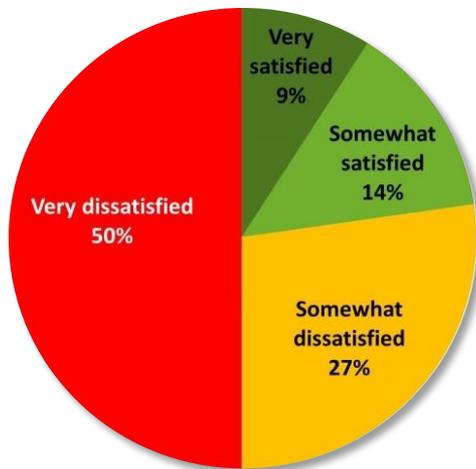
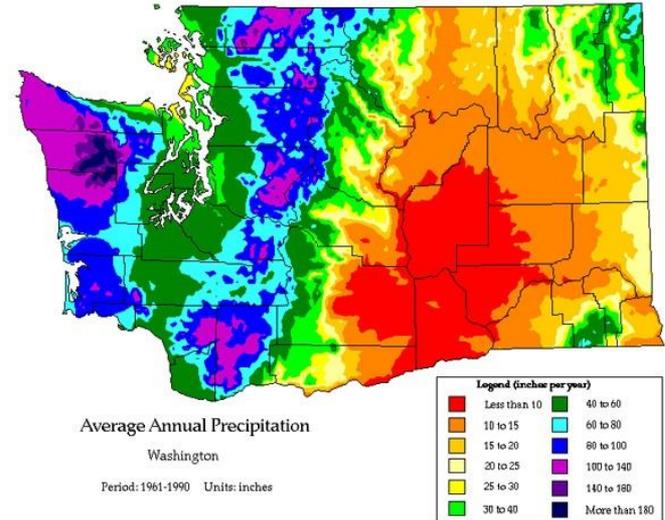




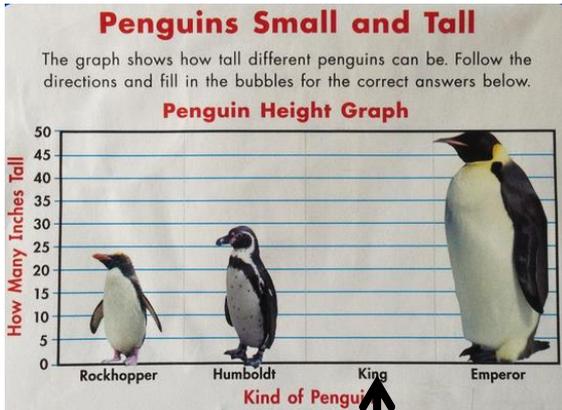
What are
graphic features?

What are graphic features?

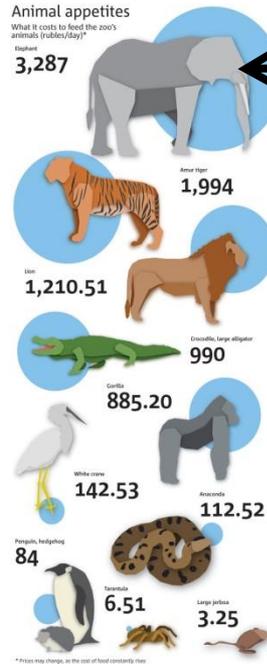
Graphic features provide visual information to help explain the text you are reading or to give information about a specific topic.



GRAPHIC FEATURES INCLUDE:



graphs



infographics

charts

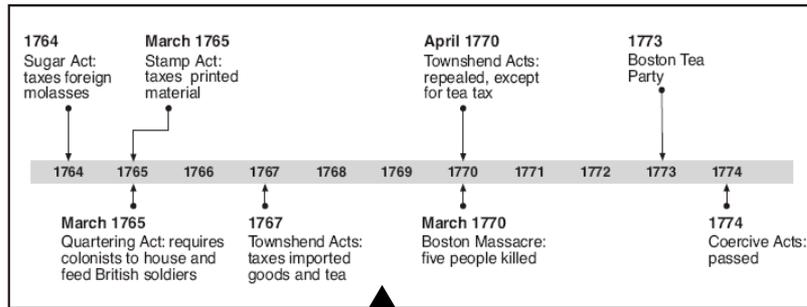
State	Year It Became a State	Area (square km)	Population (in millions)
California	1850	423,970	34
Florida	1845	170,304	16
Illinois	1818	57,920	12
Michigan	1837	96,810	10
New Jersey	1787	22,588	8
New York	1788	141,299	19
Ohio	1803	116,096	11
Texas	1845	695,621	21

photos

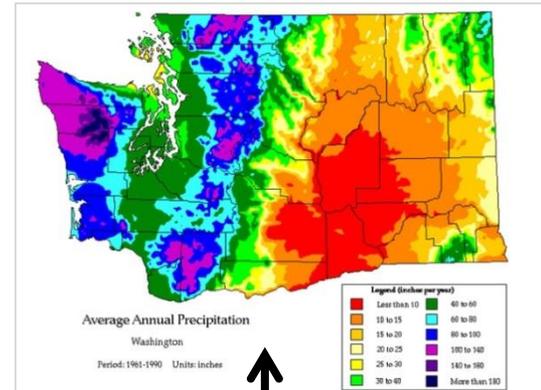


Cheetah kittens love play fighting. When they're a few months old, mum will take them with her so they can learn how to hunt for real.

captions



timelines



maps

Just like with text, you
can “read” and gather
information from
graphic features.



ENDANGERED SPECIES

#ESDAY 2014

zooatlanta.org



ZOO ATLANTA

FIVE
surviving tiger subspecies
are endangered



THREE
subspecies are **extinct**



Tiger territory has shrunk more than **40%** in just **10 years**

400
Sumatran
tigers
remain in the wild



The Bali mynah and lesser sulphur-crested cockatoo are both **critically endangered** due to the pet trade.



Zoo Atlanta-supported conservation projects



300 million years, and counting...

Turtles have survived on Earth for a long time, but populations are drastically diminishing all over the world



Habitat destruction is the main reason giant pandas are disappearing



99% of the giant panda's diet is bamboo.

Now, bamboo is only found in a few areas of China



1 out of 3
golden lion
tamarins
in Brazil are descendants of reintroduced animals



The western black rhino,

was declared **extinct** in 2011

Rhinos are hunted for their horns for uses in traditional medicine, although **their horns have no medicinal value.**



Horns are made of the same material in fingernails

What is the purpose of this graphic?

ENDANGERED SPECIES

#ESDAY 2014

zooatlanta.org



ZOO ATLANTA

FIVE

surviving tiger subspecies are endangered



THREE

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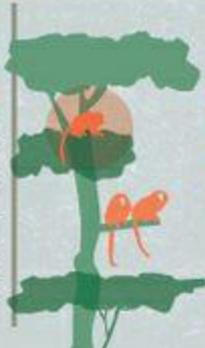


Habitat destruction is the main reason giant pandas are disappearing

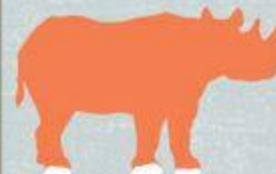


99% of the giant panda's diet is bamboo.

Now, bamboo is only found in a few areas of China



1 out of 3 golden lion tamarins in Brazil are descendants of reintroduced animals



The western black rhino,

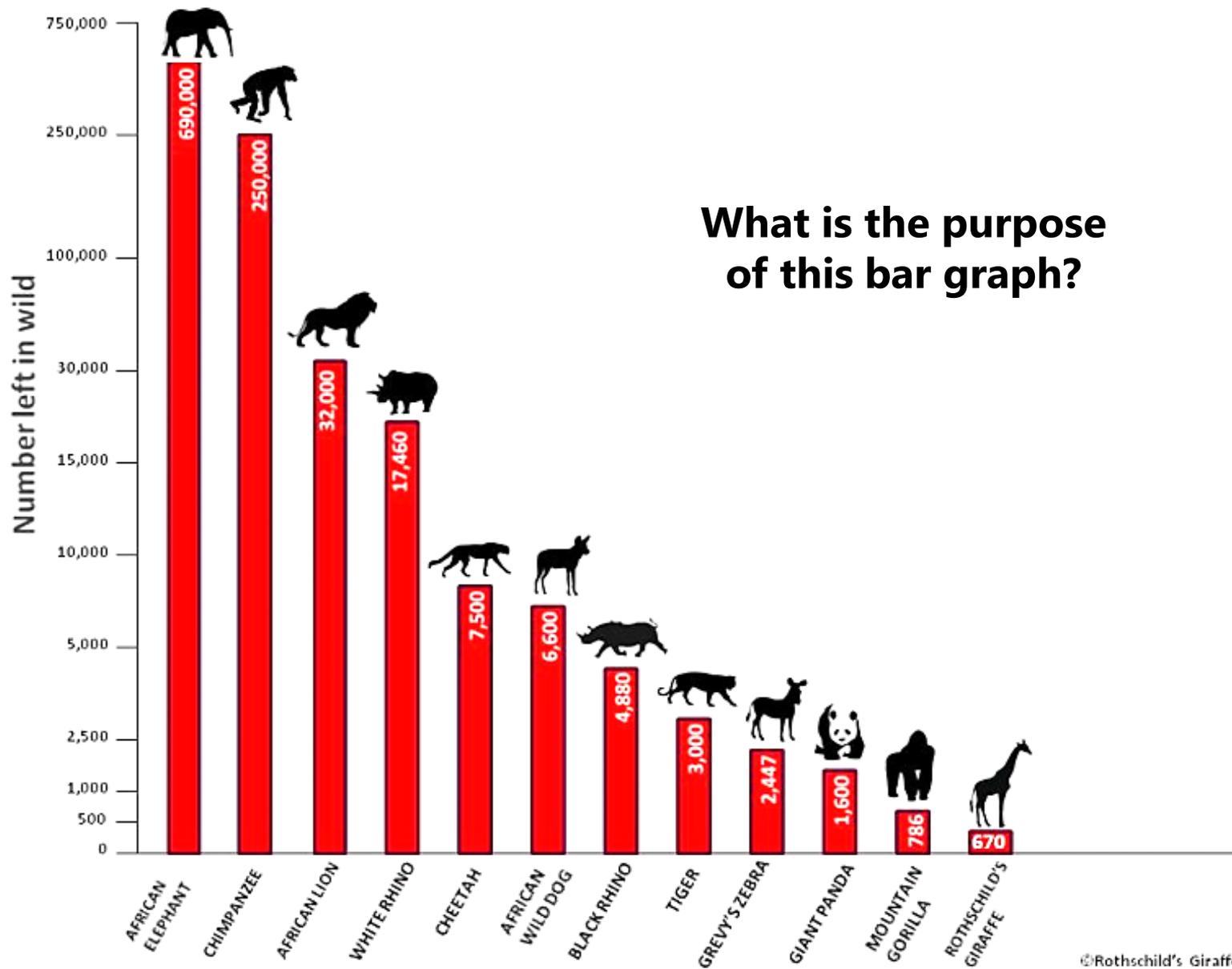
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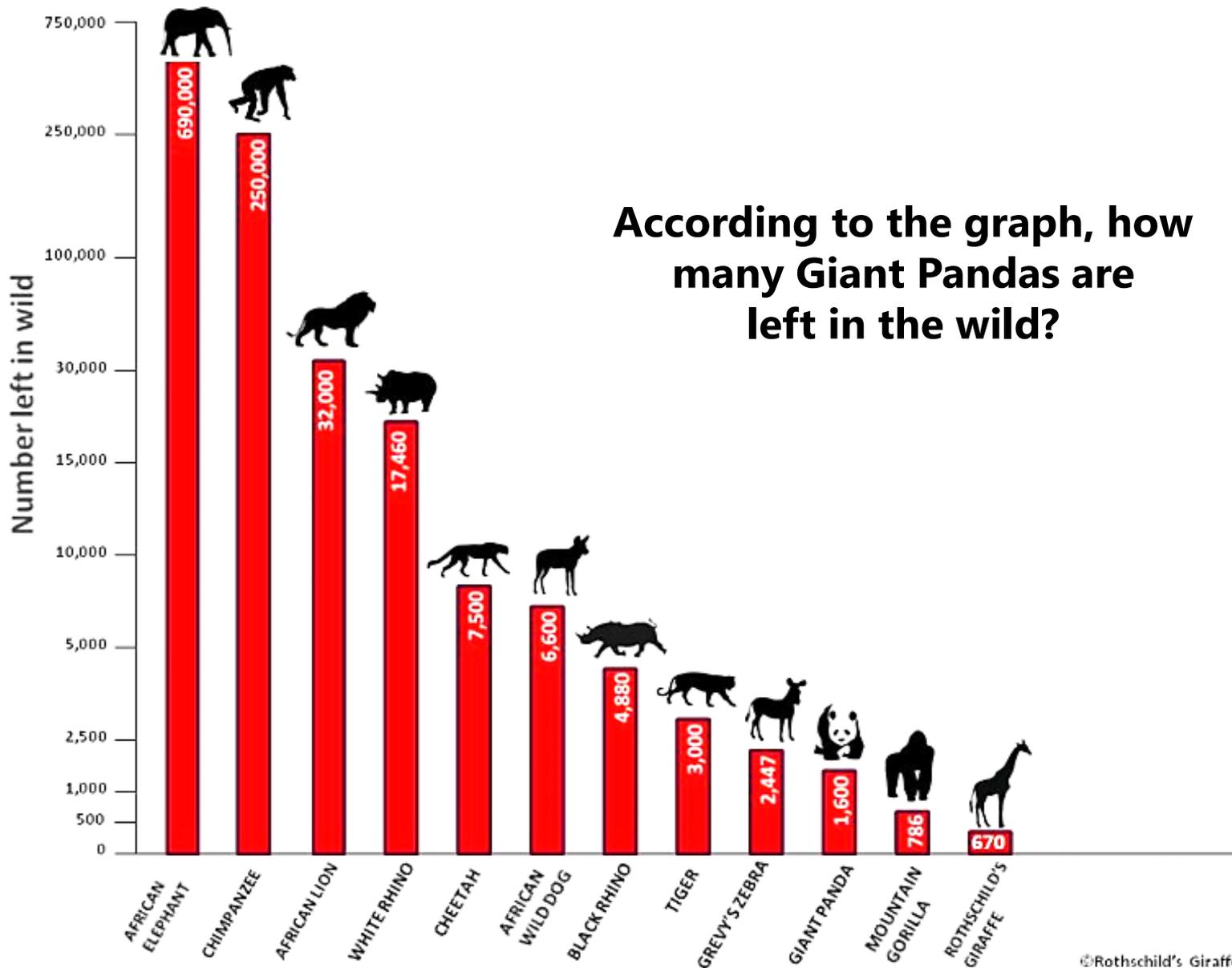


Horns are made of the same material in fingernails

Name two endangered animals mentioned on the infographic.



What is the purpose of this bar graph?



According to the graph, how many Giant Pandas are left in the wild?

WHAT HAPPENS WHEN THERE ARE NO MORE SHARKS?

FEWER TOURISTS

at diving sites
around the world
and a subsequent
loss of jobs.



UPSET IN THE ECOSYSTEM

Sharks, which sit at the top
of the ocean's food chain
help keep the underwater
population in check.



FEWER FOOD SOURCES

Depletion of sharks can
result in extinction of
smaller animals like
shellfish and scallop,
which rely on sharks to
eat their predators.



Source: Supportoursharks.com

What is the purpose of this graphic?

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**How would a reduction in the shark population
affect the lives of smaller sea animals?**

EVIDENCE-BASED RESPONSE SCORING RUBRIC

A 25 point response includes all of the components listed below (0-5 points each).

R The question is clearly **RESTATED** in the response.

A The question is **ANSWERED** fully and correctly, showing that the writer knows what is being asked.

C One or more **examples from the source** are provided. Examples are relevant to the question and they fully support the answer. Location of information is clearly **CITED**.

E The response includes reasoning, an **EXPLANATION**, student commentary, and/or inferencing which strongly support the answer.

GRAMMAR & MECHANICS (GUM)

There is clear evidence that the response has been re-read, revised, and edited.

No errors exist in spelling, grammar, punctuation, capitalization, and sentence structure.

Always use R.A.C.E. to prove your claim is correct...

even if the source is a graphic!



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FEWER FOOD SOURCES

Depletion of sharks can result in extinction of smaller animals like shellfish and scallop, which rely on sharks to eat their predators.



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How would a reduction in the shark population affect the lives of smaller sea animals?

What's your claim?

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**FEWER FOOD
SOURCES**
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Source: Supportoursharks.com

**How would a reduction in the shark population
affect the lives of smaller sea animals?**

What's your claim?

smaller sea animals would become extinct

WHAT HAPPENS WHEN THERE ARE NO MORE SHARKS?

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UPSET IN THE ECOSYSTEM

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FEWER FOOD SOURCES

Depletion of sharks can result in extinction of smaller animals like shellfish and scallop, which rely on sharks to eat their predators.



Source: Supportoursharks.com

How would a reduction in the shark population affect the lives of smaller sea animals?

R

A reduction in the shark population would affect the lives of smaller sea animals because they would no longer have sharks as a form of protection. According to the graphic, the “depletion of sharks can result in extinction of smaller animals like shellfish and scallop which rely on sharks to eat their predators.” This means that if sharks are not around to eat the predators of smaller creatures, they would be in danger of becoming extinct!

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UPSET IN THE ECOSYSTEM

Sharks, which sit at the top of the ocean's food chain help keep the underwater population in check.



FEWER FOOD SOURCES

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Source: Supportoursharks.com

How would a reduction in the shark population affect the lives of smaller sea animals?

A reduction in the shark population would affect the lives of smaller sea animals because **they would no longer have sharks as a form of protection.** According to the graphic, the “depletion of sharks can result in extinction of smaller animals like shellfish and scallop which rely on sharks to eat their predators.” This means that if sharks are not around to eat the predators of smaller creatures, they would be in danger of becoming extinct!

A

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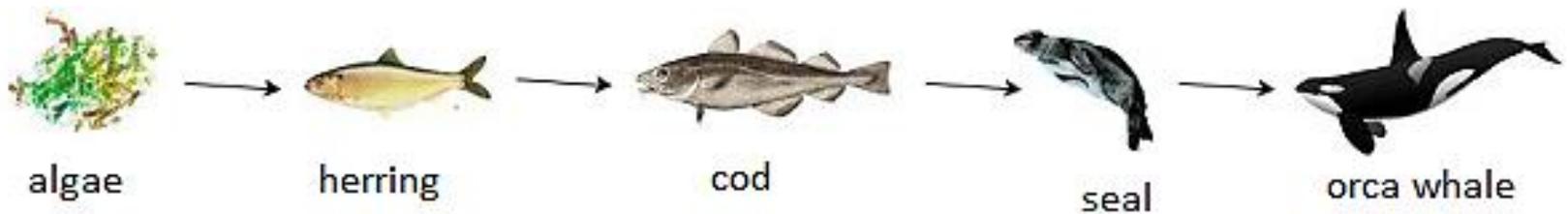
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R.A.C.E.

Let's learn about
food chains...

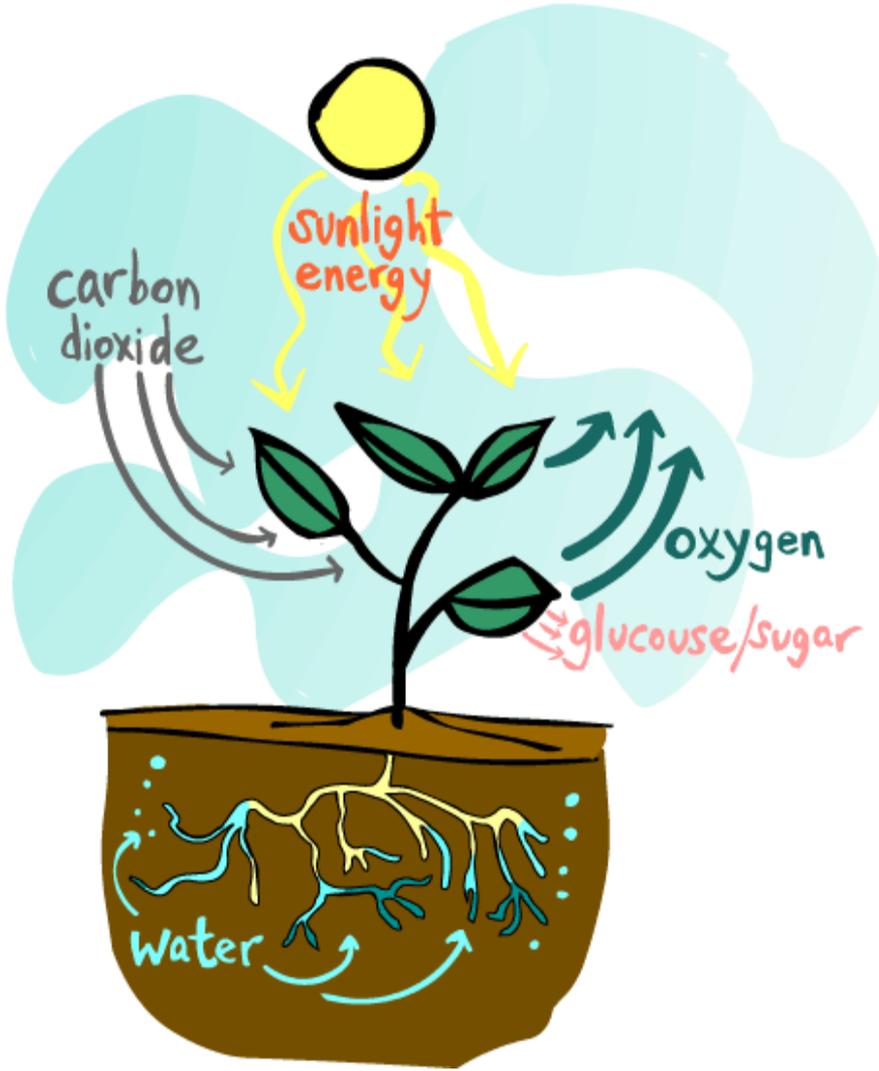
FOOD CHAIN



A series of organisms interrelated in their feeding habits, the smallest being fed upon by a larger one, which in turn feeds a still larger one, etc.

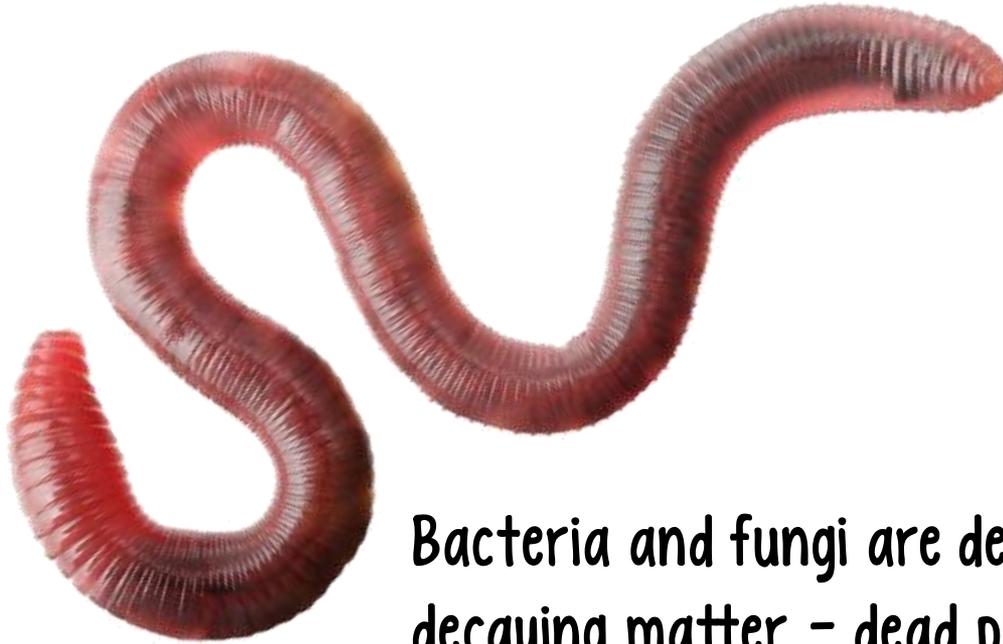
Producers

Plants are called producers. This is because they produce their own food! They do this by using light energy from the Sun, carbon dioxide from the air and water from the soil to produce food - in the form of glucose/sugar.



The process is called
photosynthesis.

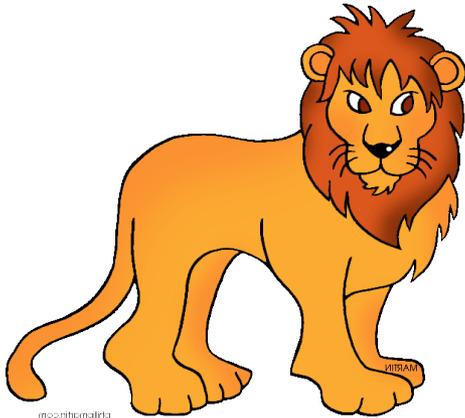
Decomposers



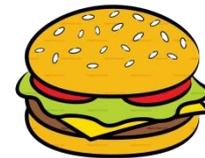
Bacteria and fungi are decomposers. They eat decaying matter - dead plants and animals and in the process they break them down and decompose them. When that happens, they release nutrients and mineral salts back into the soil - which then will be used by plants!

consumers

Animals are called consumers. This is because they cannot make their own food, so they need to consume (eat) plants and/or animals.



There are 3 types of consumers:



carnivores

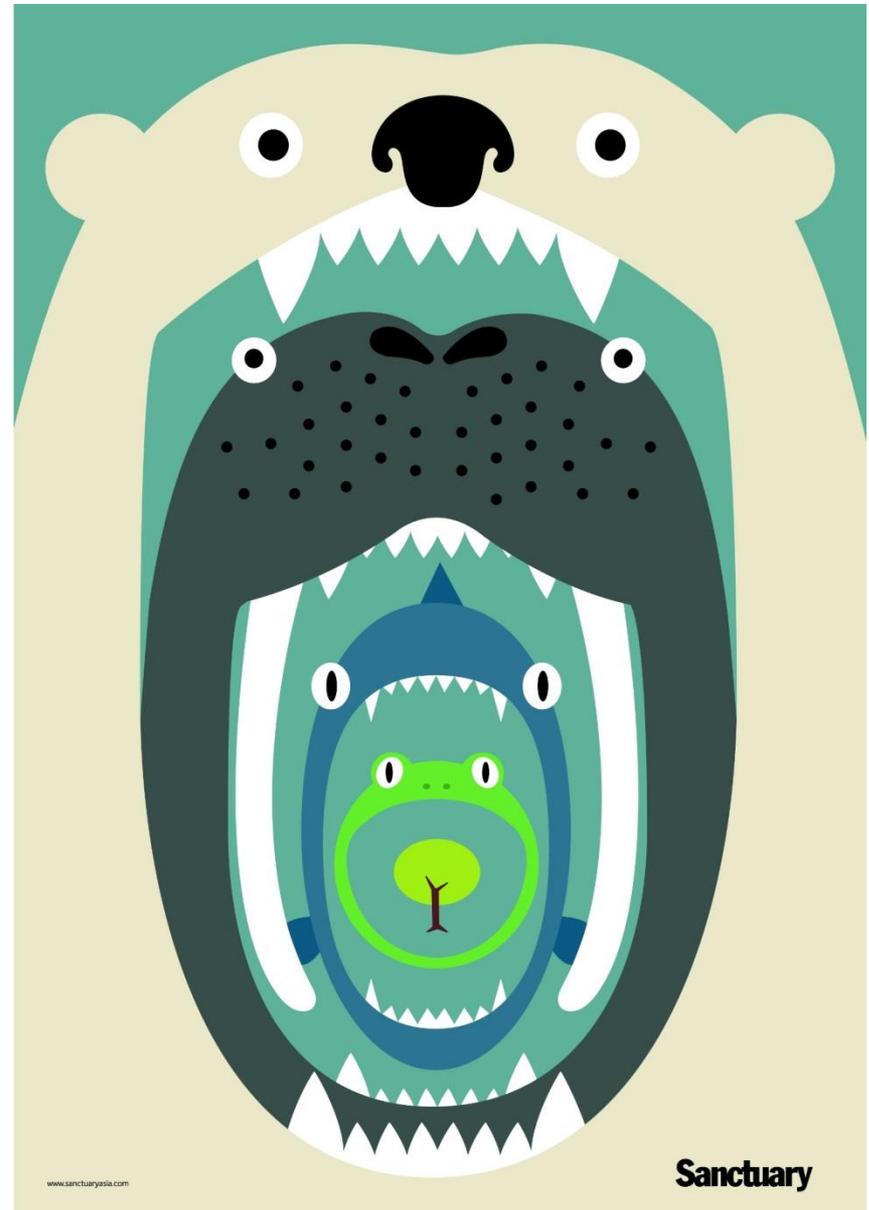
Herbivores

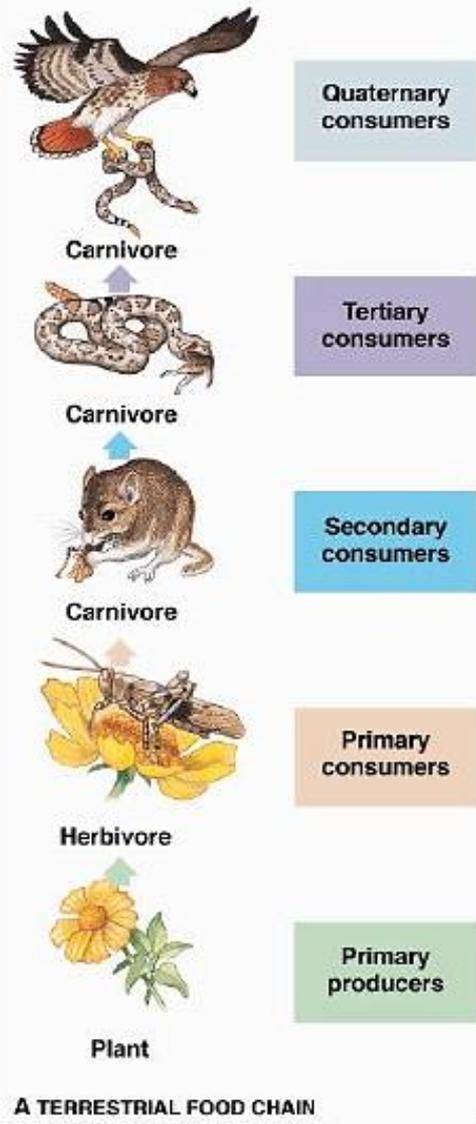
omnivores

THE FOOD CHAIN

Every organism needs to obtain energy in order to live. For example, plants get energy from the sun, some animals eat plants, and some animals eat other animals.

A food chain is the sequence of who eats whom in a biological community (an ecosystem) to obtain nutrition. A food chain starts with the primary energy source, usually the sun or boiling-hot deep sea vents. The next link in the chain is an organism that make its own food from the primary energy source -- an example is photosynthetic plants that make their own food from sunlight (using a process called **photosynthesis**) and chemosynthetic bacteria that make their food energy from chemicals in hydrothermal vents. These are called **autotrophs** or **primary producers**.





Next come organisms that eat the autotrophs; these organisms are called **herbivores** or **primary consumers**. An example is a rabbit that eats grass.

The next link in the chain is animals that eat herbivores. These are called **secondary consumers** and an example is a snake that eat rabbits.

In turn, these animals are eaten by larger **predators** . An example is an owl that eats snakes.

The tertiary consumers are eaten by **quaternary consumers** -- an example is a hawk that eats owls.

Each food chain end with a **top predator**, and animal with no natural enemies (like an alligator, hawk, or polar bear).

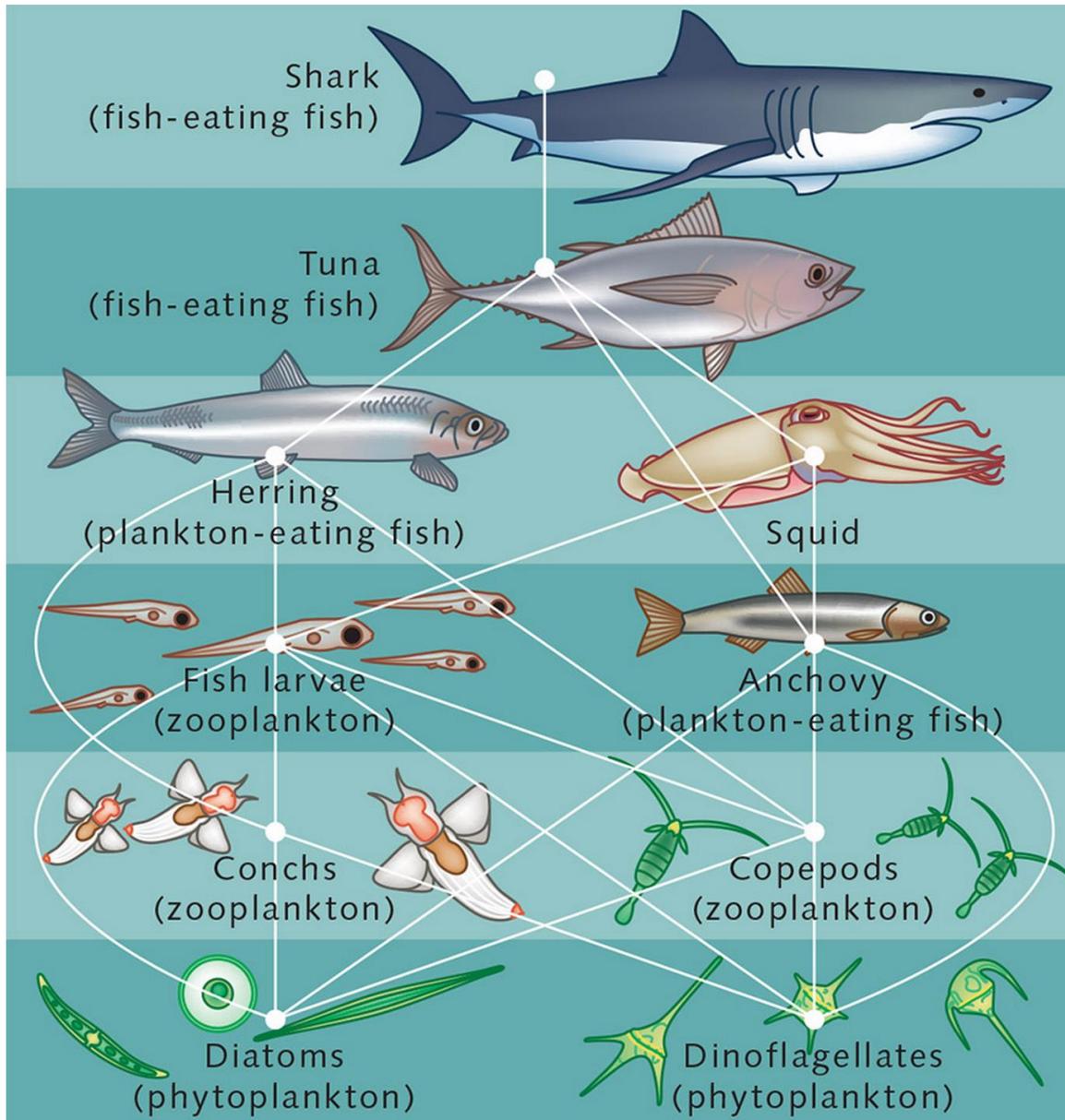
The arrows in a food chain show the flow of **energy**, from the sun or hydrothermal vent to a top predator. As the energy flows from organism to organism, energy is lost at each step. A network of many **food chains** is called a **food web**.

R.A.C.E.

QUESTION:

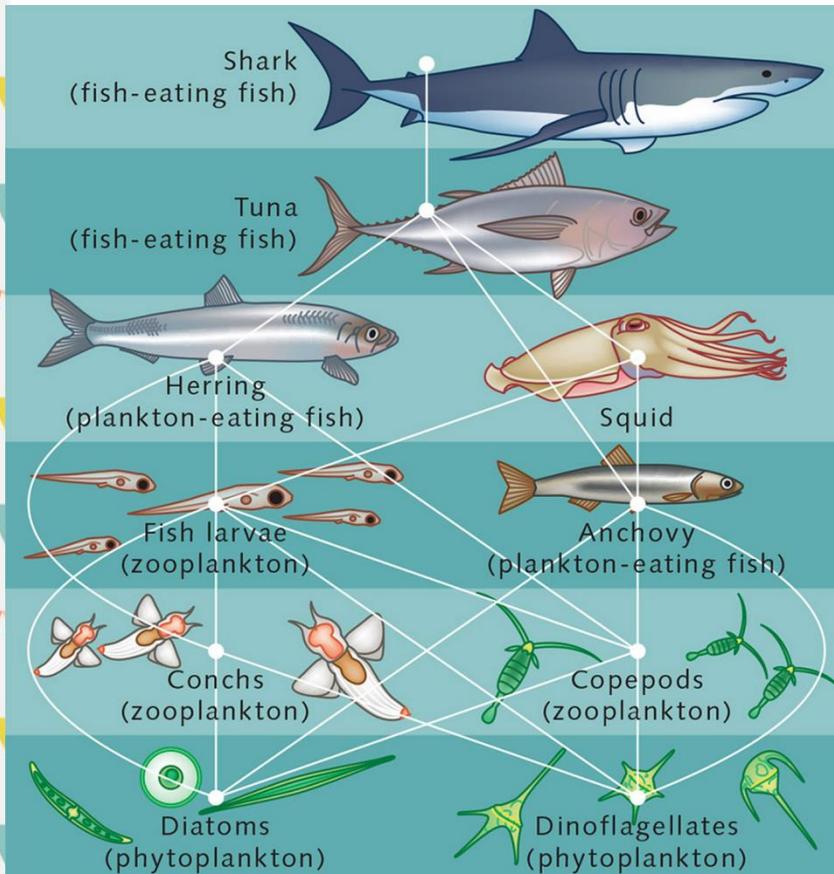
Based on the information in the "Food Chain" text, what animal would be considered a top predator in this Marine Food Web diagram?

What is a top predator?
For this response, you'll want to find evidence in the text AND in the graphic!



QUESTION:

Based on the information in the text, what animal would be considered a top predator in this Marine Food Web diagram?



Next come organisms that eat the autotrophs; these organisms are called **herbivores** or **primary consumers**. An example is a rabbit that eats grass.

The next link in the chain is animals that eat herbivores. These are called **secondary consumers** and an example is a snake that eat rabbits.

In turn, these animals are eaten by larger **predators**. An example is an owl that eats snakes.

The tertiary consumers are eaten by **quaternary consumers** -- an example is a hawk that eats owls.

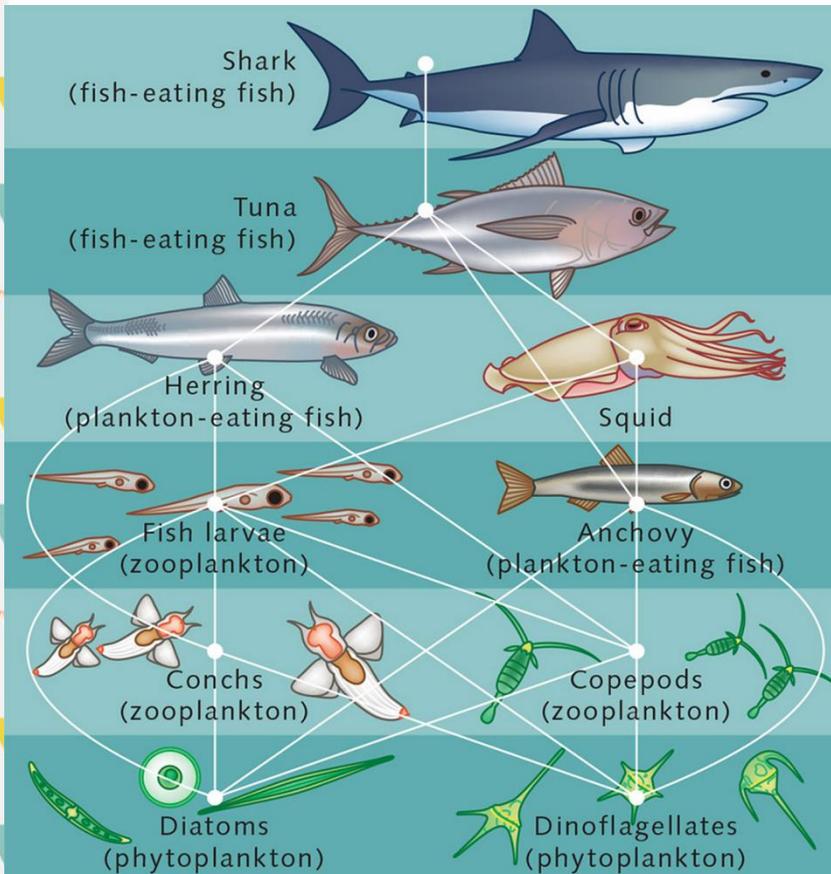
Each food chain end with a **top predator**, and animal with no natural enemies (like an alligator, hawk, or polar bear).

The arrows in a food chain show the flow of **energy**, from the sun or hydrothermal vent to a top predator. As the energy flows from organism to organism, energy is lost at each step. A network of many **food chains** is called a **food web**.

What's your claim?

QUESTION:

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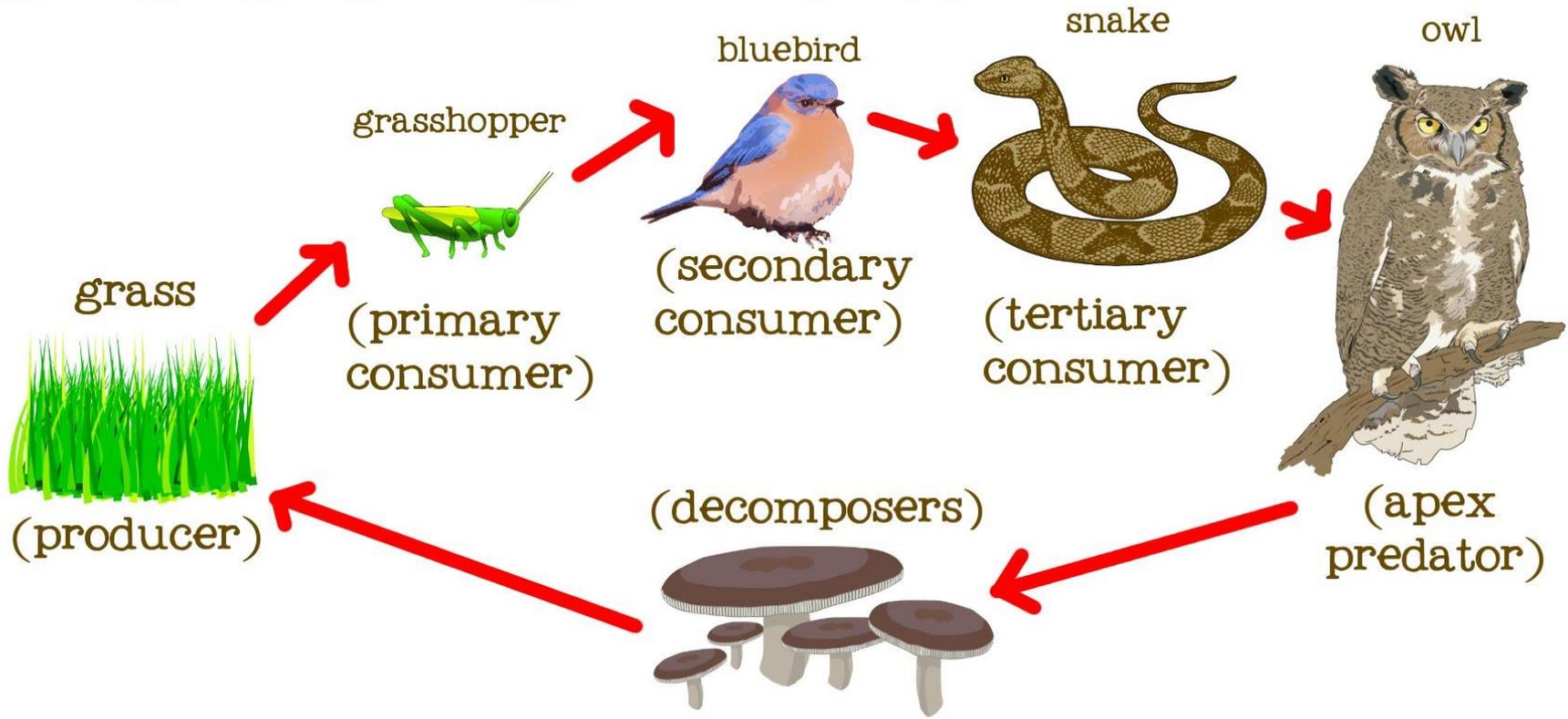
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Where's your evidence?

Food Chains



QUESTION:

Why is the bluebird considered a secondary consumer in the food chain above? Use evidence from "The Food Chain" text to support your answer.

THIS WEEK'S R.A.C.E ASSIGNMENT

Please click the link and complete the assignment.

DUE BEFORE OUR NEXT CLASS ON MARCH 15.

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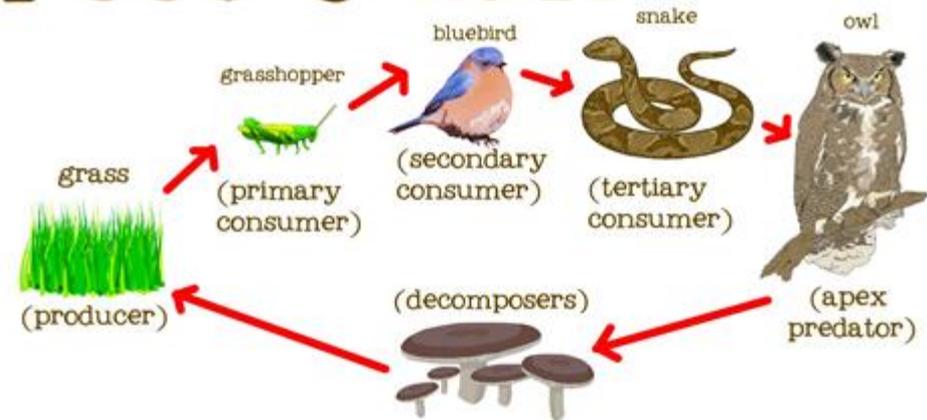
Each food chain end with a **top predator**, and animal with no natural enemies (like an alligator, hawk, or polar bear).

The arrows in a food chain show the flow of **energy**, from the sun or hydrothermal vent to a top predator. As the energy flows, some is lost at each step, called a **food**

What is a secondary consumer?

For this response, you'll want to find evidence in the text **AND** in the graphic to support your claim!

Food Chains



QUESTION:

Why is the bluebird considered a secondary consumer in the food chain above? Use evidence from "The Food Chain" text to support your answer.