

For flexibility, each section of this guide stands alone. Sections may be completed in any order across multiple lessons.

Essential Question: Why is it important to use reasons and evidence to support a claim?



BOOK SNAPSHOT

Selected from Florida's ELA B.E.S.T. Standards Sample Text List

Text Type: Nonfiction

Genre: Informational

Topic: Animal Science

Lexile: 700L



SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

ELA.4.F.1.3 (a): Decode multisyllabic words using morphology. (-est)

Vocabulary

ELA.4.V.1.1: Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.4.R.2.4: Explain an author's claim and the reasons and evidence used to support the claim.

BUILDING BACKGROUND

Display the front cover of the book, and engage students in a discussion about whales and giant squid.

- In *Whale vs. Giant Squid*, you will explore facts about each animal and decide which one might win in a battle.
 - Sperm whales have the largest brain of any animal in Earth's history.
 - Giant squid have eight arms and two extra-long tentacles to grab prey.

Ask:

- What do you already know about whales and giant squid?
- What would you like to learn about them?

As you read, notice how the author uses a compare-and-contrast text structure to describe each animal's traits.



For more educator resources, visit newworldsreading.com.

WORD WORK – Decoding Multisyllabic Words (-est)

ELA.4.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

- a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

Students will use word sums to decode and understand the meaning of multisyllabic words with the suffix *-est*.

Review the following terms:

- A **base word** stands alone with meaning and may have prefixes, suffixes, or both attached (e.g., *kind* in *unkind*, *kindness*, and *unkindness*).
- A **suffix** is an affix attached to the end of a base word and changes the meaning of the word.

Model:

- Display the base word *fast*.
 - "This word is *fast*. Say *fast*."
- Display the suffix *-est*.
 - "This is the suffix *-est*. Say *-est*. It means *the most*."
 - "If I add *-est* to the base word *fast*, what is the new word?" (*fastest*)
 - "What does *fastest* mean?" (*the most fast*)

Example: "The *fastest* fish in the ocean is the sailfish, which can swim 90 miles per hour."

Try This!

Explicitly teach students that some words change before adding the *-er* or *-est*.

- If a word ends in *y*, change the *y* to *i* before adding the suffix.
(*busy* → *busier*, *busiest*)
- If a syllable has a short vowel followed by a single consonant, double the final consonant before adding the suffix.
(*big* → *bigger*, *biggest*)

Base Word	Suffix	New Word	Meaning
<i>fast</i>	+ <i>-est (the most)</i>	→ <i>fastest</i>	<i>the most fast</i>

Practice:

Continue decoding multisyllabic words from the book with the suffix *-est*.

largest (p. 4)	biggest (p. 4)	busiest (p. 16)
-----------------------	-----------------------	------------------------

Check for Understanding:

- How does knowing the suffix *-est* help you read and understand words?

TALK ABOUT NEW AND INTERESTING WORDS

ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Printable vocabulary cards are available at the end of this guide.

Tier 2 words with student-friendly definitions support explicit vocabulary instruction. Background information and learning opportunities help students connect with words. Examples for this text are:

propel (p. 7): When something **propels**, it moves forward. A giant squid **propels** itself by sucking in water and pushing it out.

steer (p. 15): When you **steer** something, you control its movement and direction. A giant squid uses its fins to **steer**.

Home-to-School Connection

Work together as a family:

- Write a short story using all four Tier 2 vocabulary words: *propel*, *protective*, *steer*, *maneuver*.
- Take turns adding sentences so everyone helps create the story.
- Read the story aloud once it's finished.

protective (p. 9): When something is **protective**, it helps keep you safe. Mollusks have a hard, **protective** shell because their bodies are soft.

maneuver (p. 30): When you **maneuver**, you move carefully and with purpose. The whale **maneuvers** around the squid to get in a good position to bite.

Vocabulary Extension Activity

ELA.4.V.1.3: Context and Connotation

Use a cloze passage to strengthen students' understanding of Tier 2 vocabulary and support their ability to apply the words in context.

The pilot had to (steer) the plane so it stayed pointed in the right direction during takeoff. Once in the air, she needed to (maneuver) around a patch of storm clouds. The seat belts were (protective) because they kept the passengers safe during turbulence. The jet engines worked hard to (propel) the plane high into the sky.

READ FOR MEANING – Author’s Claim

ELA.4.R.2.4: Explain an author’s claim and the reasons and evidence used to support the claim.

ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.

Student Learning Target: Today, I am using text evidence to compare two animals’ traits so that I can explain the author’s claim.



BEFORE:

Read the back cover of the book aloud and ask:

- If a whale and a giant squid battled each other, which traits might help them win the fight? (size, speed, strength, etc.)

In this book, the author gives facts about each animal’s traits and makes a **claim** about who he believes would win in a fight.

- A **claim** is to say that something is true or is a fact, although you cannot prove it, and other people might not believe it.*
- A claim is made stronger when there is **evidence** to support it.
 - **Evidence** is source-based information including facts, figures, and details used to support a claim.*

As you read, students will do the following:

- Gather evidence about each animal’s traits.
- Decide which animal has the advantage for each trait, and explain why.
- Use reasons and evidence to make a claim about which animal would win.
- Compare their claim to the author’s claim.

Try This!

Refer to the Building Background section on the front page of this guide to enhance students’ understanding of the story.

*Language is pulled from Florida’s ELA B.E.S.T. Standards.

READ FOR MEANING – Author’s Claim



DURING:

Graphic Organizer: Animal Trait Comparison

A printable version of the graphic organizer is available on the last page of this guide.

Animal Trait Comparison			
Section	Sperm Whale	Giant Squid	Who Has the Advantage? (Provide reasons and evidence.)
Size (p. 4–7)	<ul style="list-style-type: none">• One of world’s largest whales• Up to 60 feet long• Weighs 50 tons (roughly 100,000 pounds)	<ul style="list-style-type: none">• One of the largest types of squid• Can reach 60 feet in length• Weighs only about 450 pounds	<input type="checkbox"/> Sperm whale <input type="checkbox"/> Giant squid I think the sperm whale has the advantage because it is bigger and heavier. This would make it harder for the giant squid to injure the sperm whale in a fight.
My Claim:			

Model (I do): Pages 4–7

Think aloud while recording evidence about each animal’s size.

- Sperm whales are among the world’s largest whales. The fact box says they can grow up to 60 feet long and weigh 50 tons (roughly 100,000 pounds).
- The giant squid is one of the largest types of squid. It can also reach 60 feet in length, but it weighs only about 450 pounds.
- This evidence shows that sperm whales are much larger and heavier than giant squid. I think the sperm whale has the advantage here because its size would make it harder for the giant squid to injure it in a fight.

Guided (We do) and Independent (You do)

Practice: Pages 8–25

Use the guiding questions and comparison chart to analyze each animal’s traits, determine which animal has the advantage, and explain how the author develops his claim.

Home-to-School Connection

Send each student’s graphic organizer home to share learning.

Try this with your child:

- Read the animal facts together.
- Make a claim about which animal would win, and explain why.
- Share your own claim and reasons; then compare ideas.

READ FOR MEANING – Author’s Claim



Ask:

- What facts does the author provide about sperm whales?
About giant squid?
- How could each trait help in a battle?
- Which animal has the advantage? Why?
 - *I think the (animal) has the advantage because (reason/evidence).*

Reading/Writing Connection

Students will use the reasons and evidence from the graphic organizer to make a claim about which animal they believe would win in a fight.

Success Criteria: Students will:

- Write a clear **claim statement**:
 - *“I believe the ____ would win the battle.”*
- Support the claim with **two to three specific facts or details** from the text:
 - *“For example, the text says ____.”*
- Explain how the **reasons and evidence** support the claim:
 - *“This tells me that ____.”*

B.E.S.T. Standards Connection

ELA.4.R.2.1: Explain how the author uses text features (fact boxes, labels, illustrations, etc.) to highlight important information about each animal.

Support students in noticing how these features connect to and strengthen the author’s claim.



AFTER: Pages 26–31

Discuss the author’s claim about which animal would win the fight using the prompts below:

- What is the author’s claim?
 - What evidence does the author provide for the outcome?
- Do you agree with this claim? Why or why not?

Discuss the essential question: *Why is it important to use reasons and evidence to support a claim?*

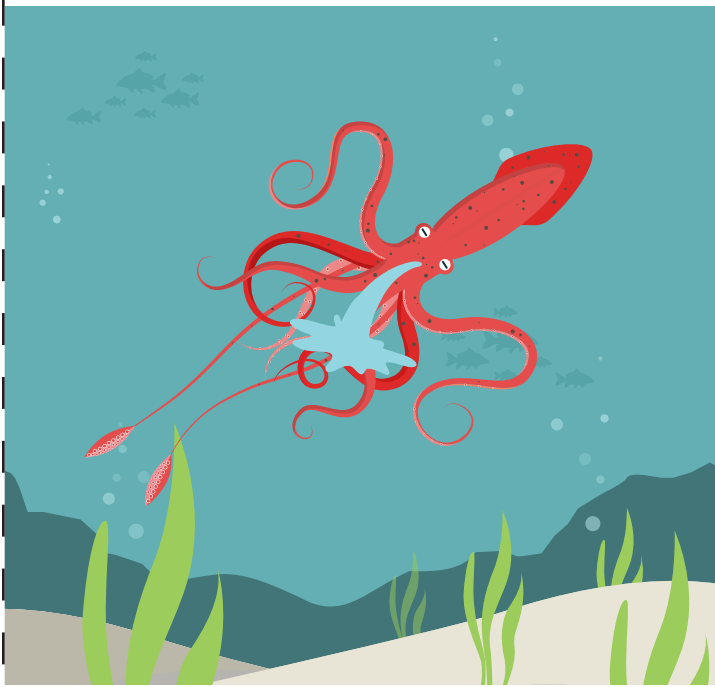
- How do reasons and evidence make the author’s claim stronger?
 - How do reasons and evidence make **your** claim stronger?
- How would the book be different if the author didn’t include reasons and evidence?



For more educator resources, visit newworldsreading.com.



propel



When something **propels**, it moves forward.

protective



When something is **protective**, it helps keep you safe.

steer



When you **steer** something, you control its movement and direction.

maneuver



When you **maneuver**, you move carefully and with purpose.

Name: _____

Date: _____

Animal Trait Comparison			
Section	Sperm Whale	Giant Squid	Who Has the Advantage? Why?
Size (p. 4-7)			<input type="checkbox"/> Sperm whale <input type="checkbox"/> Giant squid
Navigation (p. 11, p. 22)			<input type="checkbox"/> Sperm whale <input type="checkbox"/> Giant squid
How They Eat (p. 12-13)			<input type="checkbox"/> Sperm whale <input type="checkbox"/> Giant squid
Diet (p. 18-19)			<input type="checkbox"/> Sperm whale <input type="checkbox"/> Giant squid
Speed (p. 20-21)			<input type="checkbox"/> Sperm whale <input type="checkbox"/> Giant squid
Diving Depth (p. 20-21)			<input type="checkbox"/> Sperm whale <input type="checkbox"/> Giant squid
Weapons (p. 22-23)			<input type="checkbox"/> Sperm whale <input type="checkbox"/> Giant squid